

# “The Excitable Ones”



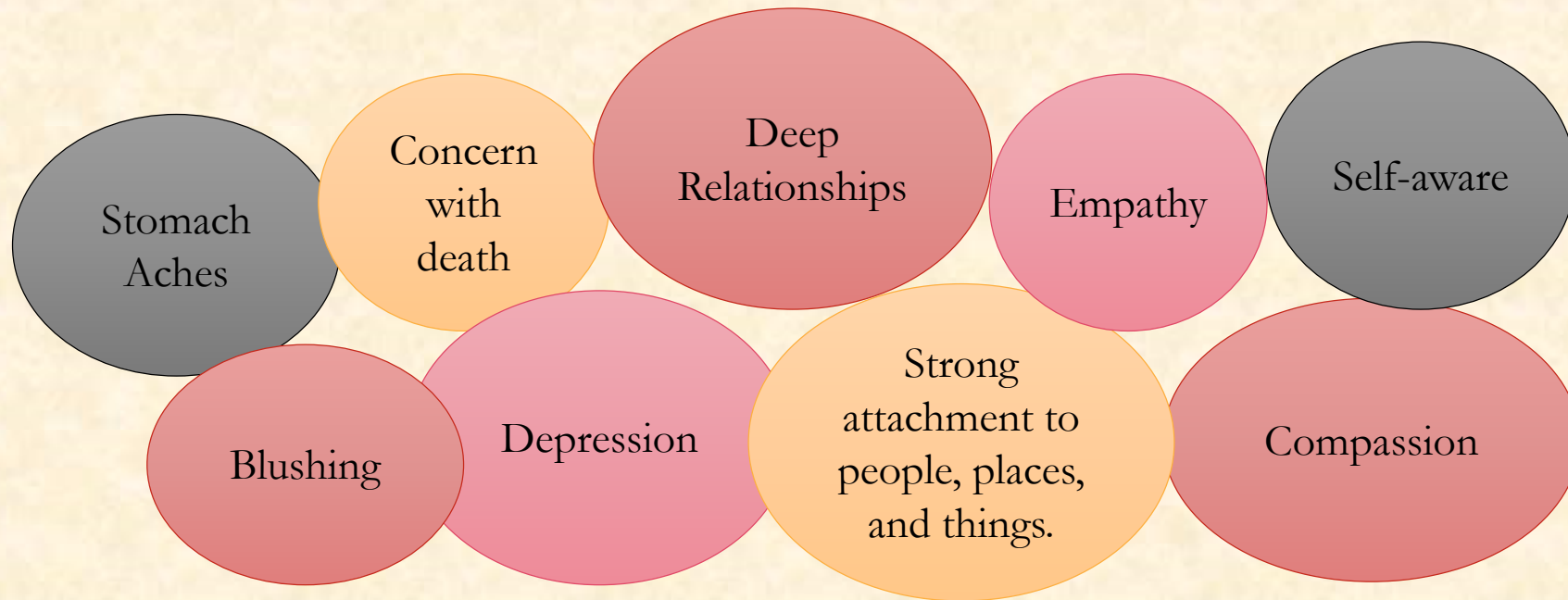
- Excitability of Emotions
- Excitability of the Imagination
- Mental Excitability
- Excitability of the Senses
- Psychomotor Excitability

Gifted students may have “intensities” that may manifest themselves in one or more of these areas  
**(Dabrowski’s Theory).**



# Excitability of Emotions

Characterized by intense and extreme feelings, concerns, emotions, identification with others' feelings, and strong affective expression.



“The gift of a child with an **EMOTIONAL OVEREXCITABILITY** is pushed down with shame for not fitting in with society and not being “tough enough” to deal with things that others are able to easily brush off.

Often fixing the problem turns into bottling up the experience and numbing the self through disconnection.

So what happens now? The individual may seem to be adjusting or maturing. Parents, teachers, and loved ones are relieved. As a result, children are sent reinforcing messages that their strategy of denying their authentic self is a good one.”

-Regina Hellinger



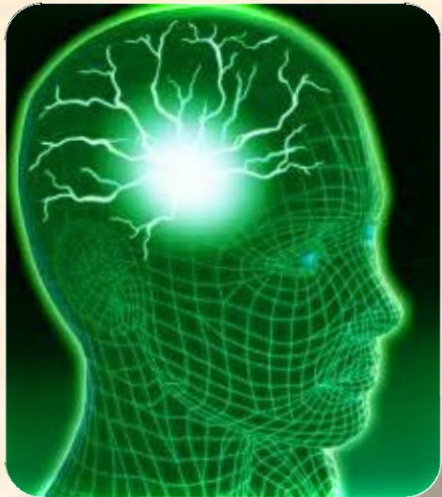
# Excitability of the **Imagination**

Heightened play of the imagination with rich association of images and impressions, frequent use of image and metaphor, facility for invention and fantasy, detailed visualization.



# Mental/Intellectual Excitability

Demonstrated by a marked need to seek understanding and truth, to gain knowledge, and to analyze and synthesize.



- Intense curiosity
- Avid readers
- Keen observers
- Engage in prolonged intellectual effort
- Elaborate planning



# Mental/Intellectual Excitability

- Detailed visual recall
- Love theory
- Independent of thought
- Can seem critical and impatient with others who do not sustain their intellectual pace
- May get so excited about an idea they interrupt



# Excitability of the Senses

Heightened experience of sensual pleasure or displeasure emanating from sight, smell, touch, taste, and hearing.



- Have a far more expansive experience from their sensual input than the average person
- Increase and early appreciation of aesthetic pleasures such as music, language, and art
- Have endless delight from tastes, smells, textures, sounds, and sights



# Excitability of the Senses



- Can become overstimulated with sensory input and may overeat, go on buying sprees, or seek the physical sensation of being the center of attraction
- Or may completely withdraw from stimulation
- May become extremely distracted by stimuli and find it hard to focus






# Psychomotor Excitability

Heightened excitability of the neuromuscular system, a “capacity for being active and energetic.”

**PSYCHOMOTOR OVEREXCITABILITY**



THE MANIFESTATIONS OF PSYCHOMOTOR EXCITABILITY ARE ESSENTIALLY OF TWO KINDS: SURPLUS OF ENERGY AND NERVOUSNESS. IN NERVOUSNESS, THE EMOTIONAL TENSION IS TRANSLATED INTO PSYCHOMOTOR ACTIVITY SUCH AS TICS, NAIL BITING, OR IMPULSIVE BEHAVIOR. THE SURPLUS OF ENERGY CAN BE OBSERVED IN ANIMATED GESTURES AND TAKING ON SELF-IMPROVEMENT TASKS.

Movement

Rapid Speech

Enthusiasm

Intense Physical Activity

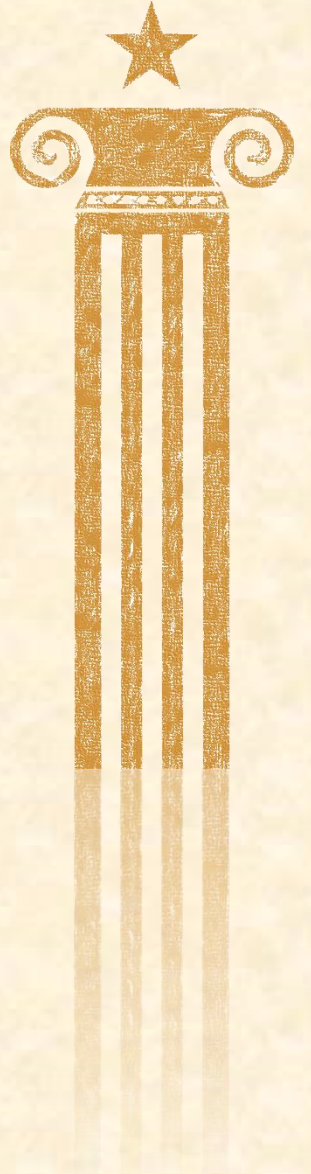


# Some Examples for Responding to Some Overexcitabilities...



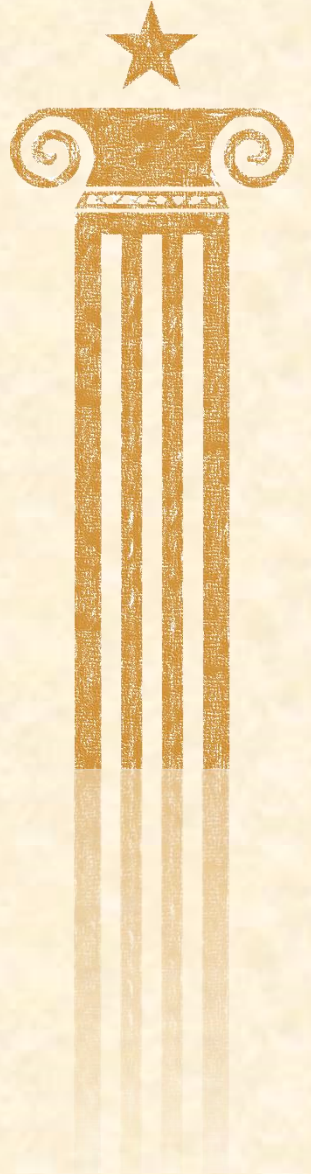
## **PSYCHOMOTOR:**

Build in movement and engaging activities to lessons, set aside a time/place for student to retreat instead of blurting out etc. Provide open-ended questions.



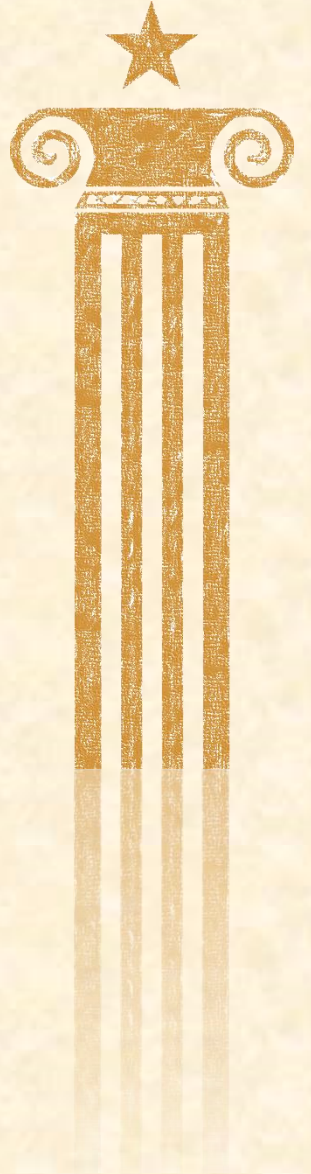
## SENSUAL:

Limit discomforts in the room, brag/praise student. Show student self soothing techniques, put out a small amount of lavender in the room...(really).



## **IMAGINATIONAL:**

Help student discern fiction and reality, have student visualize a stop sign when his own imagination interferes, use student's creativity in problem solving situations, creating new products...etc.



**“To Parents**

**The urge to create is equally strong in all children. Boys and girls.**

**It’s the imagination that counts. Not skill. You build whatever comes into your head, the way you want it. A bed or a truck. A dolls house or a spaceship.**

**A lot of boys like dolls houses. They’re more human than spaceships. A lot of girls prefer spaceships. They’re more exciting than dolls houses.**

**The most important thing is to put the right material in their hands and let them create whatever appeals to them.”**

1974 LEGO pamphlet

# Ten Ways to Encourage Creativity

1. Ask open-ended questions
  - How else could we do this?
  - What might happen if?
  - What should we do next?
  - Why did they do that?



# Ten Ways to Encourage Creativity

## 2. Offer choices

- Be okay with all choices
- Allow follow up questions
- Allow suggestions





# Ten Ways to Encourage Creativity

## 3. Make it collaborative

- Add on drawing
- Add on stories
- Don't use instruction manuals
- Family challenges (perfect for the break!)



# Ten Ways to Encourage Creativity

## 4. Dramatic play

- Animal characteristics
- Puppet shows
- Skits
- Excellent for social-emotional development



# Ten Ways to Encourage Creativity

## 5. Be an innovator

- What else could this be?
- How else could we use this?
- What if this was bigger/smaller?



# Ten Ways to Encourage Creativity

## 6. Play music

- Sing, dance, interpret
- Illustrate music
- Analyze music



# Ten Ways to Encourage Creativity

## 7. Read poetry

- What do you see?
- What did you hear?
- What words did you like?
- Write poetry



# Ten Ways to Encourage Creativity

8. Draw more
  - Free draw
  - Story boards
  - Mind maps
  - How-to manuals
  - Chore charts



# Ten Ways to Encourage Creativity

9. Stretch their knowledge
  - Support interests
  - Facilitate investigation
  - Use resources



# Ten Ways to Encourage Creativity

## 10. Allow mistakes

- Where did this go off track?
- What could you do instead?
- Think through the steps
- Give additional opportunities

