Dad's and Their GT Boys

It's comforting to talk about your son with other GT dads because you don't have to explain that parenting a gifted boy can mean....

"knowing it is normal for your 3 year old to yell in a museum, "That is the biggest Heterodontosaurus I’ve ever seen!”;

"understanding that your boy seems unable to walk and talk and the same time, yet can intellectually multitask with ease;

"apologizing when your son asks the weight of everyone in the elevator so he can calculate the maximum allowable weight posted on the wall;

*cheering on your son during T-ball even though he is singing in the outfield;

*listening to your 6 year old memorize street signs for 25 miles and then recite them backwards on the way home;

*remaining calm while your son has a meltdown over a homework assignment or a fight with a friend;

*or, swallowing hard when your child finally hits the wall academically.

Join your fellow dads for the meat and potatoes of GT boys and their worlds. Dr. Stuart Omdal will facilitate a discussion centered on the myths and truths of giftedness, gender expectations, stereotypes and risk for underachievement for GT boys.

Tuesday, March 11, 2014
6:30-8:00 pm
Mountain View HS - Library
3500Mountain Lion Drive

Seating is limited to 30

REGISTER NOW

Stuart Omdal, Ph.D. is a father and Academic Coordinator for
Ryan offered a day-long workshop at the Loveland Museum/Gallery through Thompson School District's Shadows in the Arts program. "When you are comfortable with what you're doing and comfortable with what you're trying to express, push it."

Read More at The Reporter Herald
By Shelley Widhalm 02/28/2014

Thank you to the Parent Advocacy Strategies panel:
Diane Lauer  Kathy Sather
Lanny Hass  Larry Shores
Tiffany Miller  Niki Weitzel
Val Wirt  Sue Teumer

... and Superintendent Dr. Stan Scheer.

Parents, administrators and teachers enjoyed a candid give and take of strategies and advocacy advice for parents of gifted students.

Congratulations to Lucas Nelson of Lucile Erwin MS who is going to the State Mathcounts Tournament at the Colorado School of Mines.

How Emotionally Intelligent Are You?

What makes some people more successful in work and life than others? IQ and work ethic are important, but they don't tell the whole story. Our emotional intelligence -- the way we manage emotions, both our own and those of others -- can play a critical role in determining our happiness and success. Read More

Source: The Huffington Post 12/3/2013

EQ - abbreviation for emotional quotient, a (notional) measure of a person's adequacy in such areas as self-awareness, empathy, and dealing sensitively with other people

IQ vs. EQ

Parents who enjoy the status they receive from their kids' performing well in school might fight the notion that intelligence does not always equal success.

Think about these people you may recognize and the nature of their success:

<table>
<thead>
<tr>
<th>Est IQ</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>180</td>
<td>Benjamin Netanyahu</td>
<td>Israeli Prime Minister</td>
</tr>
<tr>
<td>180</td>
<td>James Woods</td>
<td>Actor</td>
</tr>
<tr>
<td>160</td>
<td>Bill Gates</td>
<td>Microsoft CEO</td>
</tr>
<tr>
<td>140</td>
<td>Madonna</td>
<td>Singer</td>
</tr>
<tr>
<td>140</td>
<td>Shakira</td>
<td>Entertainer</td>
</tr>
<tr>
<td>140</td>
<td>Hillary Clinton</td>
<td>Politician</td>
</tr>
<tr>
<td>118</td>
<td>George Washington</td>
<td>1st US President</td>
</tr>
<tr>
<td>117</td>
<td>John F. Kennedy</td>
<td>35th US President</td>
</tr>
<tr>
<td>116</td>
<td>Peyton Manning</td>
<td>NFL Quarterback</td>
</tr>
<tr>
<td>110</td>
<td>Ulysses S. Grant</td>
<td>18th President/General</td>
</tr>
<tr>
<td>78</td>
<td>Muhammad Ali</td>
<td>Prize Fighter</td>
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IQ has not been the obvious factor in the success of some these well-known people. And for some, emotional intelligence and determination have trumped IQ.

Emotional Intelligence and Gifted Kids

Self Awareness

It's easy to assume that gifted students are confident and capable, bursting with self-esteem. However, high self-expectations and surprising insecurities cast a shadow over their accomplishments. The process of identity development in intellectually gifted children and adolescents is complicated by their innate and acquired differences from age-peers. To be valued within a peer culture which values conformity, gifted young people may mask their giftedness and develop alternative identities which are perceived as more socially acceptable. The weaving of this protective mask requires the gifted child to conceal her love of learning, her interests which differ from those of age-peers, and her advanced moral development. Read More

Source: "The 'Me' Behind the Mask: Intellectually Gifted Students and the Search for Identity" - SENG
**Self Regulation**

Current research indicates that some gifted students possess better self-regulated learning strategies than their peers, however gifted students may have done very well in school without using good self-regulation strategies because of a combination of their high abilities and/or an unchallenging curriculum (Reis, Hébert, Diaz, Maxfield, & Ratley, 1995).

If learning is relatively easy for someone, less effort, organization and other self-regulated activities are expended. Social conditions or personal issues may prevent students from developing self-regulated learning strategies. Some students who already have some of these strategies encounter social or personal issues that may prevent them from using these strategies regularly. [Read More]

Source: University of Connecticut NEAG Center for Gifted Education and Talent Development

**Empathy**

Antoine (age 6) is a worrier. He bites his nails, he loses sleep and if he is really worried about something he finds it hard to eat or sleep. These worries can be the ozone, endangered animals, NASA funding. I think this sensitivity comes from an in-depth understanding of what the actual consequences of his concerns can be. He knows that if we do not protect a species that it will no longer be in existence so his children and their children will never know what they were like. That's what makes him worry.... [Read More]


**Motivation**

Intellectual over-excitability is evidenced in gifted individuals who enjoy questioning, discovery through problem solving, and the search for truth and understanding. They enjoy exploring ideas and theorizing, and are avid readers who are capable of maintaining concentration and effort for lengthy periods of time (Piechowski, 1997). These are the highly curious and persistent students who are able to immerse themselves totally in a talent area, using their particular problem solving and metacognitive abilities to achieve a successful learning outcome (Daniels, 2003). They are driven to engage in learning by strong emotional responses of an intellectual nature, reinforcing the links between emotions, thinking and learning (Jensen, 1998). Gagne (2003) refers to such students as being “auto-pushed” and pursuing their “own schedule.” [Read More]

Source: “Significant social-emotional influences on the motivation of gifted students. How can teachers foster healthy ‘hearts’ and ‘minds’?” Lynda Garrett

**Social Skills**

Research on children's friendships shows that when asked to pick qualities that determine what makes a best friend, average children, ages 4-7, associated friendship with sharing materials or activities, or offering assistance, defense against others and other friendly behavior. Older children, above age ten or so, chose sharing interests, private thoughts and feelings, having a mutual sense of respect and affection.
Highly gifted children may be at a higher level of development in the understanding of reciprocity in relationships, and are then out of sync with age peers in expectations about friendships; however, they may not yet have developed to the level of mental age peers, especially in the early years. As they get older, differences in social development tend to decrease because the basis for friendship becomes more mutual for all children, only the depth and degree of commitment continue to develop. Read More

Source: The Davidson Institute for Talent Development

Parents and educators have long understood that social savvy and emotional intelligence are not to be taken for granted among gifted youths. Gifted children differ from other children in ways that are obvious both to themselves and to their classroom counterparts. Because they must learn to engage and play with others far less mature in their interests and capabilities, social interaction is rocky terrain for some gifted youths. Read More

Source: Duke TIP

Take an online EQ quiz