

Gifted Academy for Parents: *Asynchrony & Overexcitabilities*



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Neurodiversity

“Neurodiversity refers to the **differences in brain structure** that lead to cognitive, sensory, and emotional differences.”

“Giftedness is a form of neurodiversity; the pathways leading to it are enormously variable, and so are children’s resulting learning needs.”

Other neurodiverse brain structures include: autism, ADHD, dyslexia, dyscalculia, dyspraxia, dysgraphia, Tourette syndrome

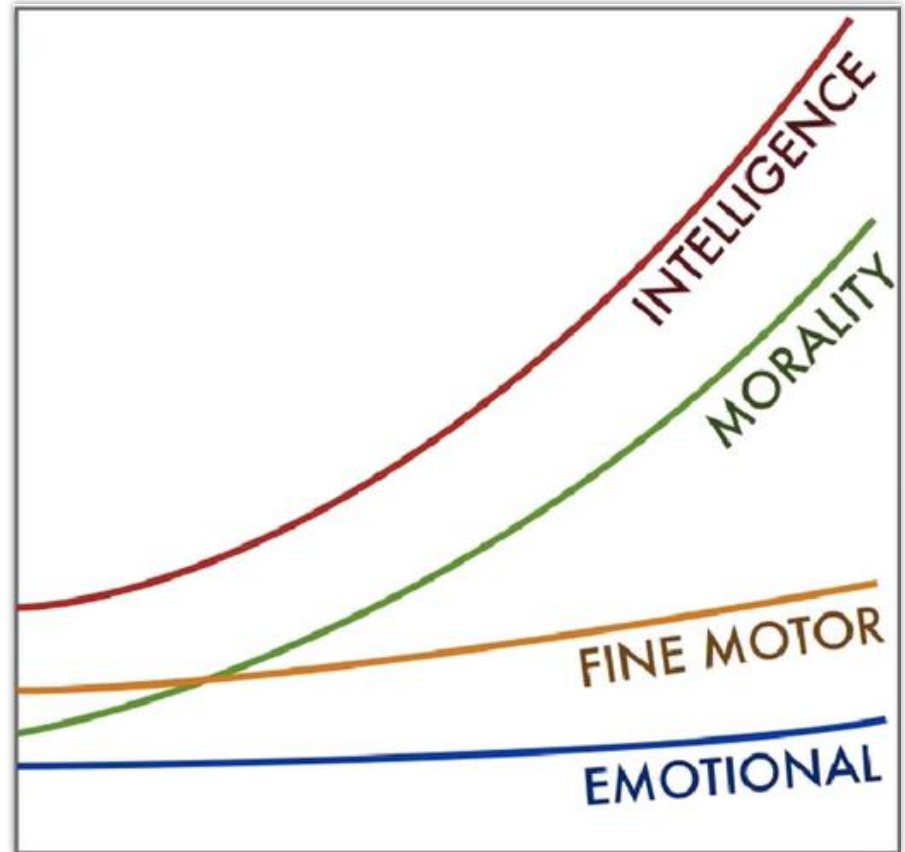
Characteristics of Gifted

- Variety of Interests
- Excellent memory
- Long attention span
- Unusual curiosity
- Persistence in attacking difficult mental tasks
- Good problem solving/reasoning abilities
- Rapid learning ability
- High degree of energy
- Above average language development
- Heightened sensitivity
- Non-conformity behavior
- Keen powers of observation
- Vivid imagination
- Good sense of humor
- Sense of justice and moral sensitivity
- Preference for older friends

Asynchrony

Gifted children may develop asynchronously.

- Intelligence grows at a faster rate than emotional growth
- Intelligent vs. Smart
- Gifted does \neq high-achiever



Asynchronous Development

“Asynchronous development is the hallmark of giftedness and in a very real sense, as gifted children mature they “grow into” their intellect and become more balanced, more normal. **The more extreme the intellectual advancement is; the more extreme is the asynchrony. Social and emotional development depends on the way we perceive and process information** and therefore is profoundly influenced by our intellect.”

- Jean Goerss





Overexcitabilities

Expanded awareness and a heightened capacity to respond to stimuli of various types

The Five Overexcitabilities

Psychomotor

Sensual

Imaginational

Intellectual

Emotional

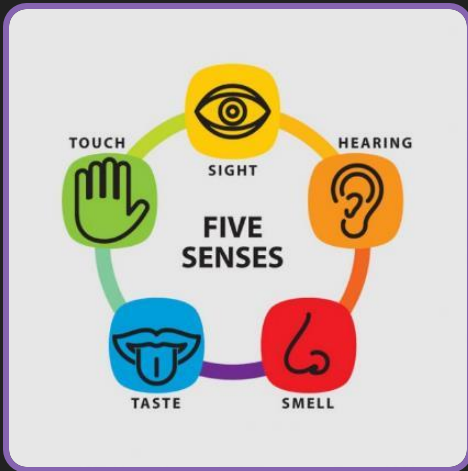
Think of overexcitabilities as an abundance of physical, sensual, creative, intellectual, and emotional energy.

Psychomotor OE

- Surplus of energy
- Rapid speech
- Enthusiasm
- Impulsivity
- Competitiveness
- Misdiagnosed as ADHD



Sensual OE



- Sensory pleasure: sight, sound, taste, touch, smell
- Appreciation of artistic beauty
- Overeating
- Overindulgence
- Needing to be the “center of attention”

Imaginational OE



- Free play of imagination
- Dramatization
- Use of image and metaphor
- Creativity
- Elaborate dreams and fantasies
- Vivid visual recall

Intellectual OE

- Probing questions/curiosity
- Problem solving
- Concentration
- Metacognition
- Analytical thinking
- Introspection



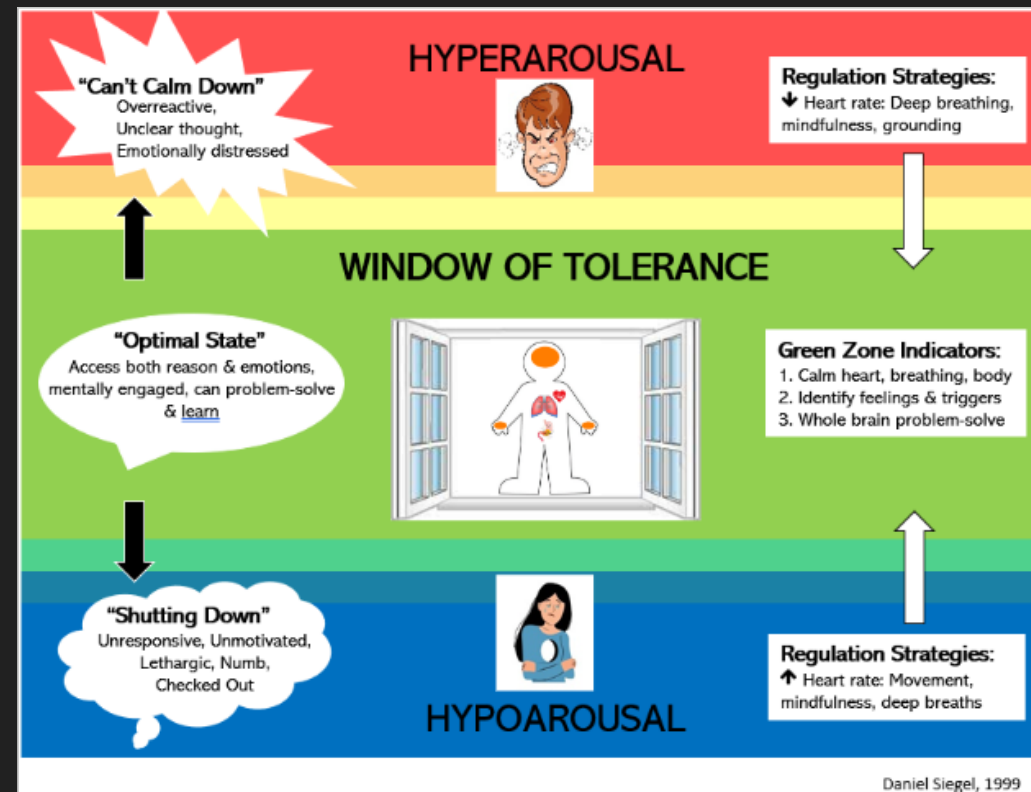
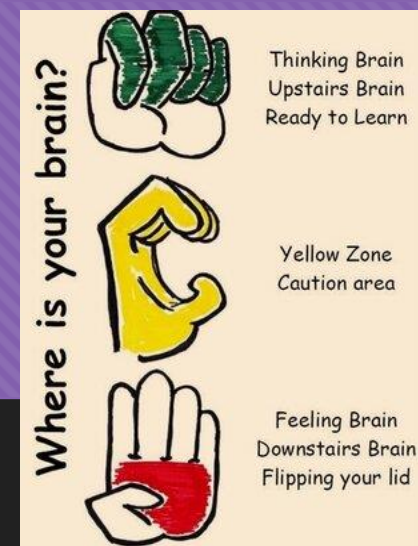
Emotional OE

- Intense emotions
- Physical expression of emotion
- Compassion and empathy
- Inhibition
- Self-evaluation/self-judgment
- Fears, guilt, anxiety
- Strong attachments to others
- Strong affective memory



Social-Emotional Sensitivities (aka 'big feelings')

- More intense feelings/emotions
- Misperceptions of social interactions
- Inflexible/fixed mindset/fight-flight



Resources



AACT
Parent Institute 2023
REVEALING THE TREASURE
Within our Gifted Children

Parent Registration Scholarships Exhibitor & Sponsor Registration Thank You Sponsors Schedule of Events

September 9, 2023
10:00 AM - 2:00 PM

Gifted Academy for Parents Workshops

[Gifted Parent Session – Asynchrony & Overexcitabilities](#)

Thursday, September 7th, 2023

6:00pm - 7:00pm

Location: Ryan Elementary School, 4600 Bright Angel Way., Chandler

Gifted students are often misunderstood due to their asynchrony and/or in the classroom? Psychologist Kazimierz Dabrowski has identified common characteristics of these overexcitabilities? What are some

April Dailey, CUSD Gifted Specialist, & Dan Utrera, Weinberg Gifted Academy these questions and more.

Presentation

Updated

[Neurodiversity and Gifted Education](#) article

[NAGC Information for Parents on Asynchrony](#)

[Overexcitability Information from SENG](#)

[Neurodiversity Podcast](#)

[SENG Model Parent Group](#)

[AACT Parent Institute](#)

Discussion

1. What evidence of asynchrony have you seen at home?
2. What are some ways you help your child at home with their asynchrony?
3. How are gifted characteristics both a help and a challenge?
4. What evidence of an overexcitability has your child exhibited?
5. No two gifted children are the same? How can talking with other parents of gifted children be helpful?

Practicing Executive Functioning Skills @ Home

Thu. Oct. 26th – 6:00pm
Knox Gifted Academy

Please join us for our next session