

1: Understanding High Energy Gifted Kids

Living with a highly gifted child This article by Marilyn Morrison, a parent of a highly gifted daughter, describes some of the issues of raising a highly gifted child: conflict of the intellect and emotions, unending curiosity and perfectionism.

Read on to find out the 5 things you need to know to be a more effective parent. Raising an ODD child is like belonging to a special kind of club: The bottom line is that a child with ODD is not your typical kid. Typical kids will allow others to exert some degree of control over them. They may break rules, but they allow themselves to be grounded. Ultimately, they will give over to parental or adult authority. Loss of control to a parent, or any adult authority figure. In an argument, your ODD child will dig his heels in rather than yield. Parents often feel more miserable during grounding than their ODD child. Nobody Wins the Blame Game. When your home is in turmoil because of constant arguing with your child, it can be easy to fall into the trap of blame. I spend all my time dealing with him. Usually it was hurt or disappointment in my son or myself: I had to realize that my son was not responsible for my emotional well-beingâ€”I was. Besides, kids are quick to blame others for their own behavior. Instead, you want to be a role model for them by taking responsibility for your own feelings and actions. It left her feeling overwhelmed and hopeless. It was a recipe for arguments and power struggles. Just as parents want the chance to learn from our mistakes and start each day fresh, our children deserve the same. When faced with loss of control, ODD kids will often go to extremes to fight against authority. Rather than your child learning from consequences, things quickly get way off topic. But engaging in power struggles will leave you exhausted, frustrated and often confused as to what the heck just happened! Our advice is this: When you find yourself in a tug-of-war over control, try letting go of the rope. The best thing to do is walk away. Remember, it takes two to tug on that rope. Sometimes kids just need to vent. Not surprisingly, he would shoot down every one of her suggestions and then get angry at her. Otherwise, try just listening without jumping in to help. The way you think about things determines how you feel and act toward your child. If your thoughts are negative, it will affect the way you interact and respond to his behaviorâ€”and to him as a person. See if you can catch hold of things that are popping into your mind and replace them with more positive thoughts. When someone pushes against you, the natural instinct is to push back. Make no mistake, raising an ODD child is an emotional and challenging experience. By changing how I responded to him, over time our relationship changed. Show Comments 68 You must log in to leave a comment. Create one for free! Responses to questions posted on EmpoweringParents. We cannot diagnose disorders or offer recommendations on which treatment plan is best for your family. Please seek the support of local resources as needed. If you need immediate assistance, or if you and your family are in crisis, please contact a qualified mental health provider in your area, or contact your statewide crisis hotline. We value your opinions and encourage you to add your comments to this discussion. We ask that you refrain from discussing topics of a political or religious nature. She specializes in working with teens with behavioral disorders, and has also raised a child with Oppositional Defiant Disorder. She works with children and families and has in-depth training in the area of substance abuse.

2: Living With & Understanding Your Gifted Child PowerPoint Presentation, PPT - DocSlides

Living with a gifted child. Having a gifted child is rewarding, exasperating and very hard work. Elaine Hook - herself a teacher - tells us the story of bringing up her daughter, Sophie.

Pressures to purchase, achieve, accumulate, and experiment are ever-present in our culture. Parents have to decide what to expose their children to as they are growing up. How fast is fast enough? Does every child have to learn to read in kindergarten? How many playdates, after-school classes, trendy toys, computer games are really necessary? Gifted children are emotionally intense and perfectionistic by their very nature. They are excruciatingly sensitive to pressures to achieve and perform in school and with friends. And precocious kids can and will over-react to too much stimulation. When mom and dad are rushing their kids to school, children experience the attendant pressure and anxiety. In addition, gifted kids are then rushed home, and then taken off to classes and to playdates and tutors. Inevitably, having too much going on will backfire. Gifted children will express their overwhelmed feelings in outlandish temper tantrums. Actually, gifted kids need down-time with their parents to process their thoughts and feelings, some time drawing or reading, or just time being quiet. It can be dangerous for the development of potential of a gifted child to always be on the go. Parents and children need to slow down and think about what they like to do best or worst, or what has to go. And also, really necessary, is to learn what has to be tolerated no matter what. Homework is done no matter how boring. Hitting your sister for being in your way or just being born is not acceptable. Telling your sister she is a brat is rude and should be against house rules. Gifted kids need to learn to filter out their outrageous behavior. Your son or daughter will become more perfectionist and competitive with themselves and others. For example, fast lane children are more likely to say that they hate themselves or that their friends hate them. The ability to make friendships and keep them will be hampered because companionship is too invested in competition—doing and having the right toys and friends. Schooling can become boring or not important because it is not charged with enough self-focused intensity. Collaborative learning experiences will be marginalized when they are actually very crucial as a learning tool.

Rewards of Mindful Parenting 1. Your child will be calmer and more tolerant of family life and school-related issues. Your son or daughter will learn to play with a variety of children in different activities without being overly fearful or judgmental. Discipline will be easier because parental intensity is reduced by clear goals and expectations. Your child will develop interests that are the foundation of his or her identity. Careful choice of activities and discussions of how well your child likes the experience or does not. Clear goals and expectations that are child-centered and respected. Consequences that are appropriate when unacceptable choices are made by your child. Quiet time every day, which calms down emotional intensity. Family time every day to develop a sense of family warmth and love. Homework time when homework is assigned. Exercise that the child wants to participate in, such as team or individual sports, or creative dance or martial arts. Community experiences that teach the value of sharing. Validating calm and responsibility is equally important to a balanced home life. As you try to invest in a calmer lifestyle, your child will learn to do so as well.

3: Dealing with an Exceptionally Gifted Child – Living with Lindsay

And living with a gifted spouse comes with an entirely new set of challenges. 10 Common Traits of Gifted People While there are many characteristics that gifted people have in common, no gifted.

This article was first published in Issue 10 of the Twice Exceptional Newsletter April , see www. Parents who come to me for consultation and counseling are usually at the end of their rope. These are caring, committed parents. Many children do things that are odd or excessive, but not all of these things indicate a disorder to be repaired or a deficit to be replenished. The tendency nowadays is to pathologize children, to view any difference or difficulty as a symptom rather than a personal trait. Each of these traits is something specific – perfect pitch, inflexibility, poor time management, a knack for language, impulsivity, artistic flair, inability to read social cues, and so on. While some of these traits may appear on symptom lists for certain disabilities, the whole child is more than the sum of his parts. And for a child to mature and become integrated, nurturing his assets is at least as important as addressing his weaknesses. Many of the problem behaviors in a gifted child are actually due to exceptional sensitivity rather than to willful disobedience or protest at not getting his way. This may be sensory sensitivity to factors such as noise or texture or the number of people in the room sensory integration issues , or emotional sensitivity to perceptions of unfairness, discrepancy or insincerity. What intervention does succeed? In my own work with families, I take a practical approach based on three principles: Our first task is to find specific points where we can be helpful. Our second task is to give children the chance to do it right. Learning takes place when we do something right, not when others react to us for doing it wrong. It makes no sense to expect a child to have the inner resources to do all or most of the changing. We adults have more capacity to self-reflect and struggle with our habits than children do; we can reason with ourselves, foresee outcomes, engage our minds in the struggle with emotional habits. And if we change, our children will follow. What kind of change is necessary? First, we have to change our fundamental orientation: We also have to change our language; examples of ways to re-frame language will be given in the case study. And we have to be alert for what needs to be changed in the context or environment to make it a better fit for the child. This means looking for specific things that tend to make our child become disorganized or over-aroused – being rushed or surprised, being told to stop before a task is complete, having to deal with too many people or choices at once, and so on. Then, what to do becomes clear: We focused our attention on removing potential obstacles to minimize tripping and falling; we tried to manage the environment so our child could practice getting it right and experience the feeling of success; and we cheered every incremental improvement, no matter how small. Rather than reacting to what our children do wrong, we need to give them more chances to do things right. Case study – Diana Diana is an exceptionally bright seven year- old whose writing and math skills are several years beyond the level of her peers. She enjoys all intellectual challenges, especially those involving visual organization like finding patterns and solving puzzles. Blonde, blue-eyed, angelic looking – she seems the ideal child, and yet her mother Carol had come to me in tears. As we looked closely, however, and identified situations that tended to make Diana explode, we realized they had a common theme. Whining and fretting would rapidly escalate to a full-scale tantrum that might include screaming, kicking and hitting. Though obviously bright and talented, her rigid perfectionism was overpowering her strengths and spoiling everything. The first step had to be to accept this fact and its importance to her – to acknowledge rather than deny her reality. We often say to a child: Unintentionally, Carol had done this with her daughter: I helped Carol re-train herself to say: Especially effective was the formulation: Next, Carol worked on changing her initial response. This approach helped her predict, prepare and prevent a meltdown when she took Diana to a Broadway show. They had a wonderful time. By taking a practical, non-judgmental approach, we helped Diana manage other stressful situations. For instance, Carol reported that Diana had been coming home each day intensely agitated about a boy in her class whose loud, intrusive and impulsive style was almost impossible for her to bear. Knowing that concretizing a situation can be helpful to a child, we came up with the idea of asking Diana to decorate a special box where she could put all her bad experiences. The benefits of this approach were threefold: I also gave Carol the exercise of writing about one moment each

day when she felt like a good mother. The next stage of our work involved teaching Diana to be helpful herself. Though Carol might suggest an intervention, it was Diana who had to carry it out. For instance, Diana had to ride along whenever Carol drove her brother Mark to his various activities sports, band, scouts, etc. This had become a daily battleground: Knowing that Diana took comfort in mathematical systems and patterns, I suggested having her keep a log of the exact amount of time she spent accompanying Mark to his activities. This meant telling time, subtracting to figure out the number of minutes and devising a system to record the information. Not only did she appreciate the fairness of the arrangement but, because of the kind of person she was, she liked doing the calculations and creating a visually attractive recording system. Because it made use of her strengths, the activity was calming and empowering for her. Finding ways to empower a child is the root of all effective interventions. In general, children have very little power in their lives. At school, where they spend most of their day, they are told when to move, when to eat, what kind of chair to occupy and near whom; they have no say in the lighting, noise level, duration, time of day or tempo of the tasks they must undertake. We take away all power except the power to say no, and if this is the only power a person has left, he will surely use it. Empowerment means giving the child ways to say yes – helping her extend the boundaries of her world. This came from a combination of high ideals, a strong moral sense and an inflexible temperament. The family had decided to go to Carvel, a local ice cream store, but when they arrived they found it was closed. Diana became hysterical, inconsolable. Promising to go the next day or offering a substitute buying ice cream at the supermarket, going to a different ice cream shop were not acceptable alternatives for her because of her low adaptability. To deal with this kind of situation, I taught Carol to include a back-up plan that was part of the plan. That is, she learned to say to Diana right at the beginning: Another difficulty Diana encountered, in contrast, was when she became obsessed with too wide a range of possibilities rather than too narrow a range. Confronted with a choice, she could become so preoccupied with all the what-ifs, minor aspects, side-issues, possible choices and possible outcomes of those choices that she became unable to act. Diana became so worried about all the things she would not be choosing if she picked one thing and not another, and whether they might have been better than the thing she did pick, that she was unable to decide on anything at all. Then she helped her organize all the factors she needed to consider – the prices of the various toys, their sizes, how many different things she could do with each of them, whether her friends had similar toys, and so on. They chose the items that Diana especially liked and organized all the information in a grid, the kind of activity Diana enjoyed and found comforting. This gave her concrete way to organize the material in her mind until she was ready to make her selection. Carol also allowed her to take as much time as she needed to process the situation. A child who is told to proceed more quickly or more slowly than his internal rhythm dictates will protest in the only way available – by saying no. For Diana, as for any child, effective strategies made use of her strengths – her love of organization, her mathematical ability, her strong visual creativity. The eventual goal is to help Diana devise solutions for herself. At seven, her parents still need to be the main helpers but more and more as a child grows, he should be encouraged to figure things out for himself, based on his understanding of the kind of person he is. As the parent of gifted but challenging child, look to these basic principles to help your child learn to manage stressful situations: You can ask your child: Give your child a chance to re-play the scene and learn from the experience of getting it right. Give your child time and space to process the situation in his own way. Throw out those sticker charts and enjoy your unique child!

4: Living in the Fast Lane with Gifted Children - DrBarbaraKlein

Living simply is important if you have a differently-wired child. Here are some strategies and tips for living simply with your unique child.

Whether at home, school, or both, this book gives great insight and good advice into these often frustrating children

Fighting Guilt by Charlotte Riggle Misplaced parental guilt is a monster Seducing you with what might have been, it wastes your time, erodes your confidence, devours your energy, and distracts you from what is "which is the only thing you can do anything about

Fostering Academic Creativity in Gifted Students ERIC Digest by Paul E. Torrance and Kathy Goff Some things caring adults can do to foster and nurture creativity in gifted students

From Music to Sports: Gifted children, like other children, need appropriate education, satisfying friendships and supportive parenting.

Good Friends Are Hard to Find: Good for shy kids and kids who seem to not get those unwritten social rules, or kids who have to deal with agemates that seem alien to them.

Read the Davidson Institute review

Gore and Frances A. Karnes Grandparents, with their greater life experience, will often realize"even before the parents"that a child is gifted, and that the child will need additional emotional and intellectual sustenance

Grandparents can help both directly and indirectly. They can support their grandchildren indirectly by backing up their own children in fulfilling parental responsibilities. More directly, they can support the needs and passions of their grandchildren

Rules to live by, for parents of highly, exceptionally and profoundly gifted children

Wright and Paula Olszewski-Kubilius, Center for Talent Development, Northwestern University Created to assist high school juniors and seniors and their parents prepare for the college admissions and financial assistance processes, this booklet will attempt to identify and explain assumptions, terms, and procedures associated with applying to college or financial aid; give helpful tips to parents and students; highlight resources which can lend support and assistance; and will also provide a checklist designed to chart those activities critical to the admissions process

Also available in PDF format requires Adobe

This user friendly guidebook educates parents and teachers about important gifted issues, an ideal resource for the beginner to seasoned veteran in educating gifted children

Raising and nurturing a gifted child can be an exciting yet daunting challenge. Writing with authority and compassion, Edwards explains why some children are especially challenging, for reasons from ADHD to profoundly gifted, then spells out clear, specific strategies parents can use to address and correct problem behaviors with firmness and love or from

Gifted Homeschoolers Forum Do you want to homeschool, but you need to keep working? Can this be done? How do other parents manage?

Infinity and Zebra Stripes: Life with Gifted Children by Wendy Skinner This book offers sage words for beginning parents and seasoned insights for those more experienced, including teachers. More importantly, this rewarding little book highlights the responsibility of parents to reach out for information, stay aware of the bigger picture, and not leave the development of gifted children to chance

Underachiever compared to what? Compared to the narrowly-defined measures of school performance or compared to the abilities that will help her to thrive in life? In my opinion, your child is not under-achieving. I think your child is under-appreciated

The Joy and the Challenge: Topics include identifying and recognizing giftedness, the challenges of parenting a gifted child, underachievement issues and twice exceptionalism, gifted minorities and gifted boys and girls, misdiagnosis and depression in gifted youth, advocacy, and parenting supports and resources, by authors including: But we can note this only in retrospect. There have been many frustrations along the way. We hope that this account of our experiences will help other parents to educate their own special child

Last Child in the Woods:

5: ODD Kid Behavior: 5 Things to Know | Empowering Parents

Living With & Understanding Your Gifted Child PowerPoint Presentation, PPT - DocSlides- Presentation. created by Deanna. Crackel., M. Ed based on the book.

California Association for the Gifted Volume Vol. Welcome to life with a highly gifted HG child! Coping with Intellect and Emotions My husband and I used to wonder at the start of each day: Who will emerge from the bedroom--our daughter or her evil twin? Really, though, the surprise at any given hour or minute of the day with HG kids is which will surface: We start believing that our children are their intellectual ages, not their chronological ages. Much of the time, though, HG kids are amazingly grown-up, able to have wonderful conversations on an adult level, and interested in the world in a way that keeps the whole family hopping.

Unending Curiosity One of the main characteristics of highly gifted children that affects the entire family is their unending curiosity. Sometimes this takes the form of an in-depth passion for one thing, and other times it manifests itself as a desire to learn something about everything, but either way it can lead to adventures and ongoing learning for all family members. For example, on our long drive to Lake Tahoe last summer, what was supposed to be a brief rest stop became a fascinating hour learning about tufa formations and brine shrimp at the Mono Lake Visitors Center. Such intense curiosity, though, can also be daunting to the parents of a highly gifted child; you are expected to know the answer to every question. You will do yourself and your children a favor by teaching them, at a young age, how to learn. In second grade, my children had a very wise teacher who taught them how to use a dictionary, encyclopedia, and thesaurus, and her three favorite words were, "Look it up! These children need to know how to find out the answers on their own. It is a skill that will last their whole lives.

The Perfectionist Streak It is also important to remember, and to remind your children, that they are not necessarily highly gifted in everything. We all have strengths and weaknesses-subjects in which we excel and subjects which are hard for us. Parents of the highly gifted are often torn between wanting to encourage their children to reach their potential and helping them learn to accept their limitations, but both are valuable lessons. A related concern is teaching HG children how to deal with challenge and frustration. Because perfectionism runs rampant among the highly gifted, it is critical for parents to let children see them make mistakes and accept these mistakes calmly. If your family includes one or more highly gifted children, you might be too tired to finish reading this article! It can be physically exhausting to raise HG kids-they tend to have a lot of energy, and it is hard to keep up with them sometimes. Most parents of highly gifted students also find that they must spend extra time advocating for their children throughout their school careers. Raising highly gifted children is a challenge, but the experience is rewarding. You may have to work a little harder as a parent, but your child will benefit from your nurturing, and life in your family will certainly never be dull!

Permission Statement Reprinted with permission of the author and California Association for the Gifted. This article is provided as a service of the Davidson Institute for Talent Development, a c 3 nonprofit dedicated to supporting profoundly gifted young people 18 and under.

6: Parenting Gifted Children | Hoagies' Gifted

"Living with Intensity provides something for everyone who lives or works with gifted children and adults. With chapters devoted to clinical work with the gifted, family dynamics, issues affecting specifically adults who are gifted, and research studies and applications, Daniels and Piechowski have provided a noteworthy and even essential contribution to the field of giftedness."

Photo by Baron Valium Gifted kids who have enormous amounts of physical energy are often misunderstood and misidentified. As I first learned about the overexcitabilities, psychomotor seemed the most surprising. A wild gifted kid? Falling out of chairs? They should be well-behaved, model students! Psychomotor overexcitability is significantly correlated with high intelligence Ackerman, Gifted children characteristically exhibit a high energy level. Instead imagine him deeply engrossed in his favorite activity. The very energy that makes him disruptive during a dull lesson empowers him to: His energy keeps him going long after peers become bored, fatigued, or distracted. He becomes a mini-Michelangelo working tirelessly on his own Sistine Chapel. Many behavior issues can be solved with a simple pre-assessment. The physical movement cranks up with boredom. Give him a chance to burn it off. These kids might need a few easy adaptations: Make them part of the team, rather than a problem to be fixed. Help them to adapt and get through challenges: If you feel that energy building, I want you to give me a little signal. High-energy kids become high-energy adults. This is why self-understanding is so vital. Learning to work with their intensities is a life-long skill that push them closer to their amazing potentials. How do you help your kids with extra energy? Hit me up at ian byrdseed.

7: Living with a Gifted Spouse? Here's How to Handle It | Change Your Mind, Change Your Life

It's all good and well going along and discovering quite early on that you have an exceptionally gifted child on your hands to deal with here and I'm talking about the type of exceptionalism that can be seen by people beyond those who care the most about the children.

Elaine Hook - herself a teacher - tells us the story of bringing up her daughter, Sophie Where does God live? How big is the sun? What is at the end of infinity? Where did the first drop of water come from? What came first, the egg or the chicken? Especially when your month old baby asks them and no answer you give satisfies her needs. At times, you do not in fact, know the answer. The EP that carried out the assessment concluded that she was operating in all these areas at the level of a year-old but socially and emotionally, operated at her chronological age level of six. The diagnosis was a shock and extremely scary; I had no idea what the implications were and what the future held for us. From birth I had known my daughter was different. She was two days old when she gave me such a strange but knowing look which she still gives me to this very day and I just knew she was going to be a huge challenge. What I was incredibly naive about was just how much she was going to challenge both me, my husband and the whole family. Sophie walked at ten months. In fact she ran; she never crawled. She spoke at 14 months in sentences and like an adult. We never experienced baby language. Sophie was trying to read from about one year to eighteen months. By the time she went to nursery, aged two, she could read proficiently and to herself. From the moment she was born she was fascinated with the world, in fact you might even have called her nosey! She was extremely alert, enjoyed people, never slept and had an insatiable appetite for knowledge. She would ask question after question on a topic that she was fascinated with, going on and on until she was satisfied and the answers suitably answered her enquiry. Then she would move onto the next topic and the process would start again. Frustratingly this never put her off and she would go on to explain why she needed to know the answers!! When she became old enough to operate the Internet, she would spend hours researching topics she found interesting for the answers she felt family and friends could not give her. Every day was a challenge and exhausting. She saw it as learning and finding out about the world around her so it was extremely hard to discipline her. Although the results of the assessment on the one hand were a shock, on the other they were not. In my heart I knew but due the fact that nobody was listening and pooh-poohed my instincts, I had hidden my feelings until she started school and became bored, misunderstood and bullied. Her teacher and the head of her school would often describe her as arrogant, rude, conceited and too outspoken and opinionated. Instead of school being a place we both enjoyed going to it became a place we both dreaded. Because Sophie was different and clever, she was ostracised by her peers and bullied by both the children and the teachers - including the head teacher. The school had never seen a child like Sophie before and did not know how to deal with her. Sophie would say her primary years were unhappy, miserable and sad. As they came to an end I became increasingly aware that I could not let this roll over into secondary school and decided to take the bull by the horns. Sophie had stressed to me time and time again she did not want to attend the catchment secondary school with all the bullies. I viewed all three out of catchment schools and choose the one that had the least positive reputation. It had an emphasis on art music and drama, an excellent special needs department where they understood high ability and they gave each student responsibility for their learning from an early age. It was also a large school and I felt she might blend in better as she would be less conspicuous. This school has been a blessing to us; secondary education for Sophie has been a joy, she loves school and has achieved in all areas of the curriculum and socially and emotionally. Sophie is a very responsible, mature and stable teenager. She is still very concerned about the world and watches the news and documentaries with passion, compassion and empathy. She still debates well on very difficult and adult subjects, such as world poverty, racism and religion, and has extremely strong views on all these subjects. Sometimes she cannot sleep at night for worrying!! Sophie has grown in to a wonderful woman and I am very proud of her, but it has been challenging and hard work on our journey together. We still have a long way to go. Having a gifted child was one of the most difficult and daunting experiences I have ever had to endure. Most people imagine having a clever child must be easy and a

privilege; why would having a gifted child cause so much anguish? Related links Characteristics of Gifted Children: Do you think your child is gifted? Supernanny experts the National Association for Gifted Children, help to explain the characteristics of gifted children. Making friends can be hard at any age. Elaine Hook from the National Association of Gifted Children, and herself the mother of a gifted child, explains more The best new bedtime books: The Supernanny team has discovered some brand new bedtime books. Your best back-to-school books How to help boys read and write Supernanny expert Sandy Fazio explains that while boys may take longer to show an interest in formal learning, there are ways you can encourage them to do so! The Supernanny team has found the best online learning resources to help your child with his homework. It provides extra support for those pupils who learn faster than others.

8: Living with Intensity by Susan Daniels

Living With Intensity has served as the guiding tome for our work with gifted children at our K-8 school. It has framed for our faculty the central paradigm of our work- beginning with the rich inner life of the gifted child and building powerful learning opportunities and programming that engages their deep, natural interest in the world from.

Email 6 Shares When I started blogging in , my focus was primarily faith and living simply. As my life changed, my blogging changed as well. Meshing my desire for a simpler life with having a differently-wired child has led to lots of reflection, adjustments and, frankly, desperate prayers over the years. Adjust Our Schedule This morning I had to go out early for blood work. It was still dark when we left home and the sun was just freshly up as we were coming home. It made me realize how much I missed being up and around early in the day. David and I were early risers when it was the two of us. We tried to get as much done as possible before noon. Caroline, on the other hand, is a night owl. She is up until This is not what I would choose. When it became obvious that Caroline was a night-owl, David and I made the choice to adjust our schedule. We now get up later and stay up later. We also tend to homeschool in the afternoon. Negotiating additional major transitions throughout the day was never worth it so we kept things pretty normal day after day, week after week, month after month. Gone were cozy nights out at the bookstore. We never went out in the evening. Gone was running errands at the drop of a hat. As Caroline got a little older, we were out and about more but we were still very much homebodies at heart. When she was a baby I was sure Caroline had to be an extravert because she never wanted to be alone, wanted to be held and carried around all the time, etc. Now that I know her better, I can see she has a strongly introverted side. All of this leads to the need to stay home, make things fairly predictable, and take care of our introverted selves because there is nothing simple about living on overload. Adjusting Expectations Nothing will complicate your life quicker than having expectations that are completely out of line with who your child is wired to be. We invested a lot of time studying our child and looking for the information that would help us parent her most effectively. We discovered numerous times that we were not doing what was best with her spiritedness. Once we began to put changes into place, our lives simplified a great deal. But as we applied those changes over time, life simplified greatly. We knew how to effectively parent our individual child which brought more peace to everyone. More Resources and Inspiration for You.

9: Exceptional Children and Families: Learning And Education

Read the following expert from "Discovering the Gifted Ex-Child" by Stephanie S. Tolan: "The experience of the gifted adult is the experience of an unusual consciousness, an extraordinary mind whose perceptions and judgments may be different enough to require an extraordinary courage.

Parents, teachers, and therapists need to keep in mind that cognitive strength and cognitive complexity gives rise to emotional depth and profound feelings that the child or adolescent needs to express, or rather, is compelled to talk about in detail. In other words, smart children who have high IQs or creative talents not only think differently—more quickly and profoundly—but their feeling states have a more vivid and encompassing quality of intensity that needs to be expressed and listened to. For example, when your preschooler says goodbye to you, she behaves like she is falling apart because she imagines that you will never return. But your child will calm down. Or when a young gifted child sees a homeless person, he feels and thinks that he needs to save the homeless person or solve the problem of homelessness. You need to explain that homelessness is not a problem that children can solve. From reading and watching movies about race horses, I liken the parenting process of raising a gifted kid to training a high strung race horse. And I say this because, as smart and as precocious your kids are, is unfortunately or fortunately depending on your state of mind as intense as they may become in any given situation that triggers emotional confusion and stress. The stallion needs a horse whisperer and the gifted child needs a parent whisperer. Calming down and refocusing the emotionally intense child is a serious challenge. It is truly a steep learning curve that parents have to navigate as they try to give their son or daughter the tools they will need to reach their potential. There is no one-size-fits-all direction that all parents can follow at all times. But, in general, alongside calmness and structure at home, appropriate schooling and socialization are obviously crucial tools. While the intensity of a spirited smart child is common and predictable, the degree of his or her emotional reactivity can be confusing to parents, teachers, and specialists. In desperation to end the confusion about emotional reactivity, this gifted problem is often misunderstood and mislabeled with a psychiatric diagnosis. Books and internet articles are written on the differences between gifted children, autistic spectrum disorder, and attention deficit disorder because children who have intense feelings are singled out as having difficult-to-handle emotional and behavioral problems. Social-emotional and learning issues of gifted children are very different from issues of children with autism or hyperactivity. For example, boredom in smart children who are perfectionistic will lead to underachievement. Most people do not understand that boredom in gifted kids is common when they are not in the right school environment. And to make matters worse and more confusing for parents of the quick and astute child, the child sometimes actually knows when he is creating problems, stops misbehaving, and helps out his mom or dad. The exhausted and frustrated parent has a glimmer of hope and thinks that her child is not a manipulative tyrant. Harry decides he can brush his teeth. Jack gets started on his homework. Sofia goes to sleep in her own room. The roller coaster is on the level part of the track. But quickly the child forgets to be empathic to her parents and reverts back to her original position wanting her own way. Graceful behavior goes by the wayside. And tyrannical attitudes take over again.

The ethical dilemmas of teacher research as a research agenda Neal Shambaugh To speak for the world The mathematical princess, and other stories. Business and society ethics and stakeholder management 15th edition The First Woman Doctor (Famous Firsts) Changing Cape Town Assassins Accomplice Arthrocentesis, synovial fluid analysis, and intraarticular injections Shakespearean Music in the Plays and Early Operas Wild River massacre Ncert solutions for class 11 physics chapter 3 Exchange of notes concerning a loan by the Government of the United Kingdom of Great Britain and Northern Research paper on microfinance in india The Social Psychology of Intergroup Conflict The 7 stages of marriage book Cats, 24 hours a day Berlitz level 5 Williams doll (1972) Concepts in Biology (Cram101 Textbook Outlines Textbook NOT Included) Mastersizer 2000 user manual Nothing Like the Night (Detective Stella Mooney Novels) Engineering matrices problems and solutions Alibates Flint Quarries National Monument Fun With Proverbs Deck-Book Set Catalogue and net price list of the Whaley, Royce, Co. / Feeling good handbook by dr burns Infusion therapy standards of practice At the cross hillsong piano sheet music Conjunction of Kronos Masterworks of man nature. 2 Enter the Peacock Blue 22 The electric light. Notes. Report of the Secretarys Task Force on Black Minority Health. 4. Bastard culture : Participation as explicit media practice ; Participation as implicit media practice Feng shui for dummies New heights of flight Poem for Lama Ginsberg. Helping your exceptional baby U00a7 75. The so-called Apostolic Constitutions 349 Bill Parkers WNBF Radio 1290 60th anniversary cookbook