


Emotional Intensity in Gifted Students
Helping Kids Cope With Explosive Feelings
by Christine Fonseca

Feel free to work at your own pace or keep up with the suggested deadlines. All reading and FlipGrid tasks must be completed before our meeting at [ENGAGE](#). - [Lisa Degnan](#) & [Katie Delgado](#).

Suggested Deadlines	Questions to ponder...	Tasks
<p>Week of June 4</p> <p>Say Hello on Flipgrid!</p> <p>Thank you for joining our book study!</p> <p>Lisa Degnan & Katie Delgado - NISD Gifted Specialists and Course Facilitators</p>	<p>Welcome to our book study! Feel free to pace yourself in your reading as you wish. We do have a suggested class syllabus. However if you want to do all your readings and videos in the first couple of weeks of summer, go for it! You will be responsible for completing the flipgrid videos. As part of this book study, we also expect that you will respond to at least 3 of your peer's flipgrid videos. We have created this note taking slideshow for you to use as you read. You will need this when we meet at Engage. You DO NOT have to use the slideshow to keep notes. We will meet as a group at Engage.</p> <p>Your first flipgrid assignment is to tell us the following information about yourself!</p> <ul style="list-style-type: none">• Who are you?• Where do you teach?• What do you teach?• What is your reason for choosing this as your GT Update?	<p>Tasks</p> <p>We are <u>NOT</u> physically collecting tasks. You are to respond to the task in FlipGrid.</p> <p>Flipgrid Intro</p> <ul style="list-style-type: none">• Who are you?• Where do you teach?• What do you teach?• What is your reason for choosing this as your GT Update? <div><p>"Every storm runs out of rain."</p><p>I still think of that line to this day.</p><p>Alex Banayan</p></div>

<p>Week of June 11-17 Chapters 1-4 Chapter 1 Assumptions About Giftedness Chapter 2 Talents Versus Troubles Chapter 3 Two Sides of the Same Coin Chapter 4 Temperament and Gender</p>	<ul style="list-style-type: none"> • What are some assumptions that people/educators have about gifted students? • What resonates with you? • What kinds of strategies would you suggest for students with emotional intensities? • What are some of the triggers for overexcitability? • How might understanding Dabrowski's Overexcitabilities Table help you deal with behaviors in your class? • Do you know a child like Maria, Andrew, or Lily? How might you help one of these personalities? • What attributes might an extrovert and an introvert exhibit? 	<p>Ch. 1-4 Check out the following strategies</p> <ul style="list-style-type: none"> • 3-2-1 Summary. • Snaptastic Activity • Mind Bender • Show and Tell Strategy <p>Choose one talking point from <u>one</u> of the strategies. Share & discuss in our Flipgrid Class.</p> <p>Please note: You are <u>NOT</u> completing each of these activities. Choose one talking point to discuss on Flipgrid.</p>
<p>Week of June 25-30 Chapters 5-8 Chapter 5 Twice Blessed Chapter 6 Building a Solid Foundation Chapter 7 Working With the Explosion Chapter 8 Temperament and Unique Personality Issues</p>	<ul style="list-style-type: none"> • How might our current academic system fail students that are twice blessed? • Think about the case study of Andrew. Have you had your own Andrew? Think about what you might do differently to meet that child's needs. • What are appropriate boundaries? • How might you change your school environment to provide a better atmosphere for students with emotional intensities? • How might a debrief be used with all students? • What are some ways that you could incorporate a behavior reflection after an explosion has happened? • How is helping an extroverted or introverted student discover their unique temperament important? • Why are twice exceptional students particularly 	<p>Ch. 5-8 Check out the following lessons.</p> <ul style="list-style-type: none"> • Connect the Dots Activity. • High 5 Summary • Mind Bender • 9 Squares Activity <p>Choose one talking point from <u>one</u> of the lessons to share and discuss in our FlipGrid class.</p> <p>Please note: You are <u>NOT</u> completing each of these activities. Choose one talking point to discuss on Flipgrid.</p>

	hard on themselves?	
<p>Week of July 2-8 Chapters 9-12</p> <p>Chapter 9 Yes, It Really Does Take a Village</p> <p>Chapter 10 What Makes a Good Coach?</p> <p>Chapter 11 Relationship Issues</p> <p>Chapter 12 Performance Issues</p>	<ul style="list-style-type: none"> • Why is it so important to complete a personal plan for students with emotional intensities? • How might your GT specialist be helpful when designing a plan for a student with emotional intensities? • What types of roadblocks do parents and educators face when dealing with emotional intensities? • How does active listening play a part in communicating with all stakeholders? • What role does bullying play in our students with emotional intensities? • Why do gifted students often underperform in the school setting? • What role does perfectionism play in students with emotional intensities? • Why is risk taking and resiliency an issue for many gifted students? 	<p>Ch. 9-12 Check out the following activities. Choose one.</p> <ul style="list-style-type: none"> • Snaptastic Activity • Twitter Activity • Connect the Dots Activity • Just the Facts Activity <p>Choose one talking point from <u>one</u> of the lessons to share and discuss in our FlipGrid class.</p> <p>Please note: You are <u>NOT</u> completing each of these activities. Choose one talking point to discuss on Flipgrid.</p>
<p>Week of July 16-22 Chapter 13 Behavioral Issues & Final Thoughts</p>	<ul style="list-style-type: none"> • What are your final thoughts? • How have you grown from this experience? • How will you use this information in your current position? 	<p>Choose one of the questions to the left to answer in your final flipgrid.</p> <p>Thanks for being a part of this book study. Don't forget to take the EOC survey so this class can be improved for the next group of teachers.</p>

Thank you for joining us in this book study!

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See you all at ENGAGE 2023!