

The Important Role of Parent Support Groups



Jo Freitag
2010 Rev 2015

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

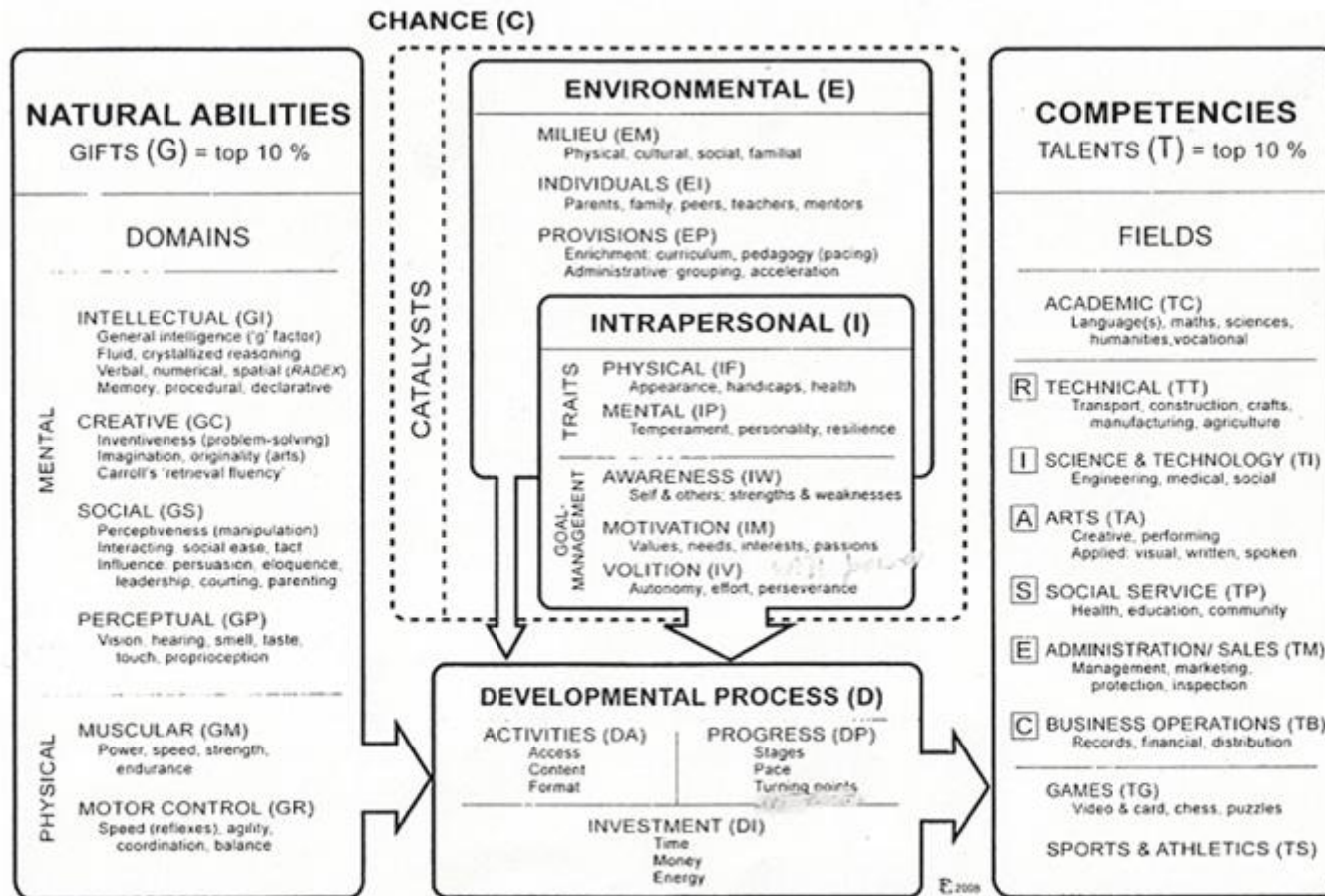
NEEDS

MASLOW'S
Hierarchy of
Needs



Gagne's DMGT Model

Development of natural abilities into fully developed competencies



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](#)

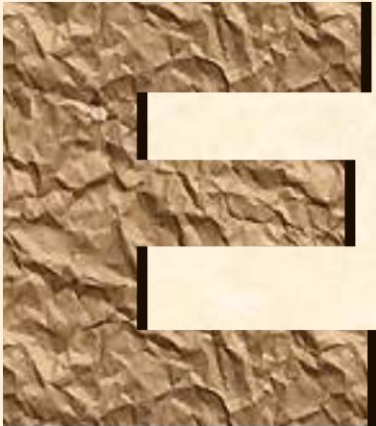
[Introversion](#)

[Visual Spatial Learners](#)

[Perfectionism](#)

[Creativity and ‘different thinking’](#)

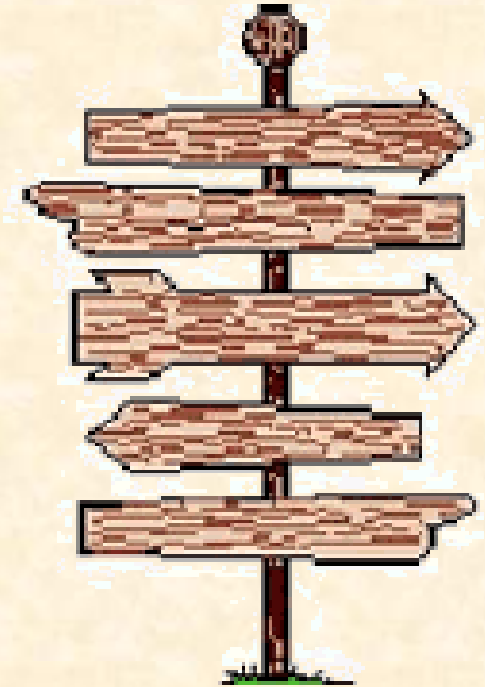
NEEDS



EXAMPLES

EXCELLENCE

EXTENSION

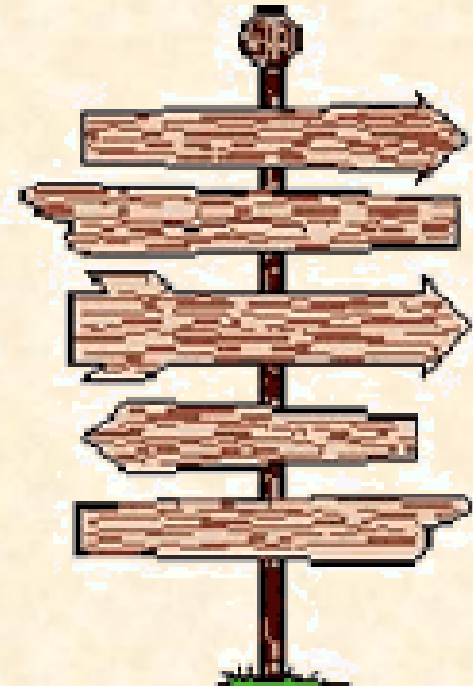


NEEDS



EXTRA INFORMATION AND MYTH BUSTING

This is where
Gifted Resources
can be useful



NEEDS



DIALOGUE AND TEAMWORK

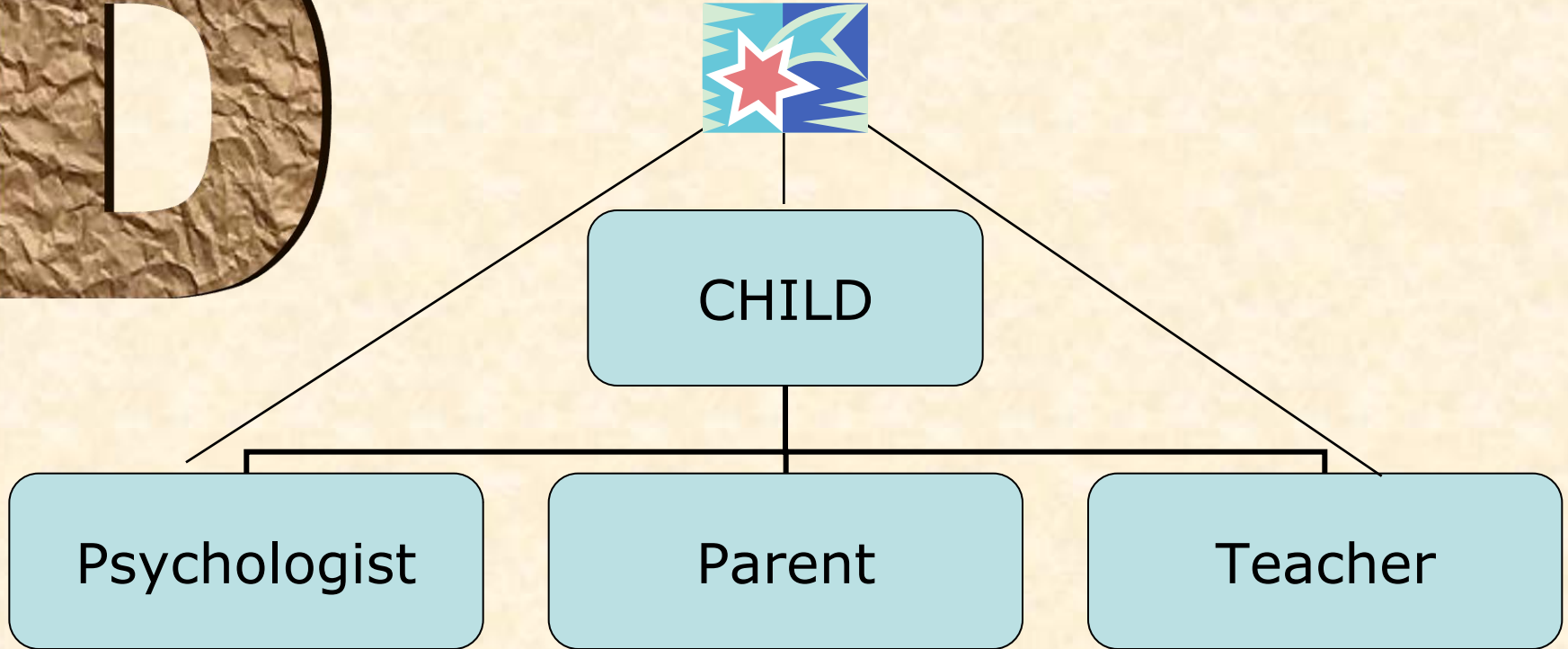


CHILD

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



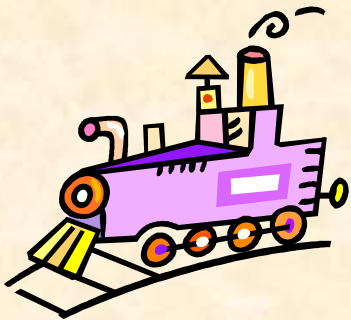
Spending time together...

Star-B-Ques

Going on excursions

Craft days

Games days - chess, strategy games etc

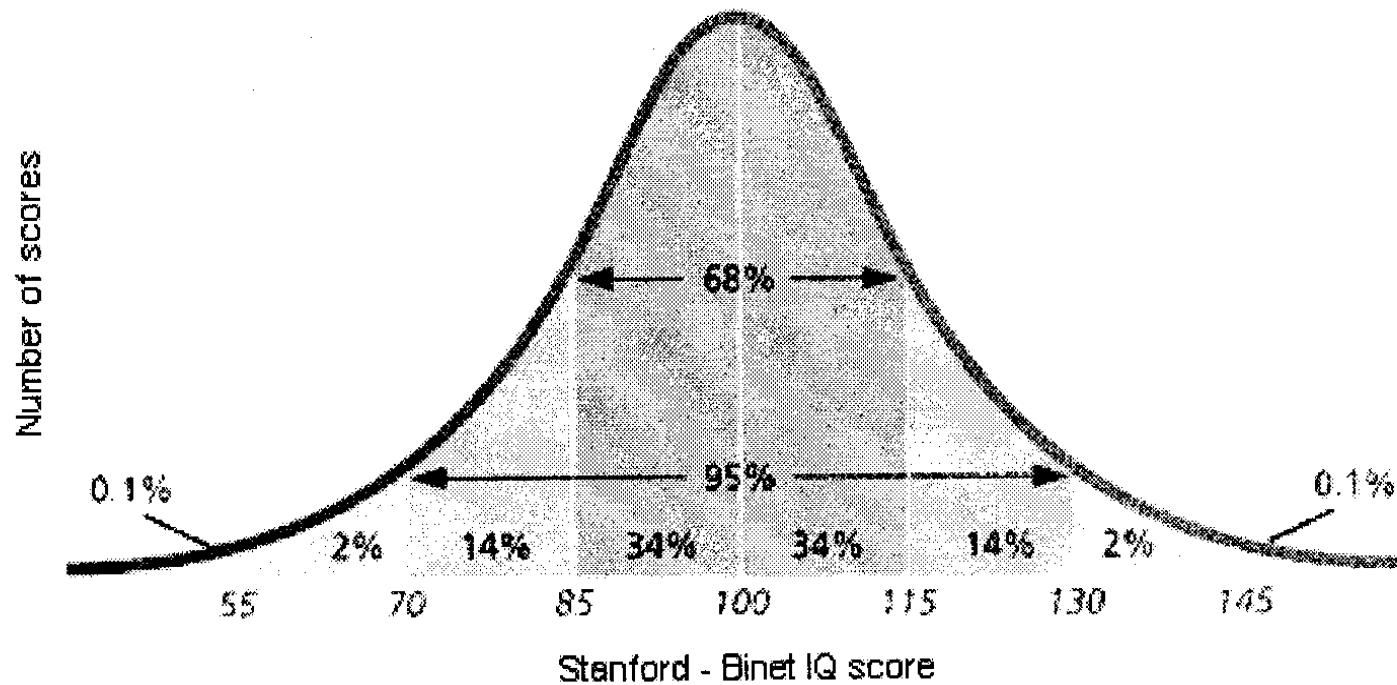






Community education about giftedness with display in the library

Interactive Bell Curve



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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](http://www.hoagiesgifted.org/dabrowskis.htm))



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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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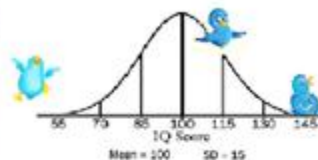
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*
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Jo Freitag



"NORMAL FOR GIFTED"

IQ Bell curve, Dabrowski Overexcitabilities, Introversion, Perfectionism, Visual Spatial Learners, Creativity and 'different thinking'

EXAMPLES
EXCELLENCE
EXTENSION

EXTRA INFORMATION AND MYTH BUSTING

DIFFERENTIATION
DIALOGUE AND TEAMWORK

SOCIAL OPPORTUNITIES
SUPPORT

SOPHIA



GAGNE

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)



Read Jo's
blogs!

