



The Difference Between Bright and Gifted Children An Informal and Educational Survey, 1 of 3

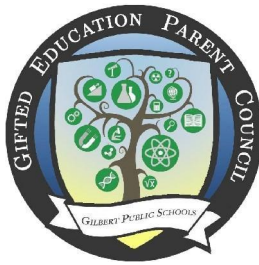
Name of Child: _____

Date of Survey: _____ Age of Child: _____

Compare and contrast ... For each row, place a check mark in the box that applies to your child.

BRIGHT CHILD	GIFTED CHILD
<input type="checkbox"/> Knows the answers	<input type="checkbox"/> Asks the questions
<input type="checkbox"/> Is interested	<input type="checkbox"/> Is highly curious
<input type="checkbox"/> Completes assignments	<input type="checkbox"/> Initiates projects
<input type="checkbox"/> Copies accurately	<input type="checkbox"/> Creates new design
<input type="checkbox"/> Is alert	<input type="checkbox"/> Is keenly observant
<input type="checkbox"/> Is receptive	<input type="checkbox"/> Is intense
<input type="checkbox"/> Answers the questions	<input type="checkbox"/> Discusses in detail - elaborates
<input type="checkbox"/> Understands ideas	<input type="checkbox"/> Constructs abstractions
<input type="checkbox"/> Absorbs information	<input type="checkbox"/> Manipulates information
<input type="checkbox"/> Grasps the meaning	<input type="checkbox"/> Draws inferences
<input type="checkbox"/> Listens with interest	<input type="checkbox"/> Shows strong feelings and emotions
<input type="checkbox"/> Top group	<input type="checkbox"/> Beyond the group
<input type="checkbox"/> Enjoys peers	<input type="checkbox"/> Prefers adults
<input type="checkbox"/> Enjoys school	<input type="checkbox"/> Enjoys learning
<input type="checkbox"/> Pleased with own learning	<input type="checkbox"/> Is highly self -critical
<input type="checkbox"/> Is attentive	<input type="checkbox"/> Is mentally and physically involved
<input type="checkbox"/> Has good ideas	<input type="checkbox"/> Has wild, silly ideas
<input type="checkbox"/> Works hard	<input type="checkbox"/> Plays around, yet tests well
<input type="checkbox"/> Learns with ease	<input type="checkbox"/> Already knows
<input type="checkbox"/> 6-8 repetitions for mastery	<input type="checkbox"/> 1-2 repetitions for mastery
<input type="checkbox"/> Technician	<input type="checkbox"/> Inventor
<input type="checkbox"/> Good memorizer	<input type="checkbox"/> Good guesser
<input type="checkbox"/> Enjoys straightforward sequential presentation	<input type="checkbox"/> Thrives on complexity

If your child identifies with mostly gifted characteristics, you are invited to connect with the local gifted support group to connect with other parents of gifted children. You are not alone.

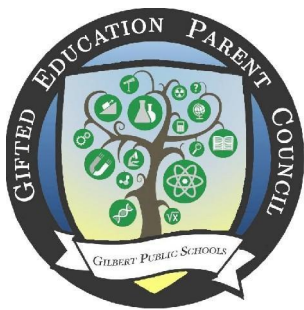


Strengths and Possible Challenges of the Gifted: An Informal and Educational Survey, 2 of 3

Name of Child: _____
Date of Survey: _____ Age of Child: _____

STRENGTHS	POSSIBLE CHALLENGES
Acquires and retains information quickly	Impatient with slowness of others; dislikes routine and drill; may resist mastering foundation skills; may make concepts unduly complex
Inquisitive attitude; intellectual curiosity; intrinsic motivation; searches for significance	Asks embarrassing questions; strong-willed; resists direction; seems excessive in interests; expects same of others
Ability to conceptualize, abstract, synthesize: enjoys problem solving and intellectual activity	Rejects or omits details; resists practice or drill; questions teaching procedures
Can see cause-effect relations	Difficulty accepting the illogical, such as feelings, traditions, or matters to be taken on faith
Love of truth, equity, and fair play	Difficulty in being practical; worry about humanitarian concerns
Enjoys organizing things and people into structure and order seeks to systematize	Constructs complicated rules or systems; may be seen as bossy, rude or domineering
Large vocabulary and facile verbal proficiency; broad information in advanced areas	May use words to escape or avoid situations; becomes bored with school and age-peers; seen by others as a "know it all"
Thinks critically; has high expectancies; is self-critical and evaluates others	Critical or intolerant towards others; may become discouraged or depressed· perfectionistic
Keen observer; willing to consider the unusual; open to new experiences	Overly intense focus; occasional gullibility
Creative and inventive; likes new ways of doing things	May disrupt plans or reject what is already known; seen by others as different or out of step
Intense concentration; long attention span in areas of interest; goal directed behavior; persistence	Resists interruption; neglects duties or people during periods of focused interests, stubbornness
Sensitivity; empathy for others; desire to be accepted by others	Sensitivity to criticism or peer rejection; expects others to have similar values; need for success and recognition; may feel different and alienated
High energy, alertness, eagerness; periods of intense effort	Frustration with inactivity; eagerness may disrupt others' schedules; need continual stimulation; may be seen as hyperactive
Independent· prefers individualized work; self-reliant	May reject parent or peer input; non-conformity; may be unconventional
Diverse interests and abilities; versatility	May appear scattered and disorganized; frustrations over lack of time; others may expect continual competence
Strong sense of humor	Sees absurdities of situations; humor may not be understood by peers; may become 'class clown' to gain attention

If your child identifies with more than half of these characteristics, you have learned that giftedness comes with its own set of strengths and challenges. Being gifted is not easy. The more their strengths and challenges are both understood and serviced, the more likely it is for gifted children to lead successful lives. You are invited to connect with a local gifted support group. You are not alone.



The "Intensities" of Giftedness: An Informal and Educational Survey, 3 of 3

Child's name: _____

Child's age: _____ years _____ months

Date of Survey: _____

The purpose of this informal survey is two-fold. First, to increase awareness that giftedness impacts not only intellectual development, but also psychological and nervous system development as well. Second, to inform parents, teachers, and caregivers that responsive behaviors to the overexcitabilities listed below are typical for gifted children. Gifted children, therefore, will need to be taught in such a way that their overexcitabilities are taken into account and their emotional and social growth is fostered.

What are Overexcitabilities (OEs) or Intensities? Research by Dabrowski shows how the gifted are extremely sensitive in five areas (a stimulus-response difference from the norms) such that a gifted person reacts more strongly than normal, for a longer period than normal, to a stimulus that may be very small. It involves not just psychological factors but central nervous system sensitivity. The five areas are listed below. Please rate on a scale of 0 - 3 how often you have observed the listed intensity in the child in question.

0 = never 1 = rarely 2 = sometimes 3 = highly frequent

Please check mark the appropriate box:

Dabrowski's Overexcitabilities (OEs) or Intensities of Giftedness	0	1	2	3
Psychomotor: A need for movement - athletic activity, fidgeting, fast talking, or lots of gestures. Has lots of physical energy and sometimes nervous tics.				
Sensual: A love for sensory things - textures, smells, tastes etc. or a powerful reaction to negative sensory input such as bad smells or loud sounds. They may give the "cut the label out of the shirt" demand. They may have a high aesthetic awareness - awed to breathlessness at the sight of a beautiful sunset or cries hearing Mozart, et c.				
Imaginational: Person is a daydreamer, inventor, thinks in detailed images, reacts strongly to dreams. May have an imaginary friend. Enjoys stories of magic and fairy tales.				
Intellectual: Intensified activity of the mind - curiosity, concentration, capacity for sustained intellectual effort, avid reading, keen observation, detailed visual recall, detailed planning.				
Emotional: Intensity of emotion - positive feelings, negative feelings, extremes of emotion, complex emotions and feelings, identification with others' feelings. Need for deep connections with other people or animals, inventing imaginary friends, deep empathy and compassion, susceptibility to anxiety and depression.				

Over

Please take a moment to provide an example(s) of your observations of the child:

Psychomotor -
Sensual-
Imaginational-
Intellectual -
Emotional-

"Overexcitability means that life is experienced in a manner that is deeper, more vivid, and more acutely sensed. This does not just mean that one experiences more curiosity, sensory enjoyment, imagination, and emotion, but also that the experience is of a different kind, having a more complex and more richly textured quality." (Daniels, p. 9)

Highly gifted people tend to have all 5, but different people lead with different OEs (e.g., engineer leads with Intellectual, poets with Emotional and Imaginational, etc.). Variations in the levels of the individual OEs explain a great deal about temperamental differences. These five OEs describe the unusual intensity of the gifted as well as the many ways in which they look and behave "oddly" when compared to norms.

When overexcitabilities are misunderstood, gifted individuals are often misdiagnosed with ADD, ADHD, bipolar disorder, etc. Therefore, it is important to seek out caregivers and educators who already have an understanding of the OEs or help to educate them.

Sources:

Daniels, Susan. *Living with Intensity: Emotional Development of Gifted Children, Adolescents, and Adults*. Scottsdale, AZ: Great Potential, 2009. Print.

Webb, James T. *Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Aspergers, Depression, and Other Disorders*. Scottsdale, Ariz.: Great Potential, 2005. Print.