

Friday, September 2, 2016
BVPAGE Meeting Minutes

Board Members Present: Tracy Elford, Amy Gallentine, Christy Kelley, Delora Crawford, Lisa Nickel, Tracie Howell, Cecelia Fletchall-Davis, Karen Jordan, Heidi Mann

BV School District Guests: Kristin Asquith
Attendees: 28

- I. Welcome – Tracy Elford
 - a. What is BVPAGE? Our goal is education and advocacy for parents of gifted children, open to all
 - b. Acceleration surveys – if you or someone you know had an accelerated student, please complete our acceleration surveys found on the website. This information will be used (anonymously) to help other families looking at those options - discussed at the April 2017 meeting.
 - c. Resources – November meeting topic will be sharing of gifted resources that we all use in real life. If you have a favorite book, game, activity to recommend (or not recommend), please send it to us via the “Contact the President” link on our website.
 - d. SENG – October 3 – November 21, 2016 (9:30-11 am). Registration open soon – watch website for details.
 - e. New web home coming soon – anyone with experience in web design that would like to help build our new site, please contact Heidi Mann (Heidi.bruce.mann@hotmail.com)
- II. Legislative Update
 - a. November 8, 2016 elections are very important – some issues on ballot include new school funding formula and KS Science standards
 - b. KS Governor Brownback invites all to share thoughts on school funding via StudentsFirst@ks.gov. This will be open through November 30, 2016.
 - c. Stand Up Blue Valley – visit website to see who is running, voting records, background, etc.
- III. Asynchronous Development: Gifted Highs, Lows and Middle of the Roads – Dr. Karen Jordan (Presentation slides available on our website under the 2016-2017 Meeting Minutes & Presentation tab)
 - a. Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness.
 - b. Asynchrony
 - i. Being out of sync with oneself, peers, expectations
 - ii. Develop more quickly in one area, while others are age-appropriate or behind.
 - iii. Emotional and physical development often not as advanced as cognitive development
 - iv. Emotional maturity often assumed in gifted child
 - v. Adults surprised when they “act their age”
 - vi. May have sense of humor and understand sarcasm, but in social situation may not realize joke is offensive
 - vii. Gaps can be bigger as IQ increases
 - viii. Greater discrepancy between “chronological age” and “mental age”
 - ix. Not static
 - c. Internal Asynchrony
 - i. Mental Age Predicts
 1. Knowledge
 2. Rate of Learning
 3. Sophistication of play
 4. Sense of Humor
 5. Ethical Sense
 6. Awareness of the World
 - ii. Chronological Age Predicts
 1. Height
 2. Weight
 3. Coordination
 4. Handwriting Speed

5. Emotional Needs

6. Social Skills

- d. Interpersonal Asynchrony
 - i. Out of step with the world
 - ii. Feel different from family and peers – “I don’t fit in anywhere”
 - iii. More prominent in profoundly gifted
- e. Myth of the “Superchild”
 - i. Expected to be smart, straight A, leader, socially adept, motivated, attentive & well-behaved
- f. Self-Esteem
 - i. Frustration with things that do not come easily
 - ii. Tasks that come easily can be seen as trivial
 - iii. Self-worth can be associated with tasks that are more difficult
 - iv. Judge self by what she can’t do rather than what she can do
 - v. Perfectionism, intensity
 - vi. May predispose to depression, anxiety
- g. Multiple Intelligences
 - i. Linguistic – highly developed verbal skills
 - ii. Logical Mathematical
 - iii. Spatial – good at pattern recognition
 - iv. Naturalist – sensitive to natural phenomena
 - v. Bodily Kinesthetic – excellent body (physical) control
 - vi. Musical
 - vii. Interpersonal – high ability to understand other individuals
 - viii. Intrapersonal – high ability to understand one’s self
- h. Issues related to asynchronous development
 - i. Ability to regulate emotions
 - ii. Overexcitabilities
 - iii. Perfectionism
 - iv. Multi-potentiality – have to make choices about
 - v. Underachievement
- i. Perfectionism + Asynchronous Development =
 - i. Unfulfilled expectations
 - ii. Frustration, depression
 - iii. Wish to be perfect at everything they try, disappointment when they are not
- j. Underachievers
 - i. Can be highly asynchronous
 - ii. Can be lagging behind in organizational skills or motivation
- k. Twice-Exceptional
 - i. Most asynchronous, biggest gaps in development
 - ii. Gifted +
 - 1. ADHD
 - 2. Dyslexia
 - 3. Dysgraphia
 - 4. Autism Spectrum Disorder
 - iii. Gifted kids may compensate for disability, making it harder to detect
 - 1. When disability is recognized, some may question the gifted identification
 - 2. Adults may not recognize disability and tell child to “work harder” or “focus”
 - iv. Some children’s disability is severe enough that high ability is overlooked
- l. Siblings
 - i. Unequal abilities among siblings
 - 1. Differences in competencies, gifts
 - ii. Types of abilities valued in the family or culture
 - 1. What does family value and support?
 - 2. Math, music, art

- iii. Can be critical of siblings who aren't as good at something as they are
 - m. Parental Strategies
 - i. Become acquainted with the child's many ages
 - 1. Unique asynchronous development
 - ii. Adjust your expectations
 - 1. Meet your child where he or she is, based on current development
 - iii. Help build executive functioning skills
 - 1. Attention, organization, self-regulation skills
 - iv. Offer support for all endeavors, even those that are less developed
 - v. Encourage children to try new things, even those that don't come easily or take effort
 - vi. Celebrate less-than perfect results
 - vii. Remember that kids are kids – have fun and enjoy!
 - n. Resources
 - i. Smart, But Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential, Peg Dawson
 - ii. Off the Charts: Asynchrony and the Gifted Child, Christine S. Neville
 - iii. SENG
 - iv. Duke TIP
 - v. Typer Shark – Mavis Beacon
 - vi. The Feeling Good Handbook, David Burns
 - o. Q&A
 - i. Is processing speed and working ability often weaker in gifted children? Yes, frequently
 - ii. What can I do to help with negative self-talk - why can't I do this, etc.? Help the child change inner dialogue – model appropriate behavior, talk it out loud when you have an issue like this. Help them change the dialogue – instead of "spelling is stupid, hard, etc." – "I can handle it, I can study for it", etc.
 - iii. How do I know what areas my child is behind in? Get involved in school – see what abilities are expected for your child's peer group.
 - iv. My child is skipping grades in certain subjects, but still can't tie shoes – as a parent, seeing they are lagging, where or how much should you step in? Determine if you have you provided enough instruction and practice. If yes, maybe look for outside evaluation or help.
 - v. Is there hope that the negative attitude toward tough skills/subjects will change? Some, with time.
 - vi. More guidance on underachievers? Find root cause. Is the school not a good fit? Is there an underlying problem?
 - vii. Catastrophic thinking – at what point do you get worried enough that you seek psychological help? If its occasional its ok, if it is pervasive enough – seek outside help
 - viii. Retesting? Is there ever really a need to do that? I will do that if there is something new or changed, but not as a routine course.
 - ix. To Kristin Asquith – does the district/GE teachers look specifically for asynchrony? District is providing monthly education to general ed teachers about gifted students, etc. Will look at possibility of adding asynchrony, if not already included.
 - x. What is a good age to start IQ testing? 6 is kind of ideal. Sometimes younger, but no younger than 3. Early identification is better – I'm an advocate for that.
 - xi. As a parent, how can I help manage my child's obsessions? If they are passionate about it, go for it, as long as it doesn't overtake the rest of life.
 - xii. Do you see that most kids in a family are gifted? Siblings are frequently within 10 points of each other.

IV. Final Announcements

- a. November evening event with Olathe Quest Connection (Date TBD) – topic is parenting issues with siblings, sibling interactions
- b. Next event is Oct 7, at District Office Commons – Advocating without Alienating – real life experiences
- c. Check FB page for interesting articles, etc.