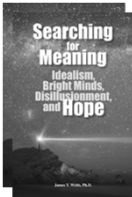
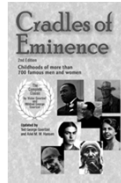
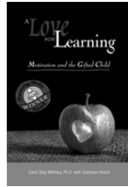


## Being Bright Is Not Enough!

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[www.greatpotentialpress.com](http://www.greatpotentialpress.com)  
[webb@greatpotentialpress.com](http://webb@greatpotentialpress.com)




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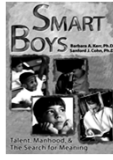
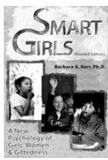
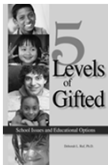
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## Great Potential Press, Inc.



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## WEB SITES FOR GIFTED RESOURCES

- [www.greatpotentialpress.com](http://www.greatpotentialpress.com)
- [www.hoagiesgifted.com](http://www.hoagiesgifted.com)
- [www.TAGFAM.com](http://www.TAGFAM.com)
- [www.sengifted.org](http://www.sengifted.org)
- [www.nagc.org](http://www.nagc.org)
- [www.ditd.org](http://www.ditd.org)

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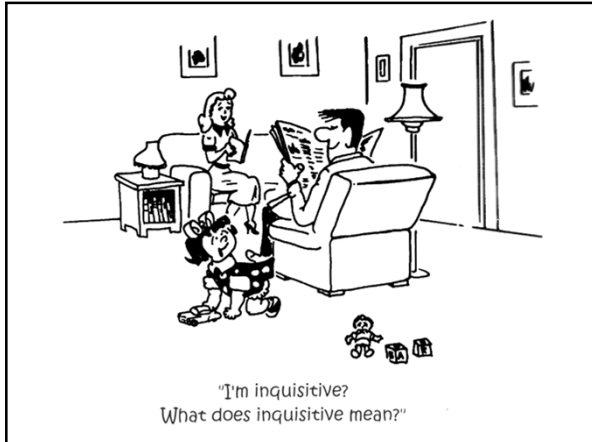
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### Myths about Gifted Children

- > If they have high ability in one area, they are likely to have equally high abilities in other areas
- > The "regular" educational system typically meets their needs
- > They can succeed without special help because they already have so much talent
- > They are not aware of being different unless someone points it out to them
- > They always will show their abilities in school and will want to emphasize them
- > They enjoy serving as "models" and "examples" for other children
- > They only live up to their potential if adults constantly push them
- > Their emotional maturity is at the same level as their intellectual ability
- > They are easy to parent, and families always value their special abilities
- > They are no different from other children because all children are gifted

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## Defining Giftedness

Marland Report (1972)

- > **General intellectual ability**
- > **Specific academic aptitude**
- > **Creative or productive thinkers**
- > **Leadership ability**
- > **Visual or performing arts**
- > **Psychomotor ability (since deleted)**

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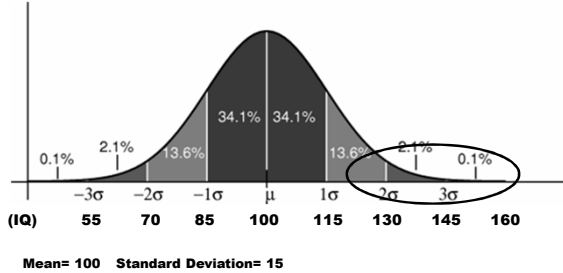
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Most schools have used the upper 3-5% (2 standard deviations above the mean). Now there is good reason to broaden this to consider the upper 10% (1.5 standard deviations above the mean).



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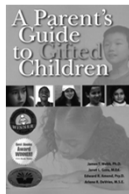
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### Most Frequent Areas of Concern for Parents and Teachers of Gifted Children

- > Intensity, perfectionism, and stress
- > Idealism, unhappiness, and depression
- > Motivation and underachievement
- > Sibling issues
- > Peer relation issues
- > Communication issues
- > Discipline and self-discipline
- > Values and traditions
- > Complexities of modern parenting



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### High Ability Is a Benefit Overall. However, Some Problems Are More Frequent

- Boredom
- Underachievement
- Peer Issues
- Feelings of Belongingness
- Anger
- Power Struggles
- Stress and Perfectionism
- Misdiagnosis
- Health and Behavioral Problems
  - Asthma
  - Allergies
  - Reactive Hypoglycemia
- Existential Depression
- Expectations of Others
- Judgment Lags behind Intellectual Abilities

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### Frequent Characteristics of Gifted Children

- Unusually large vocabularies
- Complex sentence structures
- Greater comprehension of language nuances
- Longer attention span, persistence
- Intensity of feelings and actions
- Wide range of interests
- Strong curiosity; limitless questions
- Like to experiment; puts ideas or things together in unusual ways



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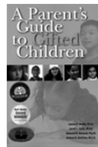
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### Frequent Characteristics of Gifted Children - continued

- Learn basic skills quickly and with less practice than peers
- Largely self-taught reading and writing skills as preschoolers
- Unusually good memory; retain information
- Unusual sense of humor; may use puns
- Like to organize people and things, and typically devise complex games
- Imaginary playmates (as preschoolers)



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### Four Factors Particularly Influence the Expression of Giftedness, As Well As Educational, Social, and Emotional Functioning

1. Level of Giftedness
  2. Asynchronous Development
  3. Thinking and Learning Styles
  4. Dabrowski's Overexcitabilities
- The higher the child's overall ability level, the more these variables influence the behaviors.

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### Level of Giftedness

Ruf (2003)

Levels of Giftedness	Approximate Score Range	Descriptive Designation
Level One	120 -129	Moderately Gifted 120-124/Gifted 125-129
Level Two	130-135	Highly Gifted
Level Three	136-140	Exceptionally Gifted
Level Four	141+	Exceptionally to Profoundly Gifted
Level Five	141+	Exceptionally to Profoundly Gifted

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### Asynchronous Development

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### Learning/Thinking Styles

<p><b>Auditory-Sequential</b></p> <ul style="list-style-type: none"> <li>➤ Prefers verbal explanations; uses language to remember</li> <li>➤ Processes information sequentially; deals with one task at a time</li> <li>➤ Produces ideas logically; prefers analyzing activities</li> <li>➤ Prefers concrete thinking tasks; likes structured experiences</li> <li>➤ Prefers proper working materials and proper settings for working</li> <li>➤ Prefers to learn facts and details</li> <li>➤ Approaches problems seriously</li> </ul>	<p><b>Visual-Spatial</b></p> <ul style="list-style-type: none"> <li>➤ Prefers visual explanations; uses images to remember</li> <li>➤ Processes information holistically; deals with several tasks at a time</li> <li>➤ Produces ideas intuitively; prefers synthesizing activities</li> <li>➤ Prefers abstract thinking tasks; likes open, fluid experiences</li> <li>➤ Improvises with materials available; creates own structure</li> <li>➤ Prefers to gain general overview</li> <li>➤ Approaches problems playfully</li> </ul>
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## Dabrowski Overexcitabilities



- > **Intellectual** (Avid Reading, Curiosity, Asking Probing Questions, Concentration, Problem Solving, Theoretical Thinking)
- > **Imaginational** (Fantasy Play, Animistic and Imaginative Thinking, Daydreaming, Dramatic Perception, Use of Metaphor)
- > **Emotional** (Concern for Others, Timidity and Shyness, Fear and Anxiety, Difficulty Adjusting to New Environments, Intensity of Feeling)
- > **Psychomotor** (Marked Enthusiasm, Rapid Speech, Surplus of Energy, Nervous Habits, Impulsive Actions)
- > **Sensual** (Sensory Pleasures, Appreciation of Sensory Aspects of Experiences, Avoidance of Overstimulation)

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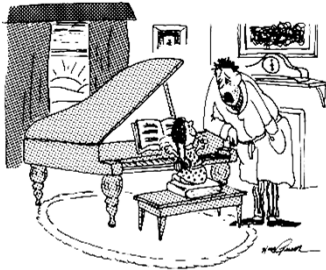
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Now, daddy doesn't want to say anything to kill your incentive; however, it is 6 A.M.

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**Are Gifted Children Really  
Unmotivated?**

**Or Are they Just Not Motivated  
Where We Want Them to Be?**

**We know that they are intense!**

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### Common Reasons for Lack of Motivation

- An attempt to fit in with peers who do not value achievement
- It's easier to drop out than to fulfill other's expectations
- It can get teachers or parents to lower their expectations
- Power struggles
  - A way of rebelling in which parents can't win if a child goes "on strike" in a passive way
  - The child can take control away from parents or teachers, and express anger at them
- It avoids risk-taking, since the child can say, "I really didn't try," and thus save face
- It's a way for the child to get extra attention
- The child has not learned resilience and persistence
- The child has poor study habits or has not learned ways to organize material

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### Common Reasons for Lack of Motivation (continued)

- The child is distractible and impulsive, which hinders persistent academic work
- The child is disheartened because of a learning deficit or disability (asynchronous development)
- The child is preoccupied with other concerns, such as family conflict
- The child feels misunderstood or not valued, is discouraged, and has a low self-concept or even depression
- The tasks at hand just do not seem relevant or important to the child's life

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### How Do We Nurture a Person (or Ourselves) with Our Intensity and Passion?

- It seems that motivation—or passion and Flow, in which you are not sure if you are working or playing—are essential.
- Persistence and resilience (Seligman) must be nurtured.
- Peers are important.

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**Paul Torrance's study of teachers  
who made a difference to gifted  
children:**

(From classic research by Professor Paul Torrance)

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**About people who made a difference  
to gifted children:**

(From classic research by Professor Paul Torrance)

- > "She conveyed a powerful feeling of my ability to comprehend and to do things, and it seemed that I was able to share this excitement with her. She understood it, welcomed and enjoyed it herself which left me with a sense that learning is exciting and something that's good to share."

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**About people who made a difference  
to gifted children:**

- > "She encouraged active participation with others, asked lots of questions, and accepted all answers without humiliating me; she helped me feel competent, even while I was trying something new."

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**About people who made a difference to gifted children:**

- "He encouraged us to fall in love with something, and some of us are still pursuing it as the center of our future career image."
- "He gave individual encouragement and focused privately on my own needs; he conveyed that it's important to him that I succeed and that I like myself."

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**Lessons From People Who Became Eminent**

From *Cradles of Eminence: Childhoods of More Than 700 Famous Men and Women* (Goertzel, Goertzel, Goertzel, & Hansen, 2003)



- As children, most of them disliked school and schoolteachers
- Their families valued learning, and the children loved learning
- Homes usually were full of books and stimulating conversation

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**Lessons From People Who Became Eminent**

Findings from *Cradles of Eminence* (continued)

- Their parents held strong opinions about controversial subjects
- These children learned to think and express themselves clearly
- All had learned to be persistent in pursuing their own visions and goals
- The parents often were pressured by others to have their children conform to mediocrity

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## Lessons From People Who Became Eminent

Findings from *Cradles of Eminence* (continued)

- Their parents, particularly mothers, were highly involved in the lives of their children, even dominating
- Many had difficult childhoods
  - Poverty
  - Broken homes
  - Physical handicaps
  - Parental dissatisfaction
  - Controlling or rejecting parents

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## Factors that Hinder Success

- Our schools and peers seem determined to prevent it.
- Conformity, mediocrity, and fitting in are emphasized – not the path less traveled.
- The book *The Geeks Shall Inherit the Earth* points out the cliques in middle school and high school where “many students think that to be accepted, they have to fulfill the role their group has imposed on them.”
- Their classmates label them as geeks, nerds, dorks, emos, goths, indies, or freaks, and popularity and belonging is emphasized more than ability.
- Peer pressure like this primarily lasts until the end of high school. After high school, one has the freedom to migrate to self-contained gifted programs that we call colleges and universities, or into workplaces where achievement is more valued.

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## The Truth Is — Motivation Is at Least As Important As Content Mastery



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## You, Too, Can Be a Teacher Who Makes a Difference!

(but you must take care of your own motivation)



"Oh, we had a great program last year, but she moved."

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## Recommended Readings

- *Academic Advocacy for Gifted Children: A Parent's Complete Guide* (Gilman, 2008).
- *Children: The Challenge* (Dreikurs and Soltz, 1991).
- *Cradles of Eminence: Childhoods of More Than 700 Famous Men and Women* (Goertzel, Goertzel, Goertzel, and Hansen, 2003).
- *Dr. Sylvia Rimm's Smart Parenting: How to Raise a Happy, Achieving Child* (Rimm, 1996).
- *How to Behave So Your Children Will, Too* (Severe, 2003).
- *How to Parent So Children Will Learn.* (Rimm, 2008).

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## Recommended Readings

- *Living with Intensity* (Daniels & Piechowski, 2009).
- *Misdiagnosis and Dual Diagnoses of Gifted Children and Adults* (Webb, Amend, Webb, Goerss, Beljan, & Olenchak, 2005).
- *The Optimistic Child* (Seligman, Reivich, Jaycox, & Gillham, 1995).
- *A Parent's Guide to Gifted Children* (Webb, Gore, Amend, DeVries, 2007).
- *A Parent's Guide to Gifted Teens: Living with Intense and Creative Adolescents.* (Rivero, 2010).
- *The Resilience Factor* (Reivich & Shatté, 2002).

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## Recommended Readings

- *The Shelter of Each Other: Rebuilding Our Families* (Pipher, 1995).
- *Siblings without Rivalry* (Fabert and Mazlish, 1998).
- *Smart Boys: Talent, Manhood, and the Search for Meaning* (Kerr and Cohn, 2001).
- *Smart Girls: A New Psychology of Girls, Women, and Giftedness.* (Kerr, 1997).
- *The Smart Teens' Guide to Living with Intensity: How to Get More Out of Life and Learning.* (Rivero, 2010).
- *Why Bright Kids Get Poor Grades (and What You Can Do about It.* (Rimm, 2008).

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