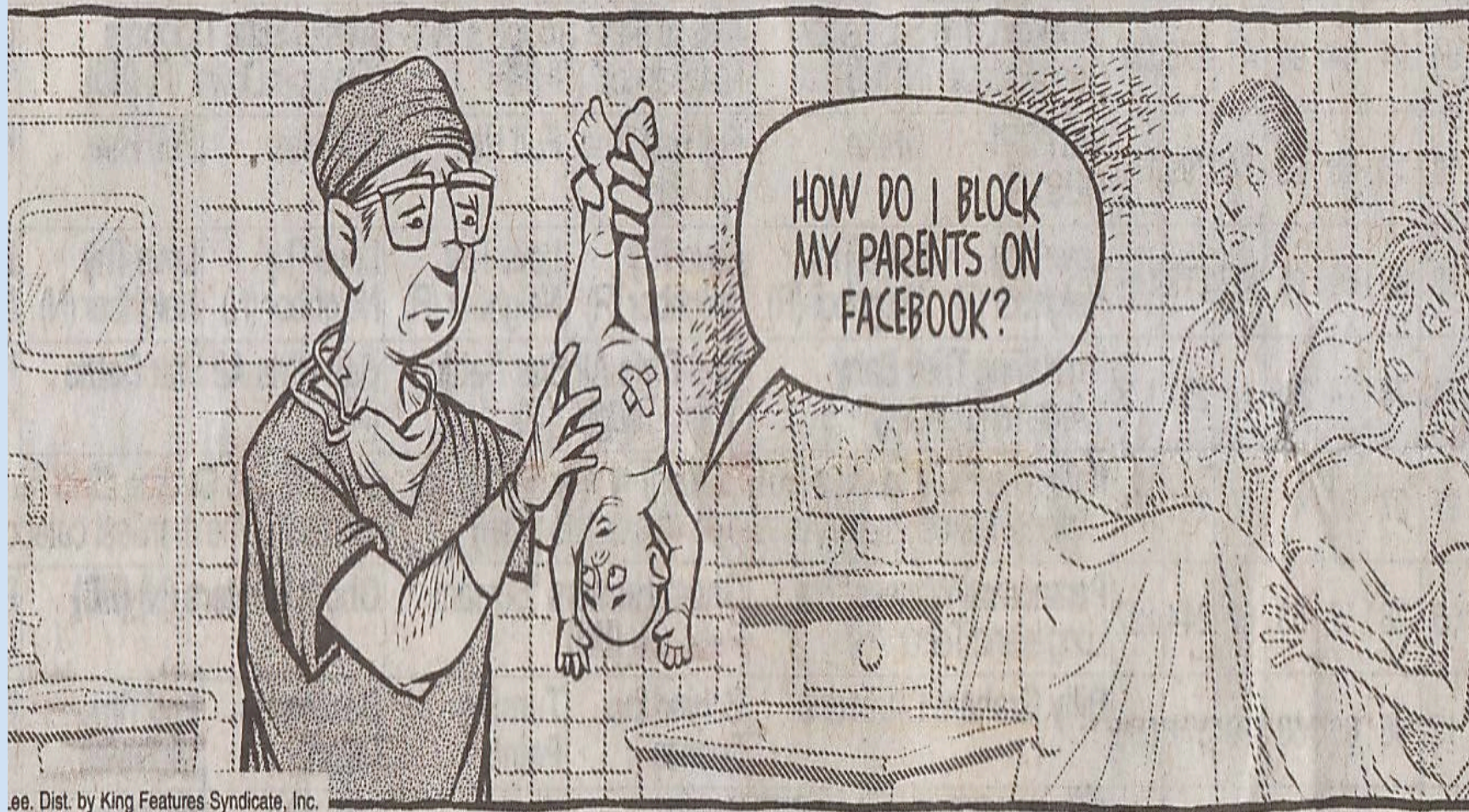


# Intensities and the gifted child: Seeking the eye of the hurricane

James R. Delisle, Ph.D.  
[Jim.delisle@yahoo.com](mailto:Jim.delisle@yahoo.com)

# DON MY PLANET | by Vic Lee



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# The Wonderful Wizard of OE's

Dr. Michael Piechowski

Dr. Kazimierz Dabrowski



- “Dabrowski felt a great urgency to help and save those who are sensitive, vulnerable, empathetic and creative, but are not well adapted to the world where aggressive competition pushes people to get ahead with little consideration for their fellow humans.”



Giftedness: “*Who you are*” not “*What you do*”



Giftedness is a greater awareness, a greater sensitivity, and a greater ability to understand and transform perceptions into intellectual and emotional experiences.

--Annemarie Roeper



# Jacob's Wisdom

Age 13

1. How would you improve your gifted program?
2. Is school easy or hard?
3. Are you creative?
4. Can being creative get you in trouble at school?
5. If school is ever dull...why is that so?
6. How could school be made better?
7. What is your biggest challenge?



# Overexcitabilities: “O”riginal “E”quipment in the Gifted

1. Psychomotor OE
2. Sensual OE
3. Intellectual OE
4. Imaginational OE
5. Emotional OE



# The Overexcitability (OE) Questionnaire

## Michael M. Piechowski

- What kinds of things get your mind going?
- Describe what you do when you are full of energy.
- Describe how you feel when you are extremely joyous, ecstatic or incredibly happy.
- How do you think about your thinking? Describe.
- How often do you carry on arguments in your head? What sorts of things are they about?
- When you were young, did you have an imaginary playmate? One, or several? Please describe.
- When you ask yourself, “Who am I?”, what is the answer?





# Psychomotor Overexcitability

A surplus of physical energy seen in such contexts as:

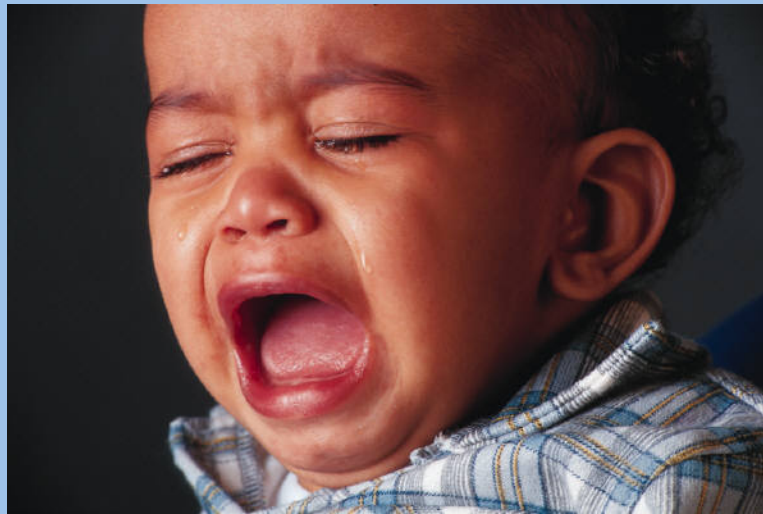
- intense physical activity
- impulsive actions or nervous habits
- out-of-their-seat whiz kids who grate on teachers' last nerves

“Ooh! Ooh! Teacher! Pick me! Pick me!”



# Sensual Overexcitability

- A fine-tuned sensory system that is bombarded by constant stimuli, both attractive and repellent
  - do you cut labels off your child's clothing?
  - does your child smell everything before eating it?
  - is fluorescent lighting annoying—its light **and** its sound?
  - do you avoid “perfume attackers” at the mall?



**Fall Leaves**  
**By Robert Jellinghaus**  
**Age 11**



**I see a leaf.**  
**It is yellow with red and orange mixed in.**

**My mind says:**  
**"The yellow is caused by the oxidation of leftover**  
**sugars.**  
**The red and orange are caused by the emergence**  
**of recessive pigments."**

**I see a leaf.**  
**It is yellow with red and orange mixed in.**

**My heart says:**  
**"The yellow is a bit of leftover sun from summer.**  
**The red and orange is the leaf spiraling down the**  
**lower spectrum as it is going to sleep."**

**I see a leaf.**





# Intellectual Overexcitability

- The intellectually OE person is a minefield of exploding thoughts. It is someone who is curious, mentally alert even when relaxing, driven to absorb and understand any new idea, and someone who likes any type of intellectual challenge, from *Jeopardy!* to *Jenga*. The intellectually OE child will be in bed on time . . .and likely reading under the covers with a flashlight.



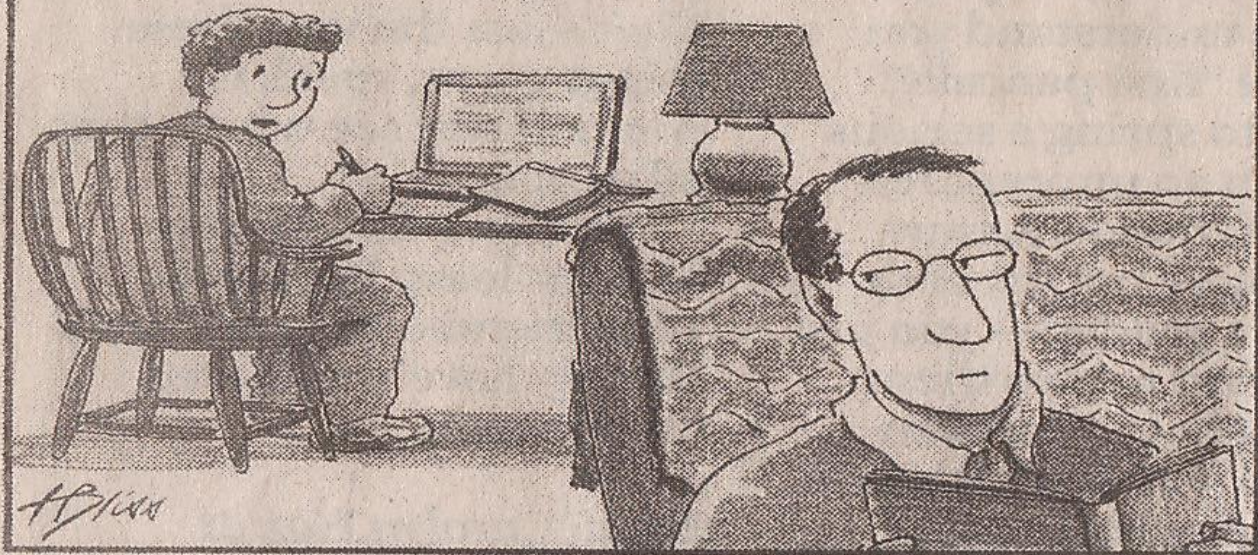
# Intellectual intensity? Not so much...

## Bliss By Harry Bliss

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2/12

www.harrybliss.com



“Dad, I’m stuck. Which came first —  
World War I or World War II?”

Every school day is very easy for me. Even though my class is all gifted kids, I am still very bored in class, causing disruptive and obnoxious behavior. Also, I am the only 2<sup>nd</sup> grader in the Semantics Club.

My favorite part of school is reading because every book I open is an adventure into the land of questions, answers, connections and thoughts.

Stephanie, age 7





Dear Mrs. S

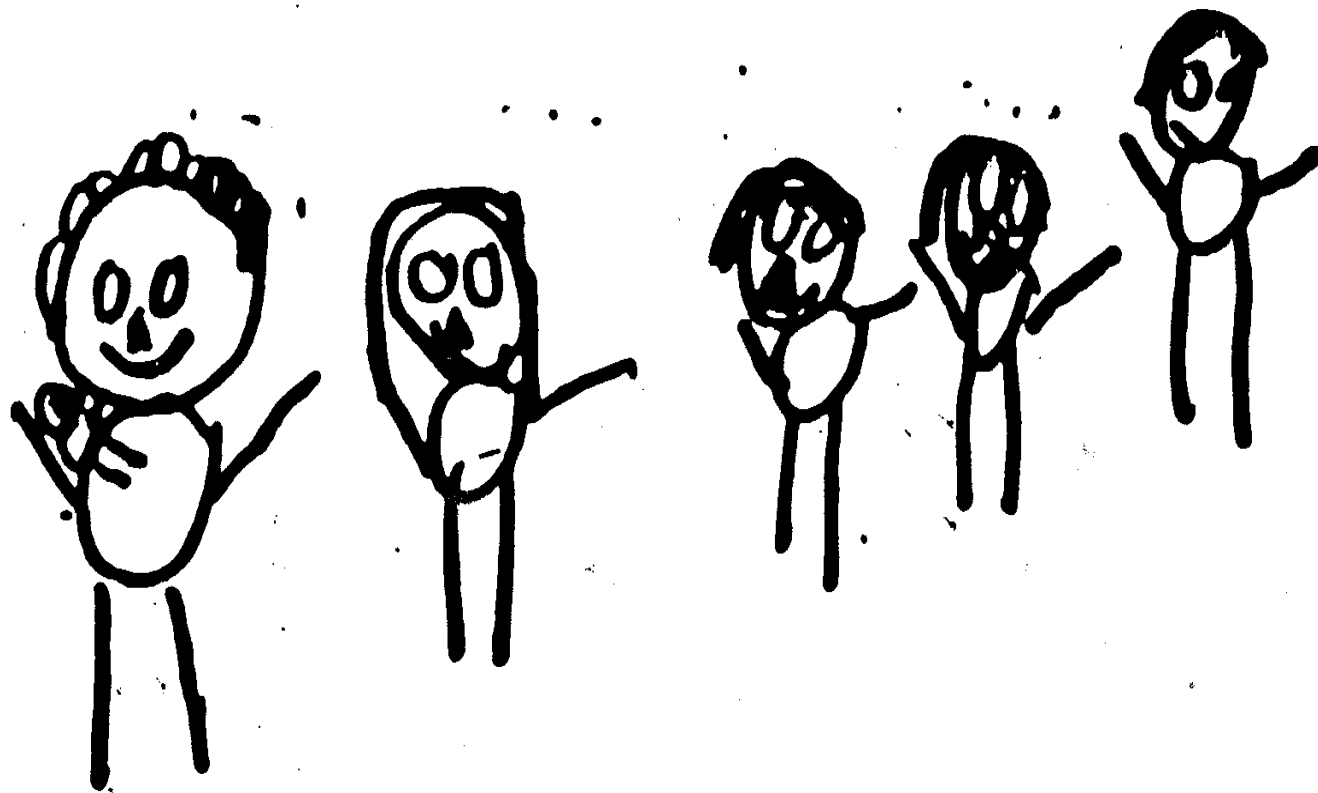
I find that the work I'm being given  
is very discouraging because its much  
to easy. Most of it I know so I do  
the work catch on and  
I have to wait for the others  
to catch on. the grade  
I'd like to go to best would  
be college but since I can't  
could I have something more  
challenging. Say for instance  
I could go to any grade  
I want as long as  
long as its in Lincoln Elementary  
or Lincoln Middle School. I like to trie  
5th grade I dout it  
but it would be nice to  
go ther and see what its  
like. I don't care if  
I leave Lincoln Elementary cause  
I really don't have  
any thing really important  
or true friends that I'd miss.  
Sincerely, Jenny



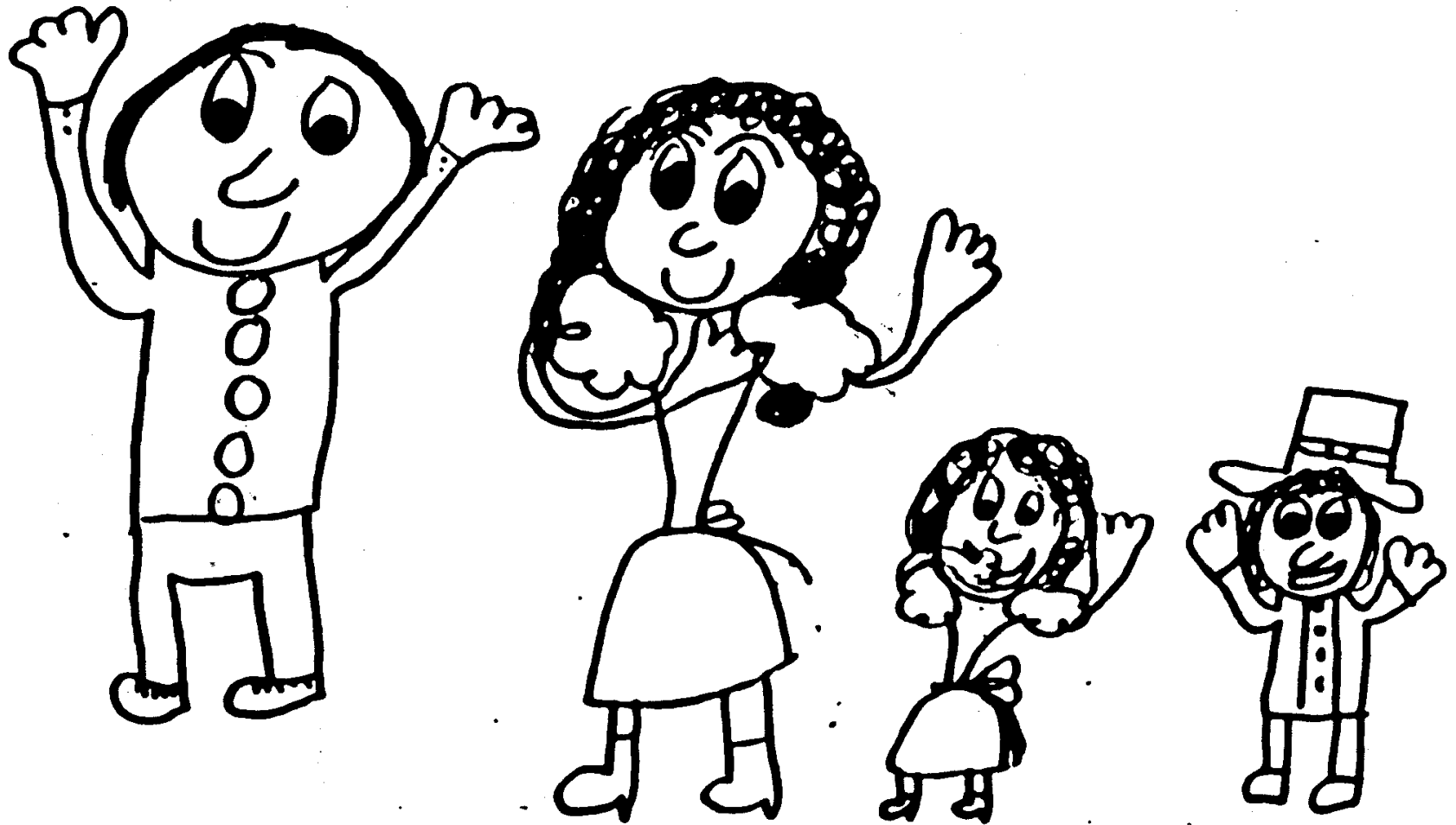
# Imaginational Overexcitability

- In this child's mind, the only thing absurd is the ordinary, the only second language worth learning is one not yet invented, and the most important question of all is not "Why?" but "Why not?" Their idol is Will Farrell; their patron saint, Jon Stewart.

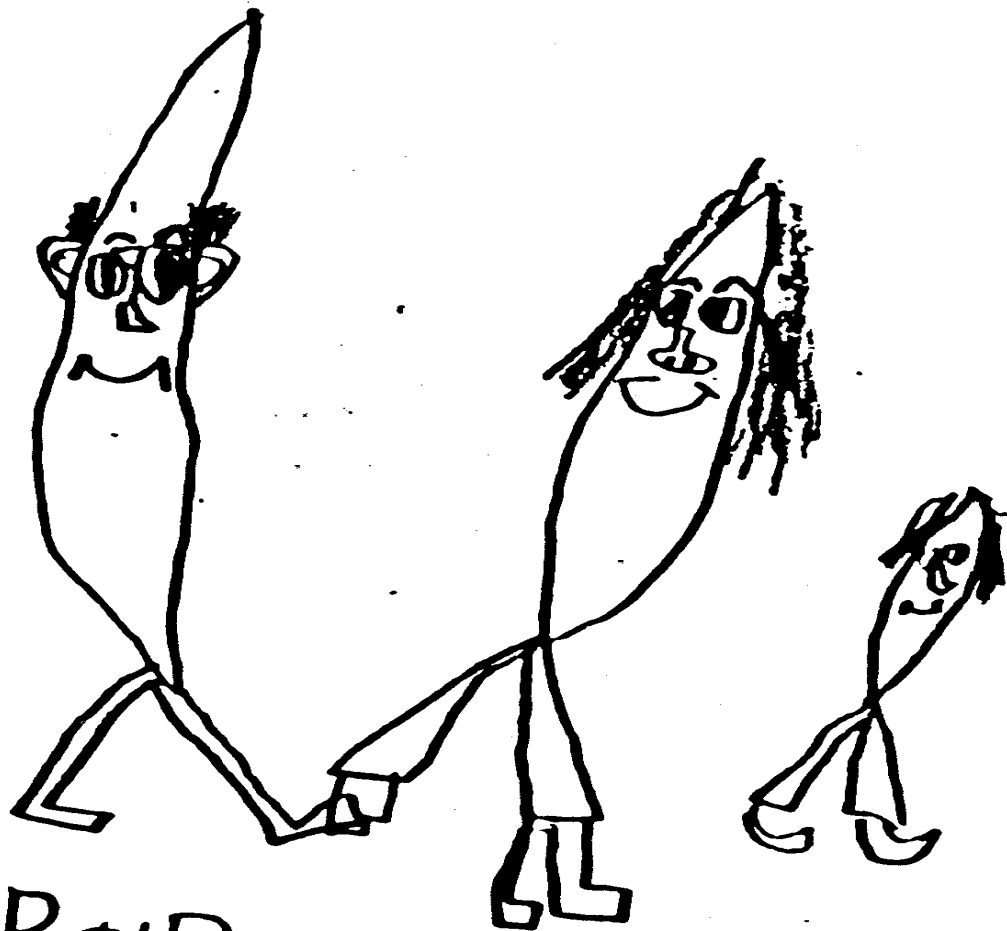












PAPA. MAMA. BABY.

Banana

Brett

Senior Thesis  
Letter to Mrs. ~~Patterson~~

As a means of introducing yourself, write me a letter. The letter needs to focus on your experiences as a writer, as well as goals, both personal and academic, for your senior year.

Guidelines

- \*At least four paragraphs in length.
  - \*Focus on tone and voice. (Hint: Your personality should be apparent.)
  - \*Support all general statements with specific, interesting examples.
- 50 points

Let's get one thing out of the way, I'm lazy. Now I don't see this as an insult like some others would, I just lack the motivation to reach the ~~high~~ heights I could. I'm a cynic, I'm a skeptic, and ~~both~~ I'm a lunatic. I've never been the over achiever, or the A student. I've never been the sports star, or the future President. The fact of the matter is simple. I don't care. I honestly could care less about some letter on a paper judging work that I didn't care about in the first place. I could sit here and feed you some bullshit about drive and passion but then you'd expect it of me and only disappoint your self.

-Try to avoid

Experiences as a writer? Well honestly I used to have a passion and fire for the written word. I wrote poems, songs and stories almost every day. I wasn't complete without a pen in my hand. Then the public education system killed my passion in cold blood, leaving me a bitter husk of a child. Prompts, essays, written responses were the beasts that killed my love of the art, ~~and~~ <sup>got a stamp</sup> into nothing but mediocre paragraphs and lackluster essays. The pen that was once inseparable from my hand was now the shackle of my oppression. My many poems ceased, my stories went on with out endings and



My songs were nothing more than terrible limericks.

Goals? I have no more goals for my Academic slavery. My goals have changed and focuses now on my art, for the pencil which once crafted Adventures and tales of hope now draws pictures dedicated to cynicism and spite. I am at this desk only by force and plan nothing more than average grades. You'll see me in the back drawing almost all of the time, and try as you might to stop it, it is the only thing I seem to care about anymore. For the assassins that once destroyed my passion for writing will not do the same for my art.

So there it is, a glimpse into my writing style and mind. It's in a state of disarray and only seems to pump out words of malice or insanity. I have no goals, I have no more passion, I have no more motivation. I waste away the hours looting and playing videogames, school is no longer the house of learning it once was for me. It is now only a twisted prison, filled with others like me, who's dreams and genius were pounded out of them by the harsh mallet of conformity, forcing us all to write and think the same, so that we will get good grades and survive, so we sit quietly in our forced mediocrity, cursing the world around us. No more goals only spite.

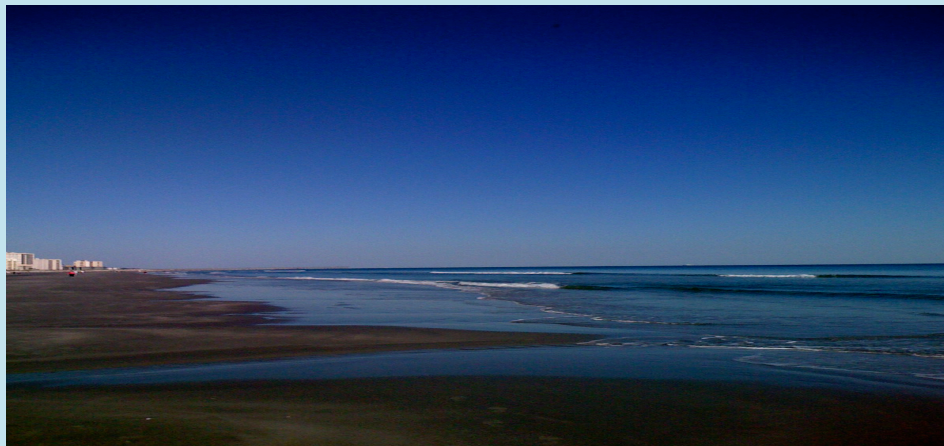
Brett,

I love that your voice came through in this, but try to avoid swearing. Also you need a greeting and salutation.

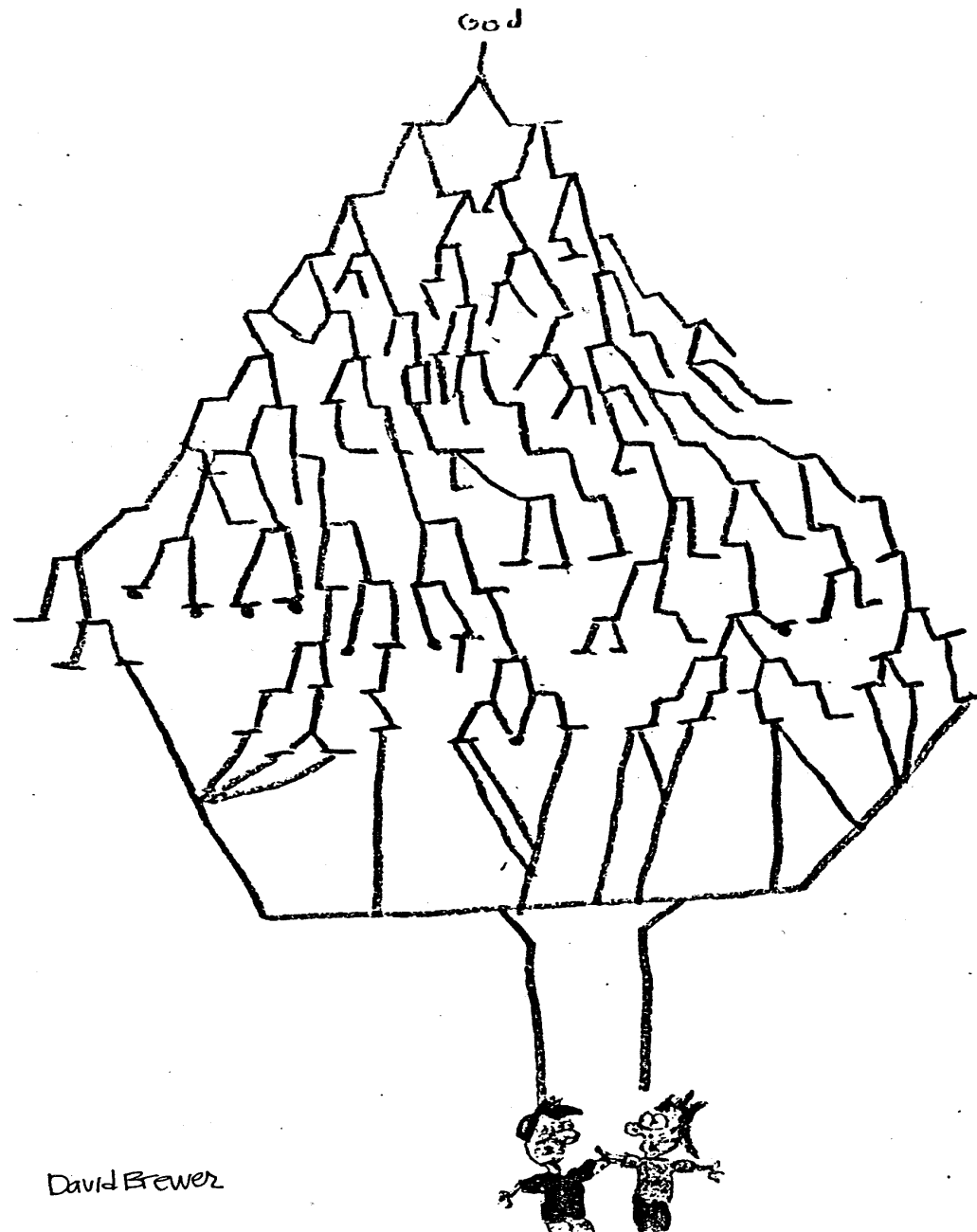
45/50

# Emotional Overexcitability

- *Children with emotional OE are the ones who befriend stray cats or kids who look funny “ . . .because someone needs to like them.” They want to know why world peace is considered a pipe dream instead of a reachable goal, and they don’t understand why politics has to impede common sense. They possess a rare and uncanny ability to transform their own lives and act in accordance with principles that are bigger than they are.*





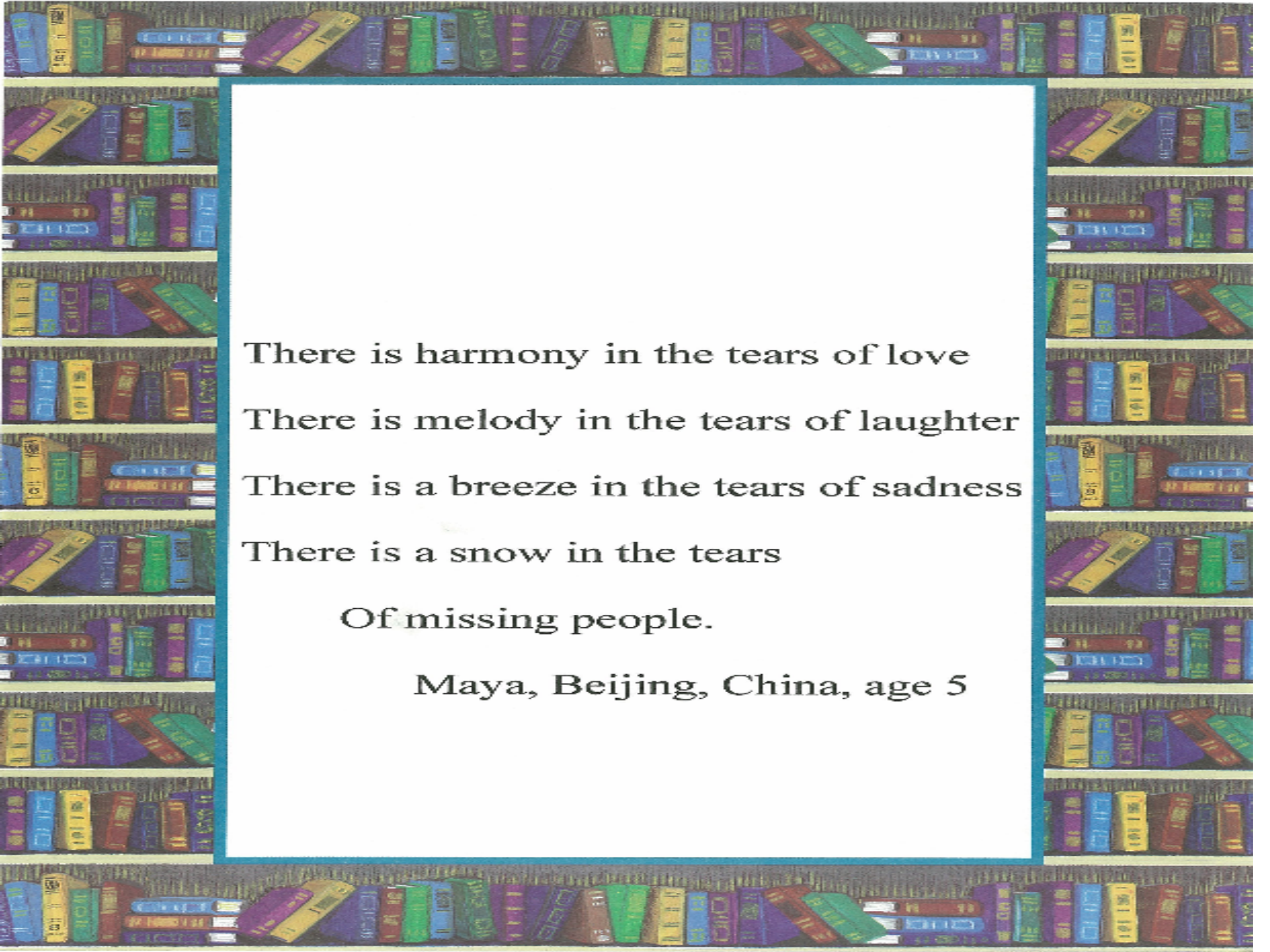


David Brewer



**"If the Cowardly Lion gets courage, what's to stop him  
from eating the others?"**

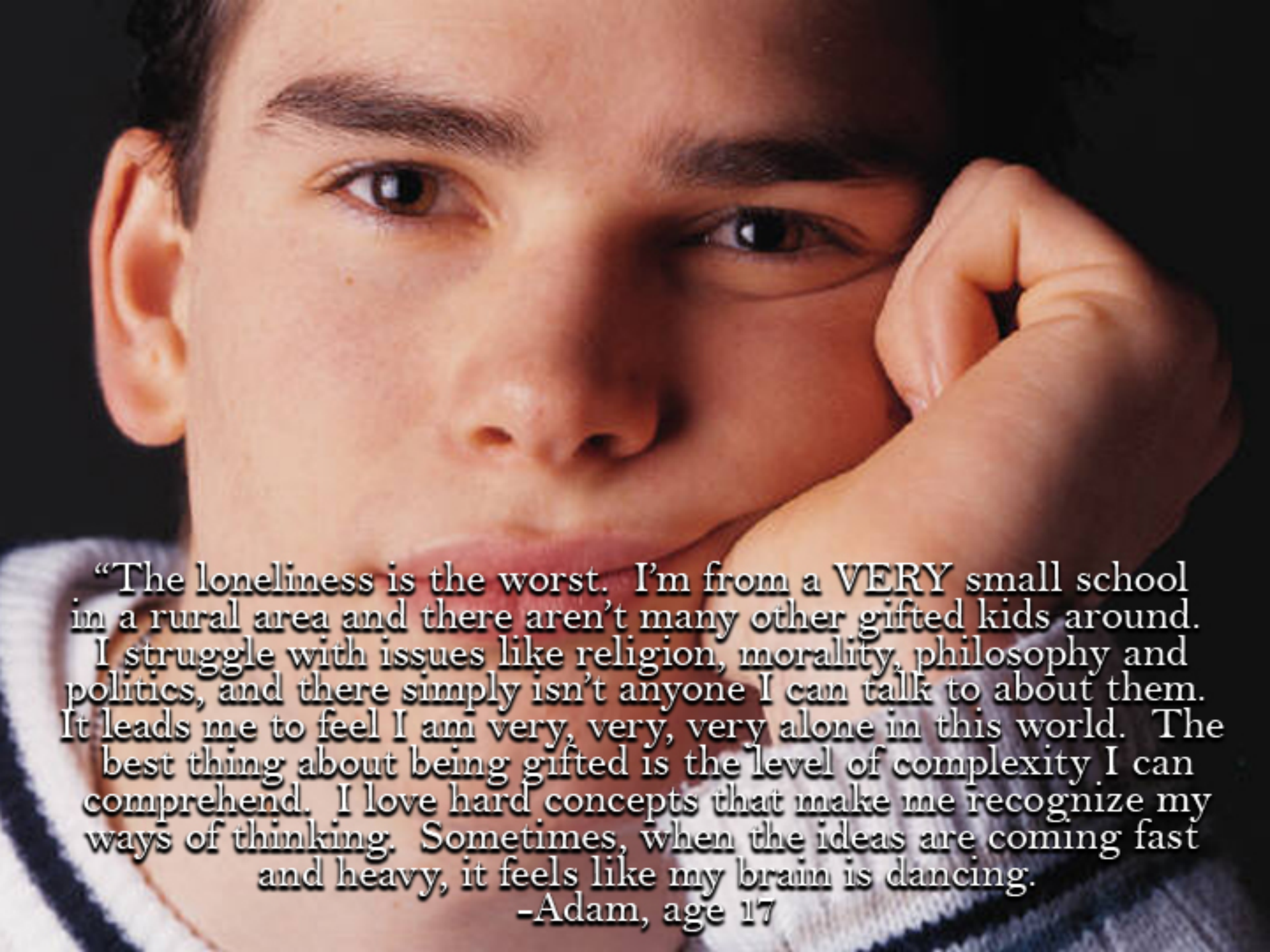


The image features a central white rectangular area containing text, framed by a decorative border. The border is composed of numerous small, colorful book spines in various colors (red, yellow, green, blue, purple, brown) arranged in a slightly irregular, overlapping manner, creating a sense of a library or bookshelf. The text is centered within the white area and consists of four lines of a poem, followed by a line of text identifying the author.

There is harmony in the tears of love  
There is melody in the tears of laughter  
There is a breeze in the tears of sadness  
There is a snow in the tears  
Of missing people.

Maya, Beijing, China, age 5





“The loneliness is the worst. I’m from a VERY small school in a rural area and there aren’t many other gifted kids around. I struggle with issues like religion, morality, philosophy and politics, and there simply isn’t anyone I can talk to about them. It leads me to feel I am very, very, very alone in this world. The best thing about being gifted is the level of complexity I can comprehend. I love hard concepts that make me recognize my ways of thinking. Sometimes, when the ideas are coming fast and heavy, it feels like my brain is dancing.

-Adam, age 17





“...imagine that hill. It was not placed on the landscape to make the prairie feel flat. It was not raised to make the sky tremble. Its job is to be a hill. We do not know why, but we know a hill-less world would be unbearable.”

-Jorie Graham



# PEANUTS | by Charles Schulz

SOMETIMES I LIE AWAKE AT NIGHT, AND I ASK, "WHAT IS THE MEANING OF LIFE?"





THEN A VOICE COMES TO ME THAT  
SAYS, "I BEFORE E EXCEPT AFTER C!"



# What to do . . .for Psychomotor OE

- Allow kids to work at their desks . . .or under them
- Use physical movement and hands-on involvement in class activities
- Ask art, music and PE teachers how to keep “active” kids engaged. Do what they say
- Provide short-term projects with visible, immediate results
- Encourage participation in sports focused on individual efforts
- Provide alternatives to drumming
- Give children an “IQ trap” (Inquisitive Questions) notebook to record ideas for later retrieval



## What activities do teachers do that make learning worthwhile?

- \*...for one book report, we made airplanes, and for another, we built a covered wagon. My science teacher allows us to do experiments but, unfortunately, he hasn't let us blow anything up yet. --boy, 14, Kentucky
- \* In middle school, I tested out of history and was allowed to do special projects. First, I wrote and directed a film on the French Resistance in WW II, engaging 27 classmates in the production. Also, I did a Civil War project and displayed memorabilia. I had a great teacher who helped me understand that I was valuable and he kept me soooo busy by having me organize the Special Olympics for my school. When I was in his class, it felt like home. --boy, 16, California



## *What to do . . .for sensual OE*

- \* Introduce students to biographies of artists, musicians and writers, asking them to seek common elements between these people and themselves
- Encourage intense examination of one small part of a big topic, rather than a cursory review of a broad topic
- Grant students the right to make their classroom (or bedroom) more visually appealing
- Let them paint, act, write, sing and create images of the world that they sense in a higher key than others





**"Go into the arts. I'm not kidding.  
The arts are not a way to make a living.  
They are a very human way of making life more bearable.  
Practicing an art, no matter how well or badly,  
is a way to make your soul grow, for heaven's sake.  
Sing in the shower. Dance to the radio. Tell stories.  
Write a poem to a friend, even a lousy poem.  
Do it as well as you possibly can.  
You will get an enormous reward.  
You will have created something."**

*Kurt Vonnegut*



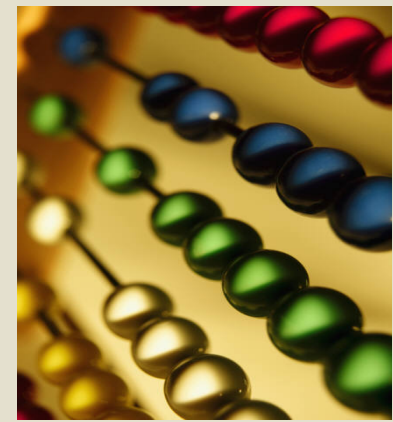
# What's the difference between an *interest* and a *passion*?

- The difference between passions and interests? Simple: semantics and access.—girl, 16, England



- Interests are pursued for entertainment. Passions are doggedly pursued for purpose, either the betterment of one's self or one's community. Honestly, I think my most profound passion is the search . . .for passion. Most frustrating of all is that among my peers, I sometimes feel alone in this quest. – boy, 15, Wisconsin

## What to do . . .for intellectual OE



- Provide frequent access to work with people of similar and different ages who share the need and capacity for deep and reasoned thought.
- Encourage long-term, multi-part projects that require analysis, first-hand inquiry, and personal reflection.
- Steer the student toward organized activities where their intellectual abilities are put to good use—Junior Great Books, Science Olympiad, Math Counts, etc.
- Locate mentors who share the child’s passion about a particular topic of interest.
- Eliminate or minimize “busywork”—both schoolwork and homework to allow time for the above options to occur.



# What does it mean to be gifted?

- There is some correlation between age and maturity, but not much. I have created “16” as an artificial age of maturity for myself, but the age of 18 or 21 is just as artificial. Those are expiration dates that the government has placed on our childhoods, and they are just as exact as those placed by the FDA. Nothing horrible happens to toothpaste if it sits on the shelf too long, but the FDA has determined that there is a higher chance that it will be ineffective if it hits a certain age. The same strategy is used for determining the age of maturity, only in reverse. –16 year old girl, University of Pennsylvania





**NO-COST MEALS**

Federal funding lets school districts serve free meals to kids over summer

PAGE 2

**NETWORKING 101**

Businesses use Internet to improve marketing, customer relations

PAGE 14

**GAME O**

Skyline for retiree after decades

PAGE 11

# The search continues

## Two local students hope to locate the man who sparked their research

BY REBECCA LONG PYPER  
River City Weekly

Marissa Lords has a daily date with her mailbox.

She stops by and sifts through the day's drop offs, fingers walking through bills and junk mail, ready to snatch at a letter from one Buster Hill.

Who is Buster Hill? Fact is, Marissa doesn't know, and neither does her **National History Day** partner Tyler Stephens.

Through the NHD program students choose a historic topic consistent with an annual theme and, after months of research, present their findings to judges. Those who win at the local level proceed to state competition, then to nationals in Washington, D.C.

After months of research and even naming their NHD project "**Fighting for victory, one stamp at a time: Buster Hill**," Lords said it is likely the pair will head to the national competition without ever knowing who Buster is.

This year's NHD theme is "**The individual in history**," and Lords

and Stephens based their **entire research on a signature of one boy — real name uncertain, age obscure — his name scrawled on a pledge to buy war bonds and stamps until World War II ended.**

**Kids across the country signed pledges like this, and according to Lords and Stephens' research, these youthful, personal promises yielded \$1.7 billion worth of war bonds and stamps sold. Children also produced one-third of the produce in the United States during the war years, thanks to "victory gardens" at school.**

In their minds Buster was representative of the impact an individual — really, a child — can make, even unknowingly. "We can assume he was doing what all the other kids in the country were doing at that time: planting victory gardens, collecting scrap metal," Lords said.

And that's where the story grows in scope. **In the 1940s the government sent blank scrapbooks to schools nationwide, so teachers and administrators could document the efforts of their students. Some kids never saw the finishing touches on these books, which secretaries and principals compiled, even though the kids often typed or wrote descriptions of their war efforts and were pictured in black-and-white photos.**

But a 1943 scrapbook purchased on eBay changed that. The book



Marissa Lords and Tyler Stephens, who just completed their year at Rocky Mountain Middle School, will compete June 15 at National History Day. Their exhibit, seen here, has also been displayed at the National Museum of American History.

it comes to NHD, such sources are worth their weight in gold.

**Using Google and their youthful Internet-searching savvy, Lords and Stephens contacted students represented in the scrapbook and the Hazardville newspaper and waited for replies.**

One came from Alice Moody Webb, a third grader when the Hazardville Grammar School scrapbook was compiled. She never saw the completed book but

school classes held c to see which grades c the most milkweed p waxy filaments inside create military floata — and she collected metal she could.

Her contact with t Idaho was borne of c how Lords and Steph the local newspaper? how they secured th and exactly what the

Some people think that kids our age don't have enough power to make a big difference like that —



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go

**NHD**  
NATIONAL  
HISTORY DAY

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#### Contest Section Highlights:

- [Register for the national contest](#)
- [What are the steps to create a project?](#)
- [How do I create a process paper?](#)
- [How are entries judged?](#)

Click [here](#) to view all medalists and special award winners by state.

Click [here](#) to view all Outstanding Entries by state.

Click [here](#) to view just the Special Award recipients.

Click [here](#) to view all Scholarship Recipients.

#### Jump to a Category

<a href="#">Junior Group Exhibit</a>	<a href="#">Junior Group Documentary</a>
<a href="#">Junior Individual Documentary</a>	<a href="#">Junior Individual Exhibit</a>
<a href="#">Junior Paper</a>	<a href="#">Junior Individual Performance</a>
<a href="#">Junior Group Performance</a>	<a href="#">Junior Web Site</a>
<a href="#">Senior Group Exhibit</a>	<a href="#">Senior Group Documentary</a>
<a href="#">Senior Individual Documentary</a>	<a href="#">Senior Individual Exhibit</a>
<a href="#">Senior Paper</a>	<a href="#">Senior Individual Performance</a>
<a href="#">Senior Group Performance</a>	<a href="#">Senior Web Site</a>

#### Junior Group Exhibit [\[back to top\]](#)

	Entry #	City, State, School, Teacher(s) Entry Title	Student(s)
1	16073	Idaho Falls, ID, Rocky Mountain Middle School, Rona Johnson Fighting For Victory One Stamp at a Time: Buster Hill	Marissa Lords Tyler Stephens
2	16032	Kutztown, PA, Kutztown Area Middle School, Betty Imboden Messenger of Broken Promises: The Questionable Legacy of Sarah Winnemucca	Kayla Smith Hannah Schumacher Rachel Stump
3	16079	Minneapolis, MN, Breck School, Robin Ferguson Individual Reformer: Dr. Jane Hodgson's Battle Against Unjust Abortion Laws	Hutton Phillips Sophie Burton
4	16070	Riverside, CA, Amelia Earhart Middle, Kent Byer Elizabeth Blackwell: The Legacy of the First Woman Doctor	Elizabeth Brandon Holly Everson
5	16024	Brooklyn, NY, Genesis At Xaverian, Valerie Gilson Building New York City: The Gilded Age Immigrant	John Giambrone Ryan McEvoy
6	16022	Everett, MA, George Keverian School, Kristen Decourcy Paul Bertone Dorothea Dix - Advocate for the Mentally Ill	Elizabeth Gerace Meghan McNeill Rebecca Merriman
7	16059	Baytown, TX, Horace Mann J H, James Fisher Noemi (Ami) Liggett Suzanne Ferrell A Helping Hand , A Healing Heart: Father Damien	Jonathan Guajardo Jairo Monasterio Jesus Zepeda



## *What to do . . .for imaginal OE*

- Provide opportunities for students to engage in problem-solving tasks that have no clear solutions
- Allow students to create creative games, riddles or puzzles
- Encourage open-ended journal prompts and “what if . . .” scenarios for students to probe
- Allow these children to work with younger students as they create fantasy worlds in writing, art, or topics of keen interest
- Rehearse test-taking “survival strategies” where creativity is neither expected nor rewarded

Which Word doesn't belong?

Hockey

Billiards

Football

Soccer



## *What to do . . .for emotional OE*

- Provide opportunities for students to engage in public service or community-based projects that influence the lives of others
- Be alert to signs of physical tension or tension that may accompany a child's strong attachment to an idea, vision or person
- Locate examples in picture books and literature who epitomize the positive importance of using emotions as a vehicle to understand the world or its people
- Find a 'soulmate' for the child, a peer or adult who shares a passion for things emotional and can comfort him during sad times and exalt with him during the good moments





# The Heart of Annemarie Roeper

*My dear friends:*

*I just had a most wondrous, unexpected experience, which I am driven to share with you before it fades. It is the evening of July 3. I am eating alone, seated in the best place in my house, with a view of the bridge and mountains, just before sunset. No matter what my mood is, this moment in the day never fails to transport me into an expanded world of beauty and mystery...*



All of a sudden the peaceful scene was interrupted by loud noises and when I looked, I saw the most beautiful and elegant display of fireworks. And easily, I found myself back in the early years of our emigration to America, the country I adopted without reservation. Tonight I feel the old sense of belonging and gratitude and pride as those early days.

In the meantime, darkness has fallen and the fireworks have stopped, but the glow continues to exist inside of me, and I hope in you.

Annemarie



## A closing thought...

For decade upon decade, instrument makers have been trying to tease out and define what it is that makes a Stradivarius a Stradivarius. They have analyzed, measured, and quantified each aspect of the instruments—lacquer, shellac, wood, measurements—yet, they have not duplicated the magic of the instrument, nor the genius of its creator...







There are many fine stringed instruments that produce music—yet there are very few Strads that soar to the sublime. We need to keep watch on these special strings so that they may continue to create the chords that few of us are capable of creating, yet resonate within us all when we are in their presence.

Scott Stuart  
5<sup>th</sup> grade teacher

Hmmm...Cleo has a point

On her 5<sup>th</sup> grade social studies test, Cleo was asked the following question:

***Which of the following was the main reason for the Civil War in the United States?***

- a. slavery
- b. class differences between North and South
- c. economic inequality
- d. the change from agriculture to industry



## *Cleo's (Incorrect) Response*

I remember the book saying that slavery was the main reason, but during yesterday's review, our teacher mentioned that Southerners felt the Northerners were trying to destroy their way of life, which means that "B" could be correct.

On PBS, I saw that the change from an agrarian to an industrial lifestyle was a major cause of the conflict, which is response "D". And, since the South was pretty self-sufficient with plantations, but cotton prices were falling, perhaps "C", 'economic inequality', caused the Civil War.

I chose "B", 'class differences', because it seemed the most general idea and that all the other answers fell under that category.

My teacher said the correct answer was "A", 'slavery', telling me my thinking was way off-base. I felt so dumb for not knowing the obvious.

On Christmas Eve, Adam gave me a most wonderful surprise, one that no one I have told had ever seen performed by someone in our age group. He had planned it for weeks and I later found out my whole family was involved. While I was at the Christmas Eve vigil, he came over and cooked dinner, set up a candlelit table for two in my basement, and dressed in a tux. When I came home, my sister led me to her room, where I was instructed to put on the dress that I had worn the previous year to a formal dance. At that particular dance, I had worn the dress but came home in tears because no one had asked me to dance.

When I emerged from my sister's room, Adam was standing in the hallway in his tux. He informed me that dinner was waiting. I was literally shaking with delight and unquenchable joy. As tears filled my eyes, he led me downstairs to where the candlelit dinner was set up. After dinner he played "It Must Have Been the Mistletoe" and, to make up for the last time I had worn that dress, Adam asked me to dance.

This was truly the best Christmas ever.

Sara is 15. Adam is 16.



As far as I can recall, none of the adults in my life ever once remembered to say, “Some people have a thick skin and you don’t. Your heart is really open and that is going to cause pain, but that is an appropriate response to this world. The cost is high, but the blessing of being compassionate is beyond your wildest dreams. However, you’re not going to feel that a lot in 7<sup>th</sup> grade. Just hang on.”

---Anne Lamott, *Stitches*, 2013, p. 28

