Think Through the Emotion

giftED19
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Keys to Giftedness
Based on the work of Joyce Juntune, Texas A&M University

[Graph showing a bell curve with labeled segments P, C, S, E]
Two-Sides of the Same Characteristics

For each characteristic, list an example or two of how it might be perceived positively and an example or two of how it might be perceived negatively.

(Characteristics based on Silverman’s Characteristics of Giftedness Scale available here: [http://www.gifteddevelopment.com/sites/default/files/Characteristics%20of%20Giftedness%20Scale%202014.pdf](http://www.gifteddevelopment.com/sites/default/files/Characteristics%20of%20Giftedness%20Scale%202014.pdf))

<table>
<thead>
<tr>
<th>Negative Perception</th>
<th>Characteristic</th>
<th>Positive Perception</th>
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<tbody>
<tr>
<td>Reasons well</td>
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<tr>
<td>Learns rapidly</td>
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<tr>
<td>Extensive vocabulary</td>
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<td>Excellent memory</td>
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<td>Sensitive</td>
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<td>Compassionate</td>
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<td>Curious</td>
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<tr>
<td>Wide range of interests</td>
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<tr>
<td>Avid reader</td>
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<td>Concerned with justice &amp; fairness</td>
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<td>Keen observer</td>
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<td>Vivid imagination</td>
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<tr>
<td>Questions authority</td>
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<td>Ability with numbers</td>
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<tr>
<td>Long attention span, hyper-focus</td>
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</table>
### Overexcitabilities
Based on the work of K. Dabrowski, M. Piechowski, and S. Lind

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>Psychomotor</td>
<td>Psychomotor</td>
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<tr>
<td>- rapid speech</td>
<td>- plan for movement</td>
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<tr>
<td>- movement</td>
<td>- teach replacement movements</td>
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<tr>
<td>- little sleep</td>
<td>- be careful of ADHD</td>
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<tr>
<td>- impulsivity</td>
<td>Sensual</td>
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<tr>
<td>Sensual</td>
<td>- plan environment</td>
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<tr>
<td>- 5 senses</td>
<td>- understand the “pickiness”</td>
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<tr>
<td>- clothing</td>
<td>- teach stress management</td>
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<tr>
<td>- foods</td>
<td>Intellectual</td>
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<tr>
<td>- able to discriminate at high level</td>
<td>- teach research skills</td>
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<tr>
<td>Intellectual</td>
<td>- question journal</td>
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<tr>
<td>- fairness</td>
<td>- teach to reign in criticism</td>
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<tr>
<td>- world/adult issues</td>
<td>Imaginational</td>
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<tr>
<td>- drive to know</td>
<td>- respect their imagination</td>
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<tr>
<td>Imaginational</td>
<td>- mental stop sign</td>
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<tr>
<td>- vivid dreams</td>
<td>- use it</td>
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<tr>
<td>- mix truth &amp; fiction</td>
<td>Emotional</td>
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<tr>
<td>- escape to imaginary world</td>
<td>- accept ALL feelings</td>
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<tr>
<td>Emotional</td>
<td>- teach to anticipate</td>
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<tr>
<td>- seems to overreact</td>
<td>- respect attachments</td>
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<tr>
<td>- empathic</td>
<td>- journal</td>
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<tr>
<td>- strong attachments</td>
<td>- feeling vocabulary</td>
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<td>- physical symptoms</td>
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</table>
How Much of a Perfectionist Are You?
From Perfectionism: What’s Bad About Being Too Good?
by M. Adderholdt-Elliott, 1987

Read each statement, then rate each one according to whether you…

- Strongly agree +2
- Agree somewhat +1
- Can’t decide 0
- Disagree somewhat -1
- Strongly disagree -2

Answer with your first thought to get the truest response.

_____ 1. I’m critical of people who don’t live up to my expectations.

_____ 2. I get upset if I don’t finish something I start.

_____ 3. I do things precisely down to the very last detail.

_____ 4. I argue about test scores I don’t agree with, even when they won’t affect my final grade.

_____ 5. After I finish something I often feel dissatisfied.

_____ 6. I feel guilty when I don’t achieve something I set out to do.

_____ 7. When a teacher hands back one of my papers, I look for mistakes before looking for right answers or positive comments.

_____ 8. I compare my test scores with those of other good students in my class.

_____ 9. It’s hard for me to laugh at my own mistakes.

_____ 10. If I don’t like the way I’ve done something, I start over and keep at it until I get it right.
The Perfectionist Continuum
From Perfectionism: What’s Bad About Being Too Good?
by M. Adderholdt-Elliott, 1987

If your total is between +15 and + 20, you’re too good to be true.

If your total is between +10 and + 14, you’re too good for your own good.

If your total is between +5 and + 9, you’re a borderline perfectionist.

If your total is between +1 and + 4, you’re a healthy pursuer of excellence.

If your total is between 0 and - 5, you’re used to hanging loose.

If your total is between - 6 and - 10, you’re a little TOO relaxed.

If your total is between - 11 and - 20, you’re barely breathing.
Perfectionism


- Focus on effort
- Applaud learning from mistakes
- Learn something new together
- Don’t hide your own mistakes
- Don’t reward grades and outcomes
- Don’t say, “This should be easy for you!”


- Take a planned risk
  - Everyone do one scary thing for a week, then talk about it
  - Have a contest to have the worst experience
- Fail on purpose
  - Do something less than perfect on purpose
  - Play the rejection game
- Make a plan and stick to it
  - Don’t try to make it better or learn more first
  - Accept GOOD ENOUGH


- Appreciate the trait – high ideals are good
- Reframe mistakes as learning experiences – doing it wrong is a stepping stone to doing it right
- Set priorities for yourself - don’t be a perfectionist at everything
- Start a project instead of procrastinating – starting is the hardest part
- Don’t impose your standards on others
- Keep trying even when you don’t first succeed – don’t give up
- Don’t punish yourself for failing – I’ll do it different next time
- See the good and bad of perfectionism – use it drive you instead of paralyze you
- You can cope with the pain – nothing is as bad as it seems
Mark the idea that was chosen the most times.
Mark the idea that was chosen the most times.
Weighted Criteria
A Decision-Making Tool

<table>
<thead>
<tr>
<th>Number Scale</th>
<th>choices</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Total</th>
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<tr>
<td>____________</td>
<td>excellent</td>
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<td>____________</td>
<td>poor</td>
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From Joyce E. Juntune's *Grids and Formats*
Weighted Criteria
A Decision-Making Tool

Number Scale

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choices

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From Joyce E. Juntune’s Grids and Formats
Weighted Criteria
A Decision-Making Tool

Number Scale
- excellent
- poor

Rating scale for choices

Rank of criteria

choices

Rating of choice

Weighted rating (Rating x Rank)

Add weighted ratings to get Total

From Joyce E. Juntune's Grids and Formats
Relaxation Techniques


Cookie Breathing

Mental Rehearsal

Breathing Colors

Superman Body

Mind-cation
My Worry Monster
Strategies to Work Through Anxiety


Four Steps

- **Identify** the thought
  - What is the Worry Monster saying to you?
- **Challenge** the thought
  - Is it true? Can you prove it?
- **Modify** the thought
  - What is more realistic based on the grain of truth?
- **Replace** the thought
  - What positive thought replaces the monster’s words?

Additional Strategies

- Schedule worry time
- Worry box
- Plan for the worst-case scenario
- Recognize the thought, then let it go
- Breathe
- Fake it (act the way you want to feel)
“Our thoughts determine our emotions.” – How are our thoughts related to our emotions?

How does Dr. Peters suggest we use thoughts to overcome our fears & worries?

Cognitive Interventions

- _________________ the thought. (What are you thinking right now?)
- _________________ the thought. (Can you prove the thought?)
- _________________ the thought. (How can you look at it differently?)
- _________________ the thought.

Why is this important to know in your classroom?

How might you apply this in your classroom?
Resources

• Hoagies Gifted Education Page: www.hoagiesgifted.org
• Davidson Institute for Talent Development: www.davidsongifted.org
• Institute for Educational Advancement: www.educationaladvancement.org
• National Association for Gifted Children (NAGC): www.nagc.org
• Duke Talent Identification Process: www.tip.duke.edu
• Gifted Development Center: www.gifteddevelopment.com