

BVPAGE Meeting 10/10 at 7 p.m.

Overexcitabilities with Dr. Karen Jordan

Board members present: Amy, Jeannie, Heidi, Lisa, Cecilia

Special Guests: Kristin Asquith,

Attendance: 18

- I. Welcome and updates
 - A. Please join friends of BVPAGE
 - B. Sumer Opportunities Fair February 6th
- II. Parents and Overexcitabilities
 - A. Gifted kids often have gifted parents—
 - i. usually about 10 points within each other in a family between parents, siblings
 - ii. Parents can have overexcitabilities too, they can last a lifetime
 - B. Overexcitabilities quiz
 - i. Count how many trues you have- you have can more than one overexcitability
 1. Group 1 is psychomotor
 2. Group 2 is sensual
 3. Group 3 is imaginal
 4. Group 4 is Intellectual
 5. Group 5 is emotional
 6. If yours differ from your child, it can be hard to manage
 7. Emotional is the most common in gifted students
 8. Not all gifted kids display overexcitabilities, there is a continuum
 - C. Psychomotor challenges
 - i. Overwhelming to adults, sleep issues, bossy, may be misdiagnosed with ADHD
 - D. Intellectual challenges
 - i. Impatient, argumentative, questions authority, argues, peers can't understand their humor, reject input
 - E. Sensual challenges
 - i. Overeating, buying sprees, overstimulation, clothing tags and seams annoying, distracted by noise and smell
 - F. Imaginal challenges
 - i. Hard time telling separating reality and fantasy, mixing truth and fiction, daydreaming, seen as disruptive
 - G. Emotional challenges
 - i. Feel emotions physically, difficulty adjusting to change
 - H. How adults react to overexcitabilities:
 - i. Disbelief – you begged for it and now you won't wear it
 - ii. Reasoning – it can't be that bad
 - iii. Discipline- you're overreacting, go to your room and calm down
 - iv. Teasing
 - v. Put downs – That's crazy it will never work
 - vi. Accusations- You're just trying to get attention
 - I. What can we do? How do we help them use their powers for good
 - i. Understand their overexcitabilities

- ii. Foster their self awareness
 - 1. Give them the vocabulary – you have big feelings
- iii. Tell them they aren't alone
 - 1. Famous people with the same overexcitabilities
 - 2. Books about gifted kids "The Benedict Society", Matilda,
- iv. Turn it into a positive
 - 1. Community service
 - 2. Expression emotion through art, music, movement
 - 3. Harness energy in quiet productive outlets, don't use fidget spinners, limit technology
 - 4. Teach and use clear verbal and nonverbal communication skills, watch tone
 - 5. Teach stress management- mindshift app, teach them how to ask for help, having fun, exercise, time management skills, tolerance/empathy
 - 6. Create a comforting environment or safe place to retreat and recharge
 - 7. Raise awareness of their impact on others, responsibility for behaviors
 - 8. Validate and Accept-don't take away their passion as punishment
 - 9. Use humor – Book "Raisin' Brains: Surviving My Smart Family"
 - 10. Share strategies that work with your child's teacher
- v. Specific Strategies
 - 1. Psychomotor-use a code word when they are too ramped up so they aren't embarrassed, build movement into the day
 - 2. Intellectual- Help them learn how to find answers to their questions, learn goal setting for when things finally get hard
 - 3. Sensual-Provide breaks from stimulus and also time in the spotlight, spend time in nature
 - 4. Imaginational – journaling, open-ended activities, write down factual account before embellishing, help them find a good first step to projects that they are trying to make overly complex and are overwhelmed by
 - 5. Emotional- develop a feeling vocabulary, learn their own warning signs of becoming overwhelmed
- vi. Twice exceptional
 - 1. When is it more than overexcitabilities?
- vii. When to seek help
 - 1. Suicidal statements
 - 2. Worsening mood or anxiety
 - 3. Losing friends, isolation
 - 4. When teachers express concern
- viii. Resources
- ix. Questions
 - 1. How do you know when a teacher thinks your child needs to be assessed for ADHD? They legally can't say it. Listen for behavior clues- can't sit still, talks all the time, distracted, etc.
 - 2. Is there a higher tendency toward ADHD in the gifted community?
 - 3. How do you help their friends and other adults cope with gifted kids?- use the word intensity and other language that's appropriate for other kids – his body needs to move a lot, she has big feelings

4. How do you help a child who freezes before big events/tests because of anxiety over not doing well? Catastrophize with them, what will really happen? Is that realistic? If it happens what will you do?
5. How do you help your child talk to other children? Help them see how to turn it into something that appeals to others, find others who share their passion
6. How do you help a child turn off their brain and get out of their head?
Breathing techniques