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# **Welcome to Gifted and Talented Education in CVUSD**

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# Introductions

## Student Support Services Department

- Mr. Kenny Loo, Assistant Superintendent of Instructional Services and Student Services
- Ms. Harrison, Director of Student Support Services
- Ms. Caswell, GATE Teacher on Special Assignment (TOSA)

## GATE-DAC (District Advisory Council) Executive Board

- Christine Wells, Chairperson
- Rachael Brusseau, Vice Chair
- Heather Nordahl, Parliamentarian
- Jill Cowdrey, Secretary
- Melissa Kaplan, Member at Large

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# What is GATE?

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# How did we get here?



Identification process:

- 2nd grade Universal screening
- Referrals for students in 4th grade and above
  - Screening Measures:
    - OLSAT (Otis-Lennon School Ability Test)
      - Slosson Intelligence Test
      - Naglieri Nonverbal Ability Test
- Transfer students in 3rd grade and above with 95%ile or higher ability score from previous district

# OLSAT (Otis-Lennon Ability Test) Verbal Examples:

car	airplane	boat
street	sky	?

- water    ship    truck    swim

The words in the box go together in a certain way. Choose the word that goes where you see the question mark.

All dogs are mammals. All poodles are dogs. Therefore:

- All dogs are poodles
- All mammals are dogs
- All mammals are poodles
- Some dogs are not mammals
- All poodles are mammals

Read the question to yourself and mark the correct answer.

# OLSAT Nonverbal Examples:

10, 7	6, 3	8, ?
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- 4     5     6     1

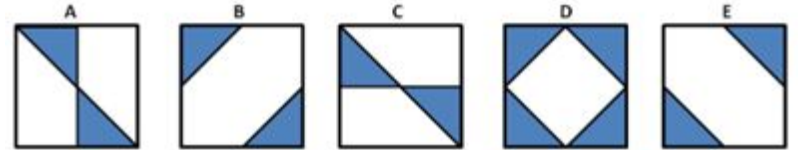
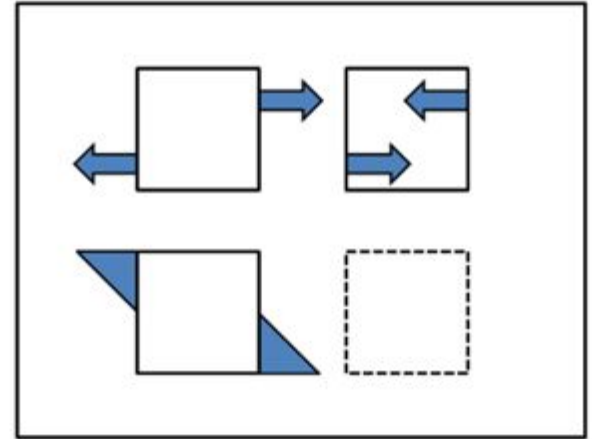
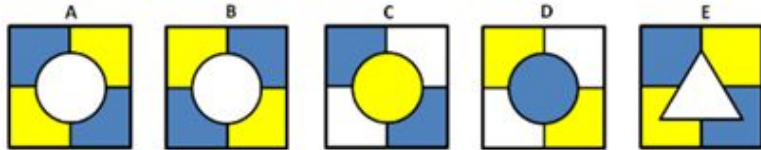
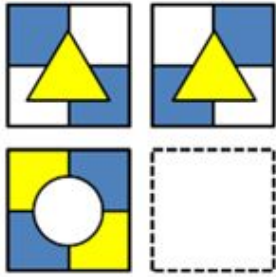
The numbers in the box go together by following the same rule. Decide what the rule is, and then choose the number that goes where you see the question mark.

21	16	19
25	20	23
29	24	?

- 31     27     29     31     25

The numbers in the box go together in a certain way. Choose the number that goes where you see the question mark.

# NNAT (Naglieri Nonverbal Ability Test) Examples:



# Gifted and Talented Education: How to talk about identification

Discuss characteristics and student strengths.





# What are the Traits of our Gifted Learners?



## GIFTED CHARACTERISTICS

PERFECTIONIST  
HEIGHTENED SENSITIVITY  
PROBLEM SOLVER  
ABSTRACT THINKING  
OBSERVANT  
INQUISITIVE  
EXCELLENT REASONING SKILLS  
LEARNS QUICKLY  
INTENSE INTERESTS  
OVERREACTS  
CRITICAL OF SELF AND OTHERS

## A BRIGHT CHILD VS. A GIFTED CHILD

ENJOYS SCHOOL	ENJOYS LEARNING
IS INTERESTED	IS HIGHLY CURIOUS
KNOWS THE ANSWER	ASKS THE QUESTIONS
UNDERSTANDS IDEAS	CONSTRUCTS ABSTRACTIONS
COPIES ACCURATELY	CREATES NEW DESIGNS
IS A TECHNICIAN	IS AN INVENTOR
ANSWERS THE QUESTIONS	DISCUSSES IN DETAIL
IS IN THE TOP GROUP	IS BEYOND THE TOP GROUP
IS RECEPTIVE	IS INTENSE
LEARNS WITH EASE	ALREADY KNOWS
ENJOYS PEERS	PREFERS ADULTS

# Many Needs of the Gifted...

- Intellectual
- Academic
- Artistic
- Creative
- Social-Emotional



# Social-Emotional Realities for some Gifted Children

- Feelings drive thinking (Emotion, Reason and the Human Brain - Damasio)
- Internal struggles can lead to isolation (The Downside of Being Talented - Plucker & Levy)
- Asynchronous development can create a sense of being out of sync with others and the world around them. (Social Skills of Gifted and Talented Children - Neihart & Silverman)

## Personal Factors



It is estimated that 20 - 25% of gifted children have social and emotional challenges, about twice as many as in the general population of students. Gifted individuals tend to possess more and stronger intensities as well.

What are heightened sensitivities and how can parents help their children understand and nurture these intensities?

(Daniels & Piechowski, 2009)

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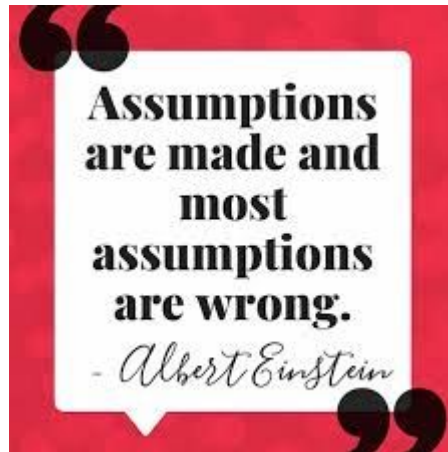
# Supporting the Social Emotional Needs of Gifted Learners

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# Assumptions

- School is easy for gifted learners
- Gifted children are gifted in all ways - intellectually, academically, creatively, artistically, socially and emotionally
- Parenting gifted children is simple



# Gifted children *and adults* may be misunderstood

Their excitement is viewed as excessive,

Their high energy as hyperactivity,

Their persistence as nagging,

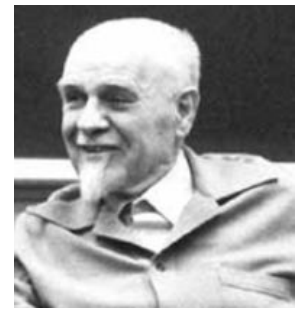
Their imagination as not paying attention,

Their passion as being disruptive,

Their strong emotions and sensitivity as immaturity,

Their creativity and self-directedness as oppositional.

# Dabrowski's Overexcitabilities



Kazimierz Dabrowski (1902-1980) was a psychiatrist, psychologist and educator who developed the Theory of Positive Disintegration.

- Personality development
  - Life conditions support or block potential
- Multi-levelness of emotions and behaviors
  - Low emotional level (self-serving, power-seeking, etc)
  - High emotional level (caring, empathy, positive self-concept, etc.)
- Overexcitabilities (OE)
  - "Spirited" = more intense, sensitive, perceptive, persistent, and energetic
  - Deeper, stronger, longer-lasting reactions to stimuli that is more acutely sensed.



# Dabrowski Sensitivities/Overexcitabilities

- **Psychomotor**

- High energy
- Psychomotor response to emotional tension



- **Sensual**

- Enhanced sensual / aesthetic pleasure
- Sensual response to emotional tension



- **Imaginational**

- Fantasy and drama
- Imaginational response to emotional tension



- **Intellectual**

- Intense curiosity
- “Thirst and search”
- Metacognition



Schroeder •

- **Emotional**

- Intense and sometimes extreme feelings
- Forms deep relationships
- Strong affective expressions
- Strong somatic expressions
- Strong self-judgment



“Have you observed any of these characteristics in your gifted student?”

# How Overexcitabilities relate to GATE



(Daniels & Meckstroth, 2008)

“Please keep in mind that a child may exhibit heightened experience of one, several or all of the OEs and that each OE may imbue both advantages and challenges for the child.

***Generally, the brighter, more inquisitive and more creative the child the more likely the child’s OEs and related behaviors and needs will permeate and influence daily activities.***

It is helpful to remember that each OE, in some way, provides the energy or fuel that contributes to the development of a young person’s talent along with the advantages and challenges that fundamentally shape their ultimate development.”

# Psychomotor Strategies

- Allow time for physical and verbal activity, before, during, and after normal activity - these individuals *love* to “do” and *need* to “do”.
- Be sure the physical or verbal activities are appropriate and not distracting to those around them.
- Provide time for spontaneity and open-ended, freewheeling activities.



# Sensual Strategies

- Whenever possible, create an environment which limits troublesome stimuli and provides comfort.
- Provide appropriate opportunities for being in the limelight by giving unexpected attention.
- Provide time to enjoy surrounding sensations and create a soothing environment.



# Imaginational Strategies

- Allow use of imagination to function in the real world and promote learning and productivity.
- Help individuals differentiate between their imagination and the real world by having them place a stop sign in their mental videotape, or write down or draw the factual account before they embellish it.



# Intellectual Strategies

- Show how to find the answers which will encourage passion to analyze, synthesize, and seek understanding.
- Provide or suggest ways for those interested in moral and ethical issues to act on their concern.
- If individuals seem critical or too outspoken to others, help them see how their intent may be perceived as hurtful or disrespectful.



# Emotional Strategies

- Accept all feelings regardless of intensity and help individuals work through any resulting problems to promote healthy growth.
- Help identify the physical warning signs of their emotional stress such as headache, sweaty palms and stomach ache. By knowing the warning signs and acting on them early, individuals will be better able to cope with emotional situations and not lose control.



# General Strategies for Overexcitabilities

- Focus on the positive qualities
- Cherish and celebrate diversity
- Use and teach clear verbal and nonverbal communication
- Teach stress management early
- Create a comforting environment whenever possible
- Help raise awareness of one's behaviors and their impact on others
- Remember the joy!





# Identify Strengths and Challenges



- All gifted individuals are unique!
- Make a list together to help your child understand ways that they are special.
- Use the list to create an awareness of tasks/actions that might cause frustration as a way to set goals.
- Encourage the idea that we can all grow and develop our strengths and use our challenges as a way to improve. Nobody knows everything, everyone can learn. The “power of yet”.
- Avoid using your child’s abilities to point out their shortcomings, “You know all this, but forgot this?” They are still learning and develop at asynchronous rates.

# GATE Support Contact Information



## School:

- Administrator overseeing GATE (principal or designee)
- GATE Facilitator (teacher on site)
- GATE DAC Representative (parent)

## District:

- Mr. Kenny Loo, Assistant Superintendent of Instructional Services and Student Services
- Ms. Christina Harrison, Director of Student Support Services
- Ms. Stefanie Caswell, GATE Teacher on Special Assignment



# What does GATE look like at my school?

- Cluster grouping of GATE students in classrooms
  - thoughtful placement in intermediate elementary classrooms (3-5)
  - naturally occurring at the secondary level (6-12)
- Provide site specific program overview to GATE parents via annual parent meeting in the fall
- Provide GATE resources, strategies, and updates to all faculty
- [Implement Individual Differentiated Learning Plans \(IDLPL\)](#) for each elementary GATE student during Parent/Teacher Conferences in the fall
- Provide engaging activities and enrichment opportunities for gifted learners
- Nurture GATE students' abilities and interests
- Support the social emotional needs of our gifted learners
- Monitor GATE student progress and communicate regularly with parents
- Foster positive relationships of gifted learners with like-minded peers

# What does GATE look like during the school day?

- Teacher lessons offer increased levels of depth and complexity
- Compacted curriculum or accelerated instruction
- Differentiated instruction
- Access to district resources for enrichment
- GATE TOSA calendar to join class meetings, lessons, and teacher planning sessions to provide curricular extension and enrichment support
- Advanced, AP, Honors, and/or IB courses at the secondary level
- Monthly campus “Lunch Bunch” or after school enrichment activities
- Interest Inquiry/Passion Projects
- [GATE Enrichment/Extension Resources](#)



# What GATE supports does the district have in place?

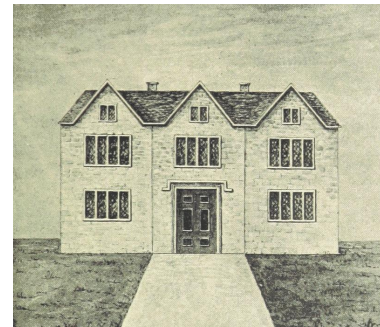
- Provide District-wide “ACES” enrichment activities for students
- Provide GATE differentiation support for teachers
- Meet regularly with facilitators to provide academic and social-emotional resources/strategies for gifted learners to share during faculty meetings
- Provide GATE professional learning and GATE certification to facilitators and classroom teachers
- Monitor GATE student progress
- Meet with GATE-DAC parents regularly to hear successes and areas of need from each school site, and to share activity/event ideas

[District GATE Webpage](#)

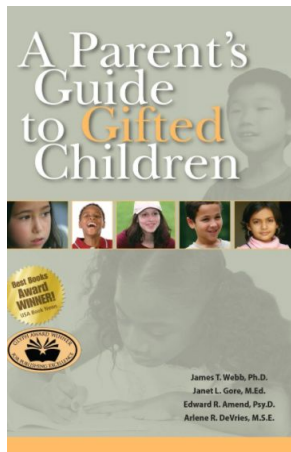
[CVUSD Wellness Room](#)



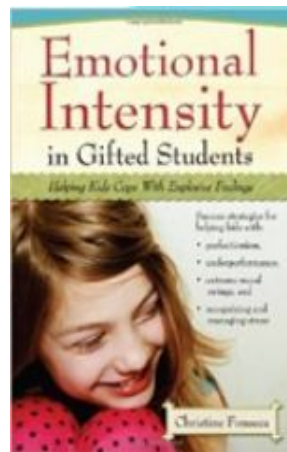
# What can we do to help at home?



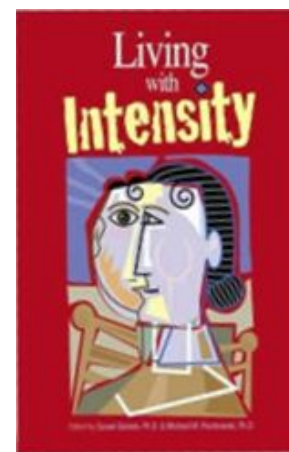
- Create an environment where your student feels comfortable talking about their difficulties and challenges.
- Encourage them to dream, use their imagination, and *take risks*.
- Implement activities that nurture and highlight individual interests, strengths, and abilities.



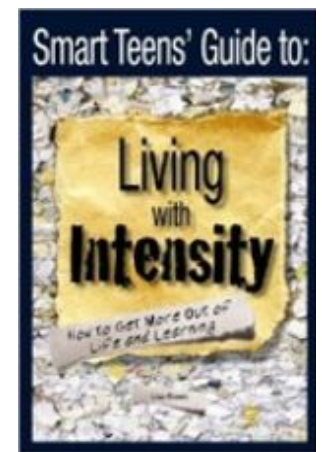
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& DeVries



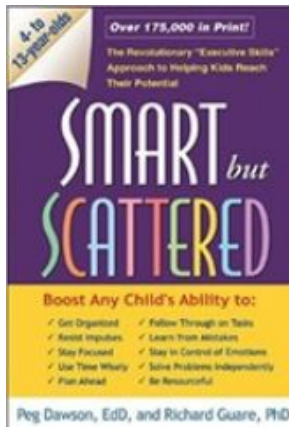
Fonseca



Daniels & Piechowski



Rivero



Dawson & Guare



Galbraith



Galbraith & Deslisle

# GATE-DAC (District Advisory Council)

Remaining 2024-2025 Meeting Dates:

March 21, 2025

May 2, 2025



2025-2026 dates coming soon...



# Gifted Students...

- Creative
- Curious
- Inquisitive
- Inventive
- Perceptive
- Problem-solvers
- Sensitive



THANK YOU for joining us!