The Important Role of Parent Support Groups

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A presentation and discussion on the social and emotional support needs of academically gifted children. Emphasis will be placed on the experiences and challenges of parenting gifted and the role of social support groups.
NEEDS

MASLOW'S Hierarchy of Needs

- Physiological Needs
- Safety Needs
- Belongingness & Love Needs
- Esteem Needs
- Self Actualization
- Transcendence

Additional images:
- BUST THE MYTHS
- FIND THE RIGHT LEVEL
- NO SPEED LIMITS
- TIME WITH TRUE PEERS
Gagne’s DMGT Model
Development of natural abilities into fully developed competencies

http://www.templetonfellows.org/program/FrancoysGagne.pdf
NEEDS

NORMALCY

Some things which are the exception in the general population are par for the course for the gifted: what Lesley Sword calls “Normal for gifted”

IQ Bell Curve
Columbus Group Definition
Dabrowski Overexcitabilities
Introversion
Visual Spatial Learners
Perfectionism
Creativity and ‘different thinking’
NEEDS

EXAMPLES

EXCELLENCE

EXTENSION
NEEDS

EXTRA INFORMATION AND MYTH BUSTING

This is where Gifted Resources can be useful
NEEDS

DIALOGUE AND TEAMWORK

CHILD

Psychologist  Parent  Teacher
NEEDS

SOCIAL OPPORTUNITIES

SUPPORT

This is where a Support Group can be useful
Parent Support Groups are needed...

- For social contact for parents
- for mutual encouragement and ‘been there-done that!’
- for opportunity for parents to learn about how they can support their children
- for an opportunity for children to spend time with like-minded peers
Learning about giftedness from guest speakers
Spending time together...

Star-B-Ques

Going on excursions

Craft days

Games days - chess, strategy games etc
Community education about giftedness with display in the library
Asynchronous Development

• Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counselling in order for them to develop optimally.

• (The Columbus Group, 1991).
Dabrowski’s Overexcitabilities

- The five areas are:
  - Psychomotor
  - Sensual
  - Imaginational
  - Intellectual
  - Emotional

(From Dabrowski's Over-excitabilities
A Layman's Explanation
by Stephanie Tolan http://www.hoagiesgifted.org/dabrowskis.htm )
Perfectionism

Many gifted people are perfectionists. Sometimes gifted children will refuse to do something unless they are sure the result will be perfect. The result they are aiming for is adult excellence and they put a great deal of stress on themselves by trying to produce it. Often the stress comes also from competition with others and from expectations (real or perceived) which are put on them.

It is good to encourage to aim for excellence but not be paralysed by perfectionism.
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