

Gifted Academy for Parents: *Gifted Overview*



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What you should know...

- Arizona law requires that all public school districts must both **identify** gifted learners and provide **appropriate educational programs and services** for gifted learners. However, the law does not prescribe the models that districts must use to serve their gifted learners.

CUSD Identification

Gifted Students are Identified by the
Cognitive Abilities Test (CogAT)

Measure Reasoning in:

- Verbal
- Quantitative
- Non-verbal

CogAT Sample Questions

		VERBAL BATTERY	
VERBAL BATTERY	Verbal Analogies		Text Format (Levels 9-17/18) TV → watch : newspaper → J deliver K comes L read M magazine N listen
	Sentence Completion	"Which one swims in the ocean?" 	The fastest runner _____ the race. A loses B wins C watches D starts E makes
	Verbal Classification		apple orange pear A fruit B carrot C pea D lemon E onion
QUANTITATIVE BATTERY	Number Analogies		[1 → 2] [3 → 4] [5 → ?] A 2 B 4 C 6 D 8 E 12
	Number Puzzles		$[\text{?}] = 2 + 3$ A 2 B 3 C 4 D 5 E 6
	Number Series		1 2 4 5 7 8 → A 7 B 8 C 9 D 10 E 11
NONVERBAL BATTERY	Figure Matrices		
	Paper Folding		
	Figure Classification		

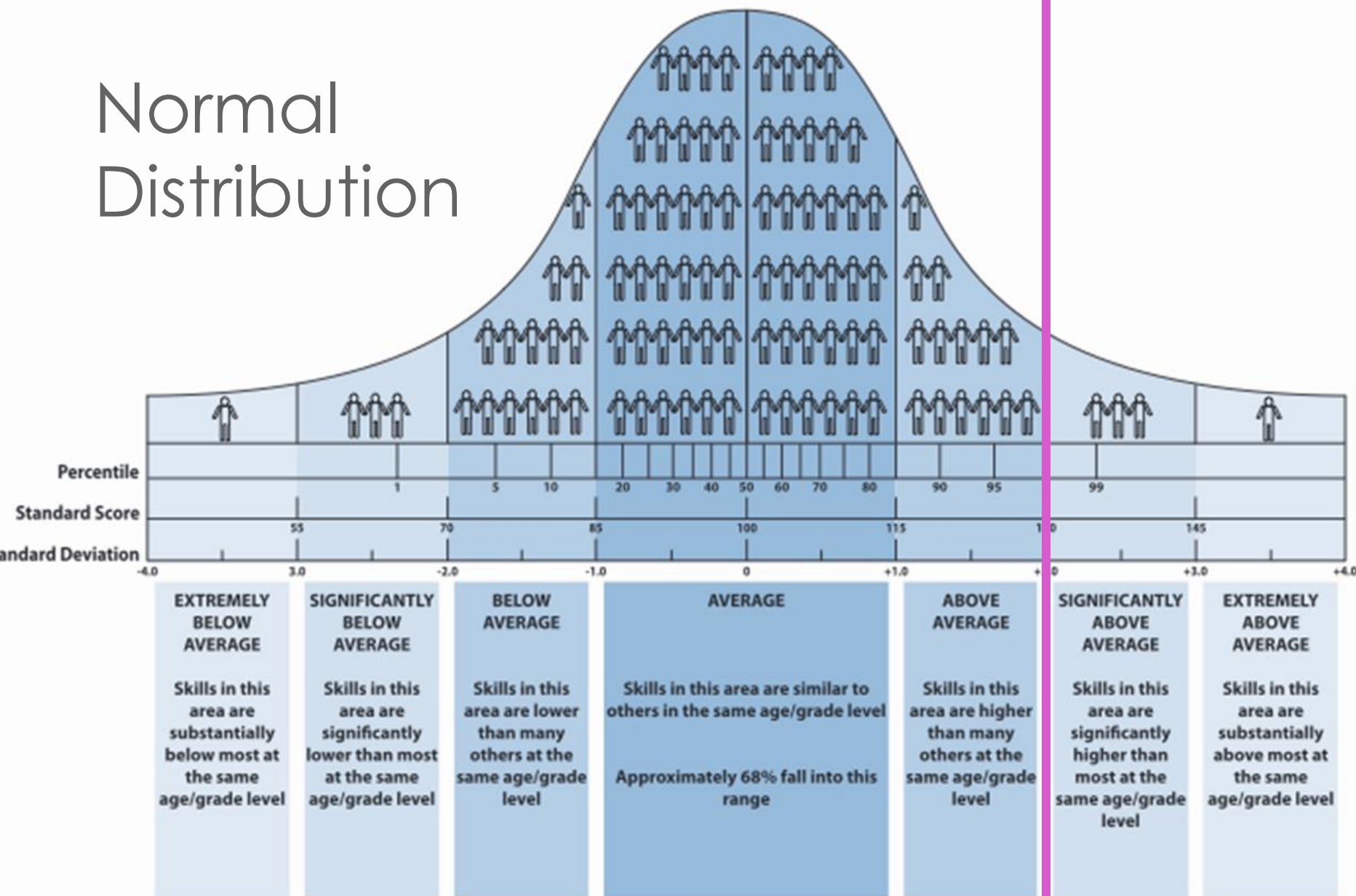
Qualifications

Students must qualify for the gifted program.

Qualifying CogAT score in one or more areas
97th percentile or 95th percentile Composite (VQN)

All gifted services are initiated by parent request.

Normal Distribution



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

Asynchronous Development

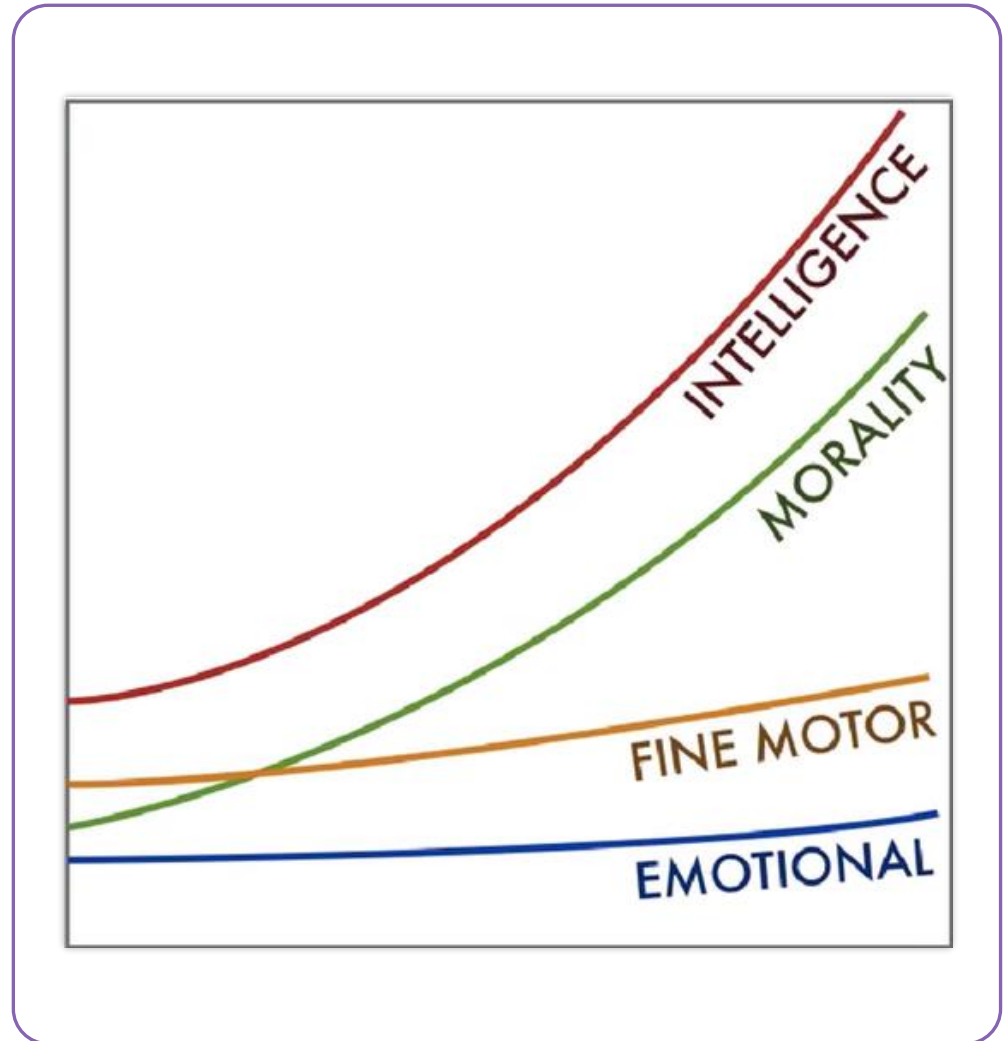
“Asynchronous development is the hallmark of giftedness and in a very real sense, as gifted children mature they “grow into” their intellect and become more balanced, more normal. **The more extreme the intellectual advancement is; the more extreme is the asynchrony. Social and emotional development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

- Jean Goerss

Asynchrony

Gifted children may develop asynchronously.

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





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.

Intellectual OE

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



Imaginational OE



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

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

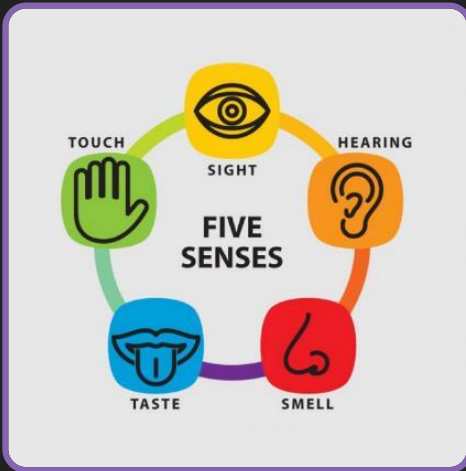


Psychomotor OE

- 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”

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?**

Resources



AAGT
PARENT INSTITUTE 2022
Here we go, Here we grow!
Saturday, September 17
Bustoz Center · 2020 E. Carson Dr.
Tempe, AZ 85282

[Gifted Parent Session - Gifted Overview](#)

Monday, August 15, 2022

6:00pm - 7:00pm

Location: Weinberg Gifted Academy - 5245 S. Val Vista Dr., Gilbert

Who are gifted students? What is asynchrony and overexcitability and how do they affect gifted students' giftedness?

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

Presentation

[Neurodiversity and Gifted Education](#) article

[NAGC Information for Parents on Asynchrony](#)

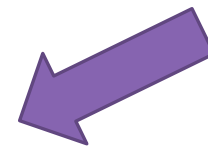
[Overexcitability Information from SENG](#)

[Neurodiversity Podcast](#)

[SENG Model Parent Group](#)

[AAGT Parent Institute](#)

Updated



SENG Model Parent Group

<https://www.gtparentmentor.com/services.html#SENGmpg>

ZOOM Tuesdays 8/30-11/1 @ 6:30pm

\$95/participant



Executive Functioning

Tue. Oct. 18th – 6:00pm

Ryan Elementary School

Please join us for our next session