

# Nature and Needs of the Gifted

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## Let's Connect!



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Welcome! I respect your choice to share this day with me, and I promise to do my best to make it worth your time. In this handout, you will find (hopefully) lots of resources and ideas. I am interested in your thoughts and experiences, so I hope you will be brave and share your ideas today.

Before we start, could I ask you to please take a moment and respond to the statements below? Thank you for being willing to put some skin in the game! This will NOT be collected, so please feel free to be honest!

ON A SCALE OF 1 - 10, 10 BEING THE STRONGEST AGREEMENT, PLEASE SHARE YOUR THOUGHTS ON THESE STATEMENTS:

I feel like my educational needs were fully met in school. \_\_\_\_\_

At least part of why I became a teacher was to reach children on a personal level. \_\_\_\_\_

I feel fully able to meet the needs of my gifted students with the time and resources and training I have. \_\_\_\_\_

I sometimes feel impatient or bored at professional development sessions, even though I am always trying to improve my teaching practice. \_\_\_\_\_

I am looking forward to the session today. \_\_\_\_\_

I've always Known I was gifted, which is not the easiest thing in the world for a person to Know, because you're not responsible for your gift, only for what you do with it.  
- Hazel Scott

## Part 1: Theories and Models of Giftedness

<b>Plato</b>	origins of intelligence theory
<b>Galton</b>	<i>Hereditary Genius</i> ; nature over nurture
<b>Mill</b>	mind is a blank slate; nurture over nature
<b>Cattell</b>	science meets intelligence; anthropometric testing
<b>Binet</b>	French psychologist who developed idea of IQ
<b>Terman</b>	first longitudinal study of gifted; major impact on way we viewed gifted children
<b>Spearman</b>	general intelligence (g-factor)
<b>Sternberg</b>	Triarchic Theory of Intelligence
<b>Renzulli</b>	creativity/ task commitment/ above-average ability
<b>Gardner</b>	multiple intelligences
<b>Willingham</b>	not so fast
<b>Roeper</b>	Type 1: The Successful Type 2: The Challenging Type 3: The Underground Type 4: The Dropouts Type 5: The Double-labeled Type 6: The Autonomous Learner

**NAGC Definition:**

Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).

## Part 2: The Essential Brain

### Thing 1: Welcome to your Brain

Notes & Take-aways:

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### Thing 2: The Limbic System

Notes & Take-aways:

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### Thing 3: Hippocampus

Notes & Take-aways:

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## Thing 4: Amygdala

Notes & Take-aways:

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What's the question students and parents need to be asked?

## Thing 5: Reticular Activating System

Notes & Take-aways:

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read more: <http://bit.ly/ras-classroom>

## Thing 6: You can build a better brain

Notes & Take-aways:

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## Thing 7: Long-term stress is a bad idea

Notes & Take-aways:

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## Thing 8: Dopamine is quite useful

Notes & Take-aways:

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## Thing 9: What video game designers know

Notes & Take-aways:

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Why do students need to feel successful to be successful?

## Thing 10: The Brain Loves Patterns

Notes & Take-aways:

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Do I understand the *why* behind these ideas: chunking? set/clean up?

### Read More:

*Moonwalking with Einstein* by Josh Foer (Penguin 2011)

*Sparkling Student Synapses 9-12* by Rich Allen and Nigel Scozzi (Corwin Press: 2012)

*Engaged Learning* by Richard VanDeWeghe (Corwin Press: 2009)

Any of the “How the Brain Learns” books by David Sousa (Corwin Press)

How to Rewire Your Burned-Out Brain: Tips from a Neurologist: [bit.ly/LQEp20](http://bit.ly/LQEp20)

How to Plan Instruction Using the Video Game Model: [bit.ly/LDw1sq](http://bit.ly/LDw1sq)

Neuroscience for Kids website: [bit.ly/LNqw6P](http://bit.ly/LNqw6P)

Handout for students: [bit.ly/LLYWsM](http://bit.ly/LLYWsM)

### Part 3: Nature and Culture

Cheetah Allegory: [bit.ly/tolancheetah](http://bit.ly/tolancheetah)

Asynchrony: [bit.ly/petersasynch](http://bit.ly/petersasynch)

### Parent Support

- Davidson [davidsongifted.org](http://davidsongifted.org)
- TAGT [txgifted.org](http://txgifted.org)
- Mensa [us.mensa.org](http://us.mensa.org) or Facebook group [facebook.com/groups/MensaBrightKids](https://facebook.com/groups/MensaBrightKids)
- SENG [sengifted.org](http://sengifted.org)
- NAGC [nagc.org](http://nagc.org)
- Hoagies [hoagiesgifted.org](http://hoagiesgifted.org)

### Using Service Learning to build skills and relationships

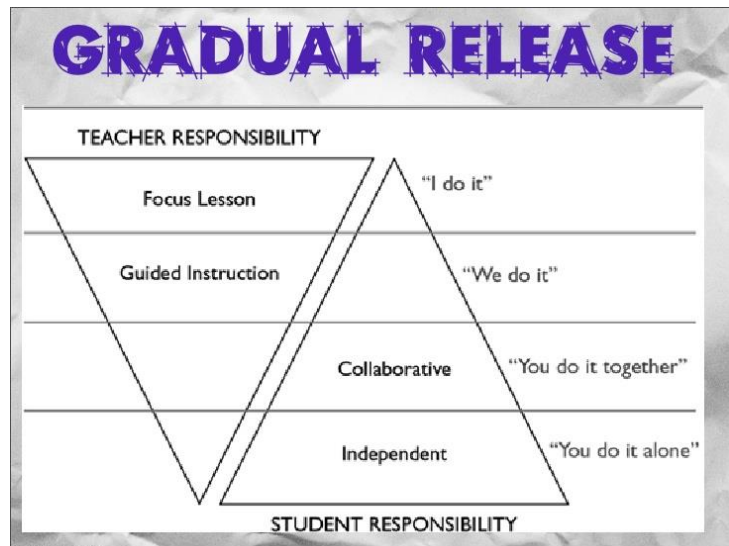
What are the standards? Here are the K-12 Service-Learning Standards for Quality Practice

<b>Meaningful Service</b> Service-learning actively engages participants in meaningful and personally relevant service activities.	<b>Link to Curriculum</b> Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.	<b>Reflection</b> Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.	<b>Diversity</b> Service-learning promotes understanding of diversity and mutual respect among all participants.
<b>Youth Voice</b> Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.	<b>Partnerships</b> Service-learning partnerships are collaborative, mutually beneficial, and address community needs.	<b>Progress Monitoring</b> Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.	<b>Duration and Intensity</b> Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

(source: national youth leadership council)

Where are you going with it?

Down the left triangle, and up the right triangle.



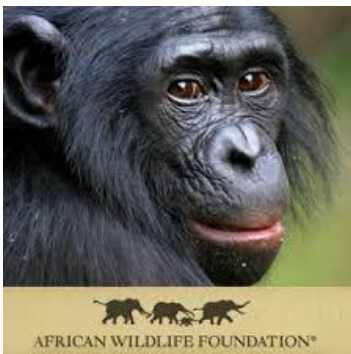
(image from chrilatkinson.com)

Toe in the water

### Charities



Kiva ([kiva.org](http://kiva.org)) is a microlending charity in which you can donate the same \$25 over and over as it is repaid. You can choose the person the loan goes to by a variety of criteria. Select loans with six-month repayment terms to be able to re-loan within a school year. Find out more about using Kiva in the classroom here: [kiva.org/do-more/classroom](http://kiva.org/do-more/classroom). What makes it good for classrooms: interest-driven, small amount necessary to begin, strong analytics and curriculum connection.



African Wildlife Foundation ([awf.org](http://awf.org)) The African Wildlife Foundation (AWF) is the leading international conservation organization focused solely on Africa. Donations can be made to specific projects (mountain gorillas, black rhinos, etc.), or to the charity as a whole. What makes this good for classrooms: kids like animals; strong curriculum connection to geography and science.



Water.org has become famous as Matt Damon's charity of choice, but its appeal is far broader and deeper than celebrity. Water is a key resource issue, and this charity enables kids to connect the curriculum to the real world. What makes this good for classrooms: very little money makes an impact, it is easy to understand, it addresses one of the

key public health issues of our time. Download this great infographic on water issues for free here: [bit.ly/waterinfographic](http://bit.ly/waterinfographic)



Heifer International ([heifer.org/](http://heifer.org/)) and its new Read to Feed program ([readtofeed.org](http://readtofeed.org)) invites donors to give a gift of a living animal (geese, \$20; bees, \$30, etc.). The gift is paid forward, enriching more than just the initial giver. What makes this good for classrooms: kids like animals, low cost, plethora of resources and curriculum applications.

## Random Acts of Kindness

### Steps:

- Set stage
- Brainstorms ideas
- Identify goals/duration
- Track it on a board

More ideas

[guerrillagoodness.com](http://guerrillagoodness.com)

[mensafoundation.org/giftedspecialist](http://mensafoundation.org/giftedspecialist)

do a chore without being asked  
write a nice note  
smile at three people  
do something without complaining  
pick up any trash you see for an entire day  
draw a picture for someone  
speak kindly to someone  
invite someone to play with you or sit by you

## Up to your neck

### fill-in-the-blank drives

food/clothes/school supplies/books (find wish lists on charity web sites)

### letter-writing

#### Steps:

Identify cause	Learn basic business letter rules
Find audience/responsible person	Write/mail letter
Create stationery	Track responses



double-dip

[freerice.com](http://freerice.com)

[freekibble.com](http://freekibble.com)

[freekibblekat.com](http://freekibblekat.com)

All the way under

make something

quilts, belonging bags, procedure pillows, alphabet books, etc.

be an eagle

look for ideas for larger projects on Eagle Scout project websites

[awhitfield.tripod.com/project.html](http://awhitfield.tripod.com/project.html)

[scoutorama.com/project](http://scoutorama.com/project)

[myprojectfinder.com](http://myprojectfinder.com)

## Resources:

Revolutionary Optimists – Calcutta slum video [vimeo.com/39745941](http://vimeo.com/39745941)



[charitynavigator.com](http://charitynavigator.com) rates charities (stick with those earning four stars) based on a number of criteria and lets you search based on interest.



K-12 Service Learning Toolkit: [bitly.com/slearning](http://bitly.com/slearning):

### Abstract:

The materials in this toolkit contain information about the 5 core components of a service-learning project: investigation, planning and preparation, the service activity, reflection, and demonstration/celebration. Also included are the K-12 Service-Learning Standards for Quality Practice.



*The Kid's Guide to Social Action* by Barbara A. Lewis

### Abstract:

This is a practical, though dated, how-to guide for teachers to help guide students in social action. It has a social conscience viewpoint, so it's fairly political. The ideas, resources, and forms are worth looking at.

## Part 4: Perfectionism

Content	Notes
<b>Types of Perfectionists (Adelson and Wilson)</b> <ul style="list-style-type: none"> <li>• Academic Achievers</li> <li>• Aggravated Accuracy Assessors</li> <li>• Risk Evaders: all or nothing</li> <li>• Controlling Image Managers: I could have it if I wanted to</li> <li>• Procrastinating Perfectionists: if it stays in my mind, I can't fail</li> </ul>	
<b>Consequences of Perfectionism:</b> <ul style="list-style-type: none"> <li>• neglect of other interests</li> <li>• fear</li> <li>• underachievement</li> <li>• decreased social acceptance</li> <li>• extrinsic motivation</li> <li>• low self-esteem</li> <li>• anxiety</li> <li>• limited social interaction</li> <li>• limited risk taking</li> <li>• negative thinking</li> <li>• stress</li> </ul>	
<b>Healthy high standards manifest:</b> <ul style="list-style-type: none"> <li>• mastery orientation</li> <li>• capability of relaxing</li> <li>• based on personal standards</li> <li>• pleasure from working hard</li> </ul>	
<b>Unhealthy perfectionism:</b> <ul style="list-style-type: none"> <li>• based on external evaluation</li> <li>• motivated by low self-esteem</li> <li>• unsatisfied with high level of effort</li> <li>• incapable of relaxing</li> </ul>	
<b>Big Idea: Excellent is good enough</b>	
<b>Strategy: 1 – 5</b>	
<b>Big Idea: It's the journey, and it always was</b>	
<b>Big Idea: Don't be your own worst enemy.</b>	
<b>Mindset (Carol Dweck)</b> <b>Perseverance (polar explorers)</b> <b>Grit (Angela Duckworth)</b>	
<b>Strategy: Role of Goal Disengagement</b>	

Strategy: Teach how to avoid self-talk mistakes	
Strategy: Teach how to avoid illogical beliefs	
Strategy: Ask questions (don't tell).	
Strategy: Model strategies to deal with stress	
Big Idea: Just do it	
Big Idea: Be a Weeble and a Bozo	
Big Idea: Failure is a perfectly acceptable option	
Strategy: Fail Forward	
Strategy: The Power of a 99	
Strategy: Amish mistake	
Strategy: provide support in dealing with failure	
Practice predictions:	
Strategy: just jump	
Strategy: Is it my problem or does it belong to someone else?	

### Extra Resources to Explore

#### Books:

- *Letting Go of Perfect: Overcoming Perfectionism in Kids* by Jill Adelson Ph.D.
- *Too Perfect: When Being in Control Gets Out of Control* by Jeannette Dewyze
- *What to Do When Good Enough Isn't Good Enough: The Real Deal on Perfectionism: A Guide for Kids* by Thomas S. Greenspon Ph.D.
- *Freeing Our Families From Perfectionism* by Thomas S. Greenspon



#### Miscellaneous:

Make motivational posters here: [bighugelabs.com/motivator.php](http://bighugelabs.com/motivator.php)

Post about Perfectionism on: [bit.ly/perfectionismlug](http://bit.ly/perfectionismlug)

Movie: *Meet the Robinsons* (Disney, 2007)

Ring the bells that still can ring  
Forget your perfect offering.  
There is a crack in everything,  
That's how the light gets in.

Leonard Cohen "Anthem"

## **Ithaka**

As you set out for Ithaka  
hope the voyage is a long one,  
full of adventure, full of discovery.  
Laistrygonians and Cyclops,  
angry Poseidon—don't be afraid of them:  
you'll never find things like that on your way  
as long as you keep your thoughts raised high,  
as long as a rare excitement  
stirs your spirit and your body.  
Laistrygonians and Cyclops,  
wild Poseidon—you won't encounter them  
unless you bring them along inside your soul,  
unless your soul sets them up in front of you.

Hope the voyage is a long one.  
May there be many a summer morning when,  
with what pleasure, what joy,  
you come into harbors seen for the first time;  
may you stop at Phoenician trading stations  
to buy fine things,  
mother of pearl and coral, amber and ebony,  
sensual perfume of every kind—  
as many sensual perfumes as you can;  
and may you visit many Egyptian cities  
to gather stores of knowledge from their scholars.

Keep Ithaka always in your mind.  
Arriving there is what you are destined for.  
But do not hurry the journey at all.  
Better if it lasts for years,  
so you are old by the time you reach the island,  
wealthy with all you have gained on the way,  
not expecting Ithaka to make you rich.

Ithaka gave you the marvelous journey.  
Without her you would not have set out.  
She has nothing left to give you now.

And if you find her poor, Ithaka won't have fooled you.  
Wise as you will have become, so full of experience,  
you will have understood by then what these Ithakas mean.

(C.P. Cavafy, *Collected Poems*. Translated by Edmund Keeley and Philip Sherrard. Edited by George Savidis. Revised Edition. Princeton University Press, 1992)

Four-step review:

1. Scan the handout and put a star next to three things you know you want to use/try/learn more about.
2. Put an "x" next to one thing you know will not work for you.
3. Put a happy face 😊 next to at least one thing you want to share with another teacher you know (can duplicate step 1).
4. Put an exclamation mark next to the thing you think you are MOST likely to use right away.

Priority Take-Away: What is my **call to action** from this session?