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PRAEDITUS

Latin praedītus *adj. I cl.* meaning gifted

A publication of Allen ISD Gifted and Talented Services

Sensual Overexcitability

As we continue to look at overexcitabilities, it helps to remember they are not only a key part of one's personality, they also help to shape a person's view of the world. Those with Sensual OE have a richer experience from sight, smell, touch, taste, and hearing than the average person. They love music, language, and art. Sometimes, they may also feel over-stimulated or uncomfortable with sensory input and become distracted. Sensually overexcitable children may find clothing tags, classroom noise, or smells from the cafeteria so distracting that classwork becomes secondary. Others may withdraw from stimulation.

Sensual Strategies

- Create a soothing environment which limits offensive stimuli and provides comfort.
- Allow time to enjoy music, art and food.
- Provide time to just relax in a warm scented bath, listen to rain, or walk in the woods.

Helping Children Make Decisions

Children are faced with so many choices these days. In the past, there were fewer choices (think toothpaste) but choice has always existed. There are three major problems that gifted children face when making decisions.

Too Many Options

Most people can easily adapt to having a lot of choice. People who come to the U.S. from countries with few material goods soon learn to acquire things.

If you ask a child to tell you what is "a lot" of choices, the answers will vary. Some feel overwhelmed by picking between two things. Others can have an almost infinite variety and do well. It often depends on what the choice is. If you are choosing something that is really interesting to you... say a new cell phone... you are willing to put in the research to make a good decision. But choosing the right research topic for a project can be torture!

Consequences

Lots of gifted kids are afraid of making the wrong decisions because they hate being wrong. Worse that being wrong, is being embarrassed by your choice.

First, children need to realize that decisions are rarely, life-altering when you are in elementary school. You choose pizza for lunch and your friend's enchilada looks better. It's okay, just order enchiladas next time.

Help them understand worst-case scenarios. What is the worst that could happen if the choice is wrong? The possibility of embarrassment also needs to be taken into account. When dealing with embarrassment, kids tend to feel an exaggerated version of feelings and those need to be addressed by talking about the feelings.

Commitment

Another problem with making decisions is that making a decision means committing to a choice and sticking with it. For gifted children, who are always looking to learn or explore something new, decision making can seem limiting.

Helping children navigate the decision making process at an early age develops life-long skills.

Problem Posing in Math Education

Problem posing is an effective math instructional strategy. Problem posing refers instruction where students generate their own problems or questions based on a given situation. Problem posing is a powerful tool to help students strengthen their insight and understanding of mathematical content. The instructional strategy has also been shown to identify knowledge deficits, and open a way to knowledge exploration.

Why Use This Strategy?
"A typical student in a class asks less than 0.2 questions per hour in a classroom (Graesser and Person 1994). Furthermore, shallow questions (who, what, when, where) are asked more by students and teachers than deep questions (for example why, why not, how, what-if, what-if-not). Both types of questions are critical in a learning environment; however, deep questions will provide gifted learners with the rich mathematics education and exploration they desire. Problem posing encourages deep questions.

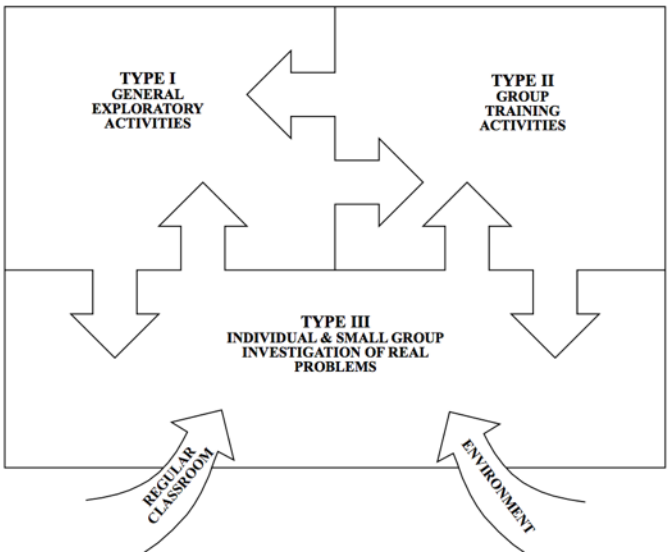
What does it Look Like?
An example of problem posing is: "The answer is 246.... what is the question?" Students generate their own questions that result in an answer of 246.

In another case, a teacher drops a deck of cards and asks students to estimate how many were dropped. Next, she asks what information would help develop a better estimate? Estimates are revised based on new information and the answer is disclosed.

Sometimes, a photo with a caption that raises multiple questions is the start of a mathematical inquiry.

One of the primary goals of problem posing instruction is to teach students to go further by teaching them how to think like mathematicians.

We love suggestions for articles! Is there a question you have about gifted kids? Please send requests for articles to Praeditus Feedback



The Enrichment Triad Model

From the Renzulli Center for Creativity, Gifted Education and Talent Development at the University of Connecticut

The Enrichment Triad Model was designed to encourage gifted and talented students by exposing them to various topics, areas of interest, and fields of study, and to further train them to apply advanced content, process-training skills, and methodology training to self-selected areas of interest. Accordingly, three types of enrichment are included in the Triad Model

General Exploratory Activities (Type I) are designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, and events that would not ordinarily be covered in the regular curriculum. Speakers, mini-courses, demonstrations, performances, and media resources are a part of this enrichment.

Group Training Activities (Type II) promote the development of thinking and feeling processes. Training activities include the development of creative thinking and problem solving, critical thinking, and affective processes. It also incorporates a wide variety of specific learning how-to-learn skills including skills in the use of reference materials; and written, oral, and visual communication skills.

Individual and Small Group Investigations (Type III) are commonly called Genius Hours. This enrichment strategy gives students an opportunity to pursue a self-selected area and develop their own line of inquiry. In addition to allowing children to develop knowledge in an area of interest and produce authentic products, Genius Hours develop self-directed learning skills in the areas of planning, organization, resource utilization, time management, decision making, and self-evaluation, and developing task commitment, self-confidence, and feelings of creative accomplishment.

Allen ISD offers all of these types of enrichment though our gifted and talented services. Talk with your gifted and talented teacher if you have questions about how your student is learning.

Registration for phase I testing for students currently in grades 1-11, opens January 26, 2021 and closes February 5, 2021. Please access the registration form for more information, including testing dates, at https://forms.gle/GRSfCChSGmcuuBRZA.