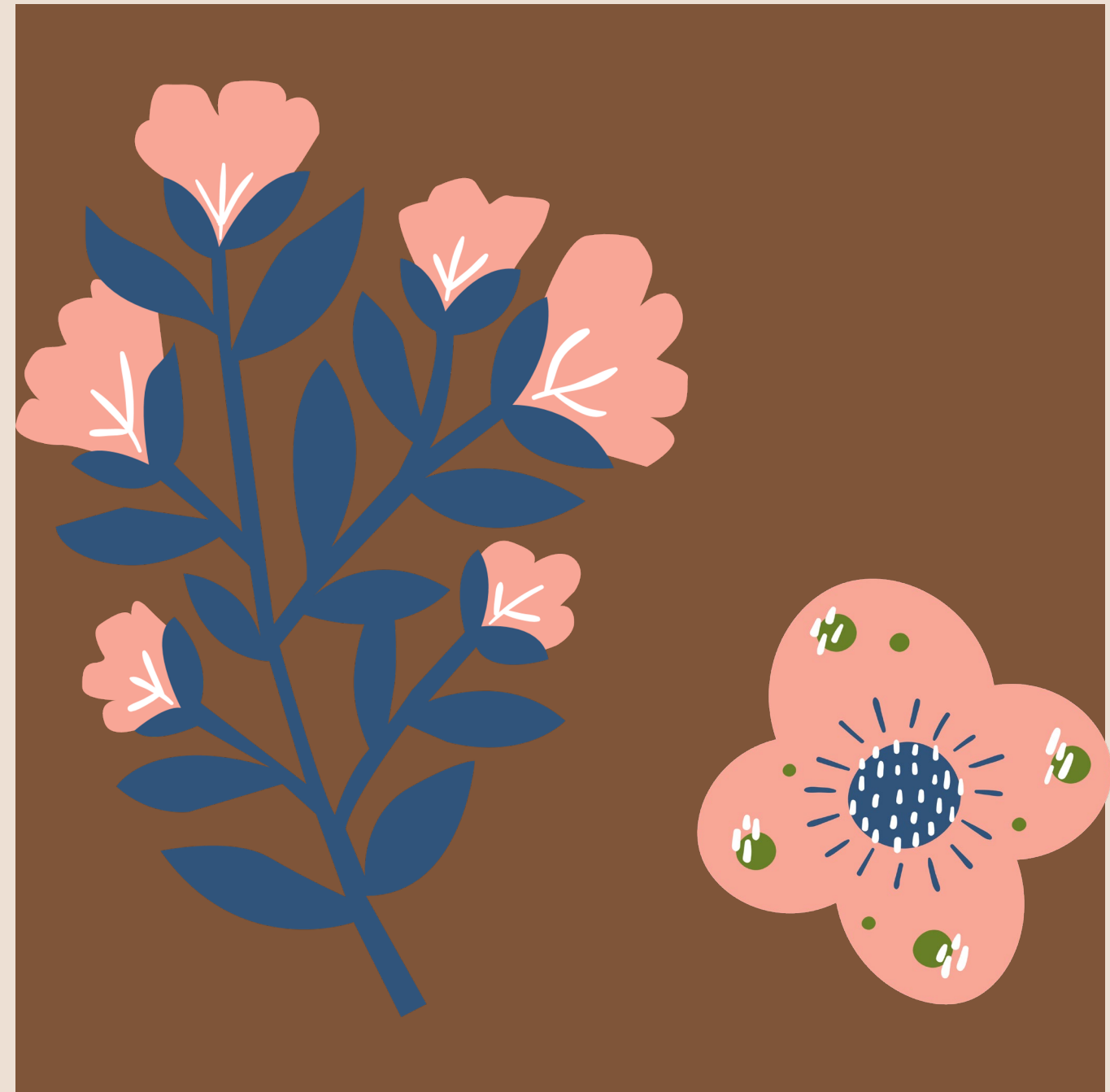


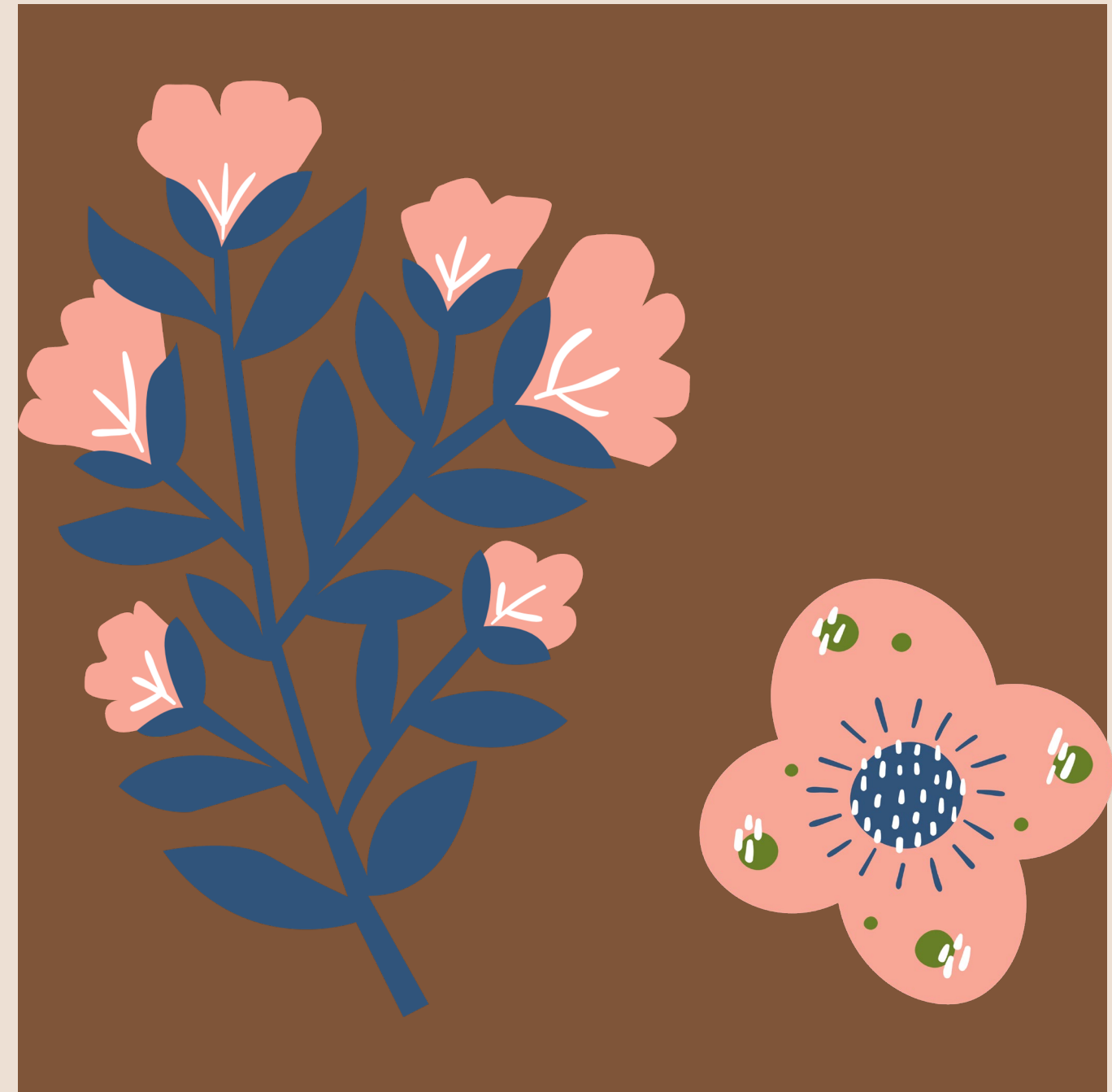
Welcome  
To  
GPAC!

Please sign in!



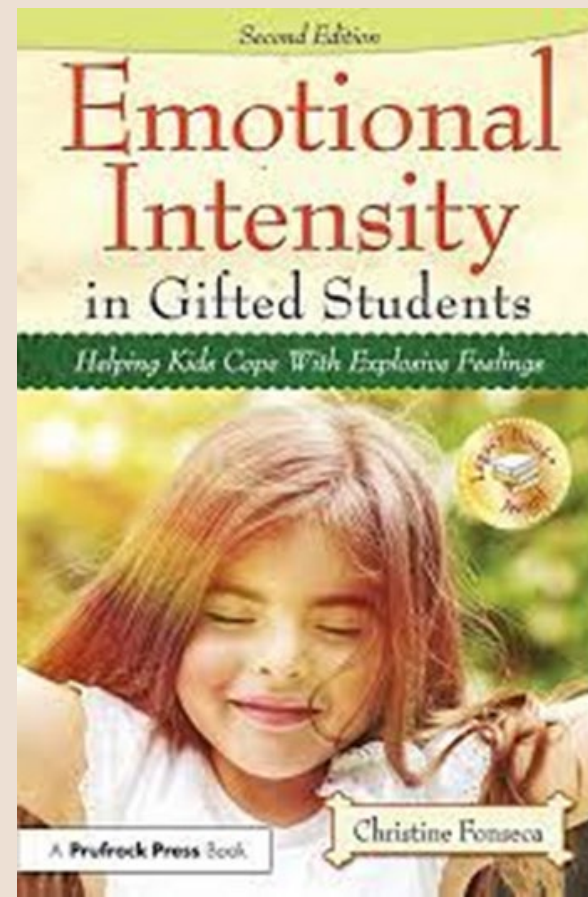
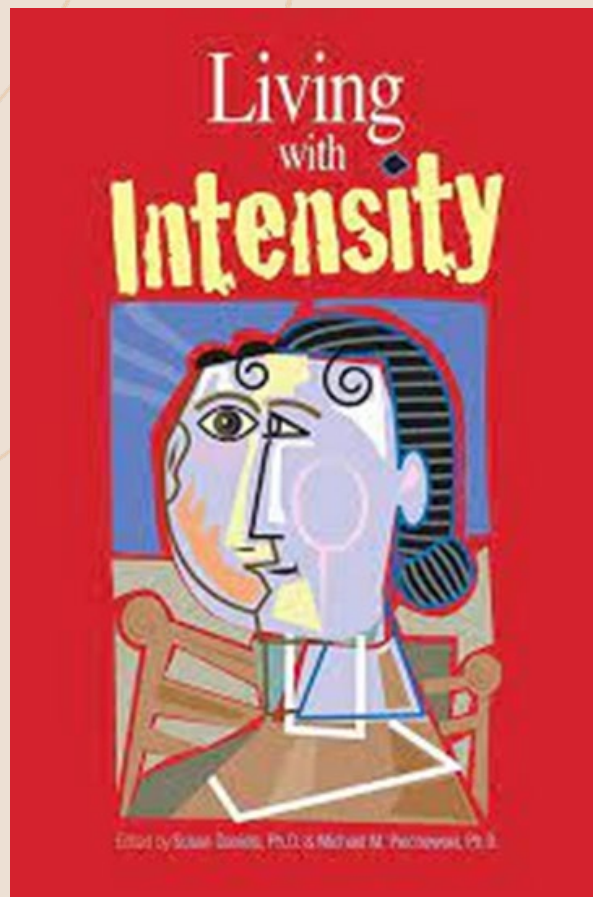
Presented by  
Erin Arnold

# Anxiety and Gifted



# Sources:

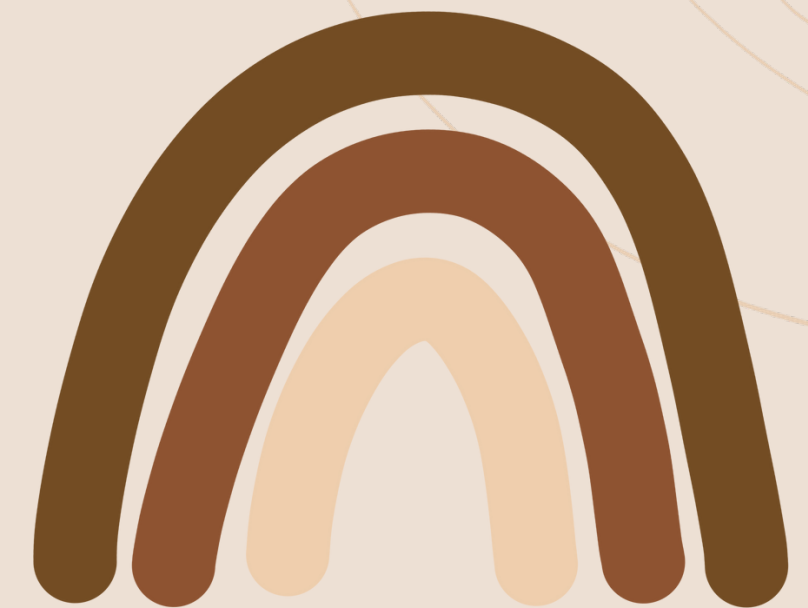
Anxiety and Gifted Children - Davidson  
Institute ([davidsongifted.org](http://davidsongifted.org))



•  
"I've got 99 problems and 86 of them are  
completely made up scenarios in my  
head that I'm stressing about for  
absolutely no logical reason."

-unknown

•





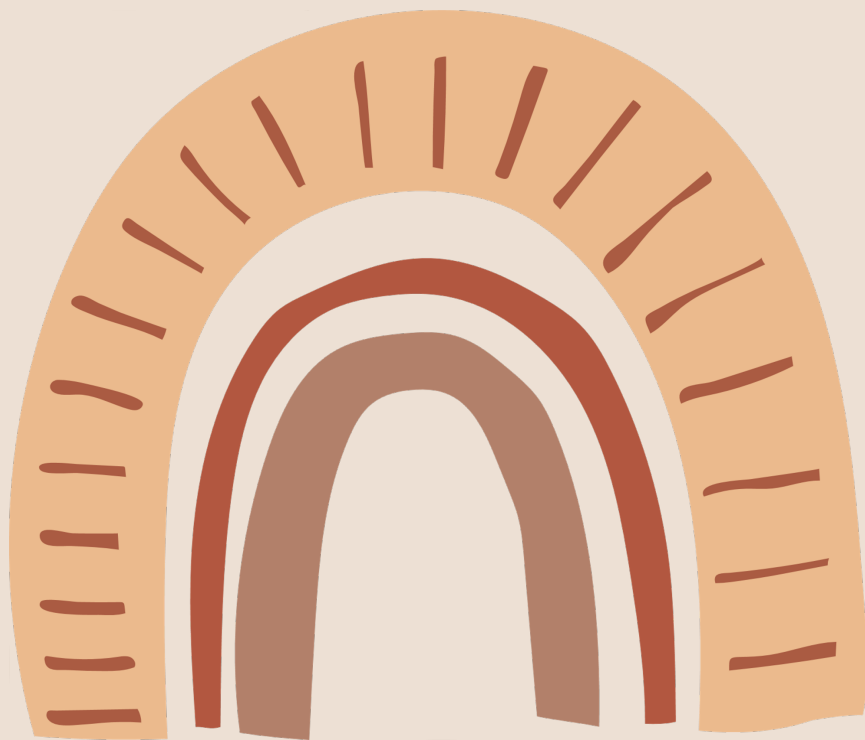
Are gifted students  
more likely to  
experience anxiety  
than others?





# Heightened Sensory Processing

- Increases physical discomfort to sounds, smells, sight, or touch
- Creates anxiety around certain physical stimuli
- Increases emotional processing
- Creates stronger and more vivid impressions of events around them



# 2

# Overexcitabilities & Intensities

"Overexcitability is an innate tendency to respond in an intensified manner to various forms of stimuli, both internal and external."

(Living with Intensity, 1999)



Da browski's  
Overexcitabilities

- Psychomotor
- Sensory
- Intellectual
- Imaginative
- Emotional

# 3

## Asynchronous Development



- "Hallmark of giftedness"
- Uneven cognitive, physical, social, and emotional development of a child
- The higher the intellectual capability, the more out of sync it is with typical childhood development
- Ability to understand topics beyond their years like war, injustice, or death, but may not be ready to process them emotionally.

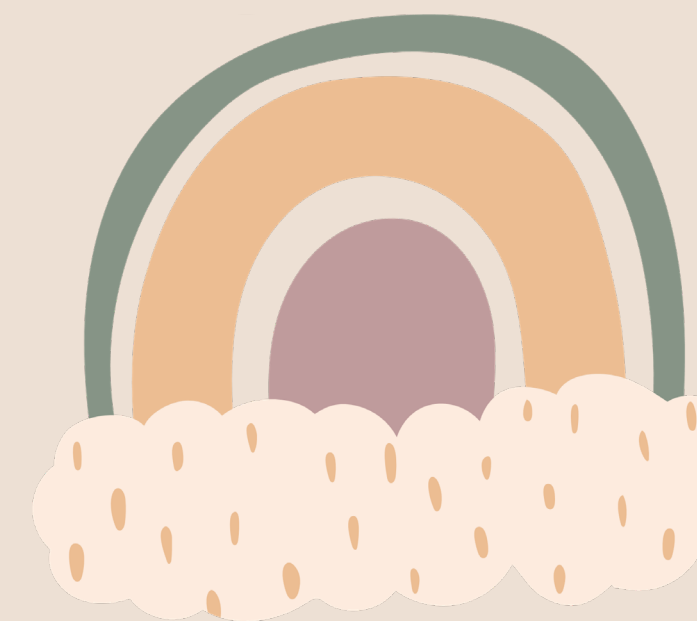


# 4

# Perfectionism

- "Perfectionism is a combination of the desire to be perfect, the fear of imperfection, and the sense that being perfect will bring acceptance as a person."
- Perfectionistic thoughts can include, "I'm never good enough", "I'm only acceptable if I'm perfect", and, "If I make a mistake, there's something wrong with me."
- "Perfectionistic feelings include disgust with oneself, anger, anxiety, and shame."

~ Dr. Thomas S. Greenspon



How can we help?



# Normalize Anxiety

- Anxiety is a normal part of the human experience
- Share stories about your own anxiety
- Help them name their feelings
- Help them understand that the physical signs of anxiety are our body's way of protecting itself





# IF FEELINGS COULD TALK

SADNESS might be telling me I need TO CRY

LONELINESS might be telling me I need CONNECTION

SHAME might be telling me I need SELF-COMPASSION

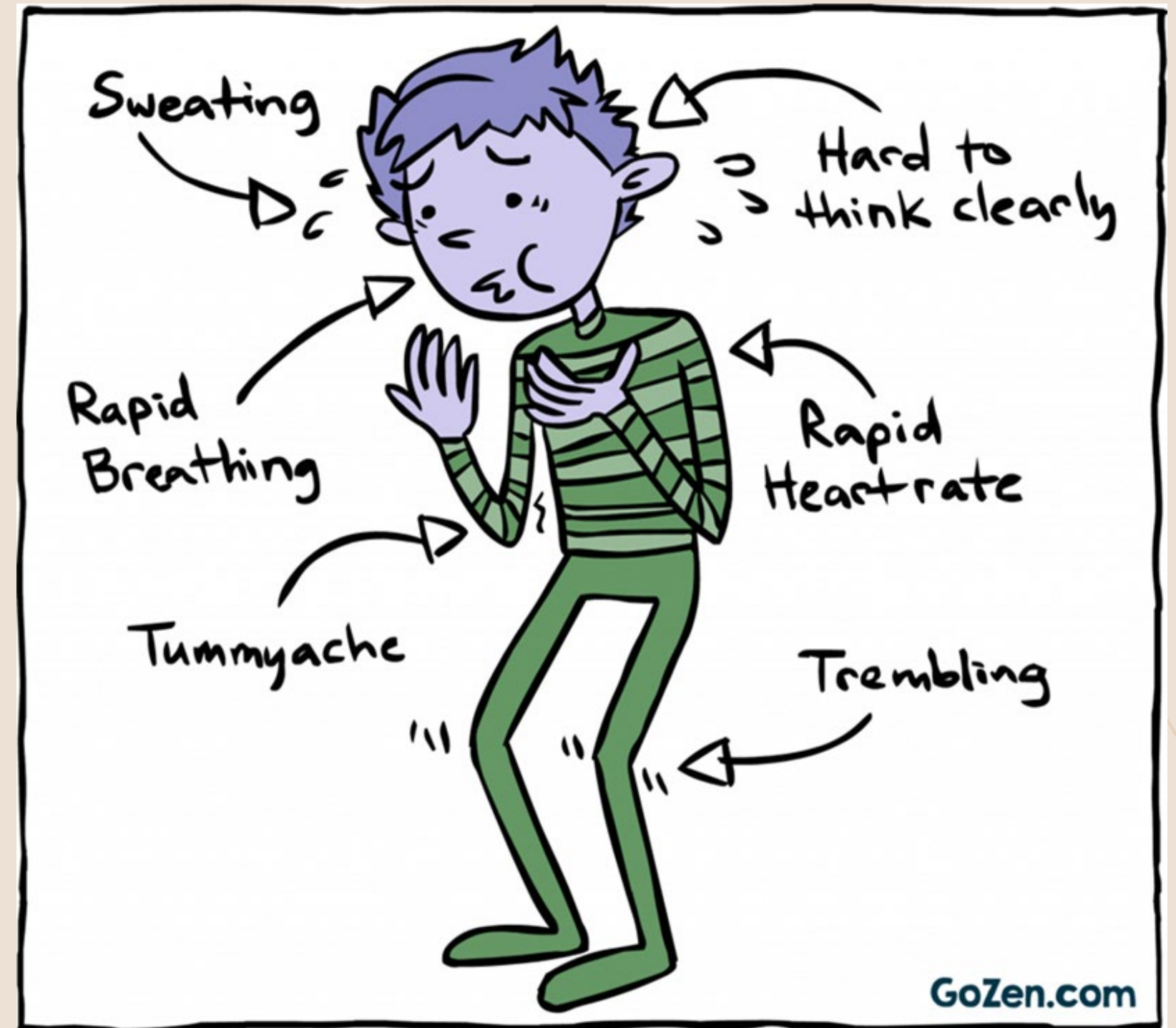
RESENTMENT might be telling me I need TO FORGIVE

EMPTINESS might be telling me I need TO DO SOMETHING CREATIVE

ANGER might be telling me I need TO CHECK-IN WITH MY BOUNDARIES

ANXIETY might be telling me I need TO BREATHE

STRESS might be telling me I need TO TAKE IT ONE STEP AT A TIME



# Connect and Co-Regulate

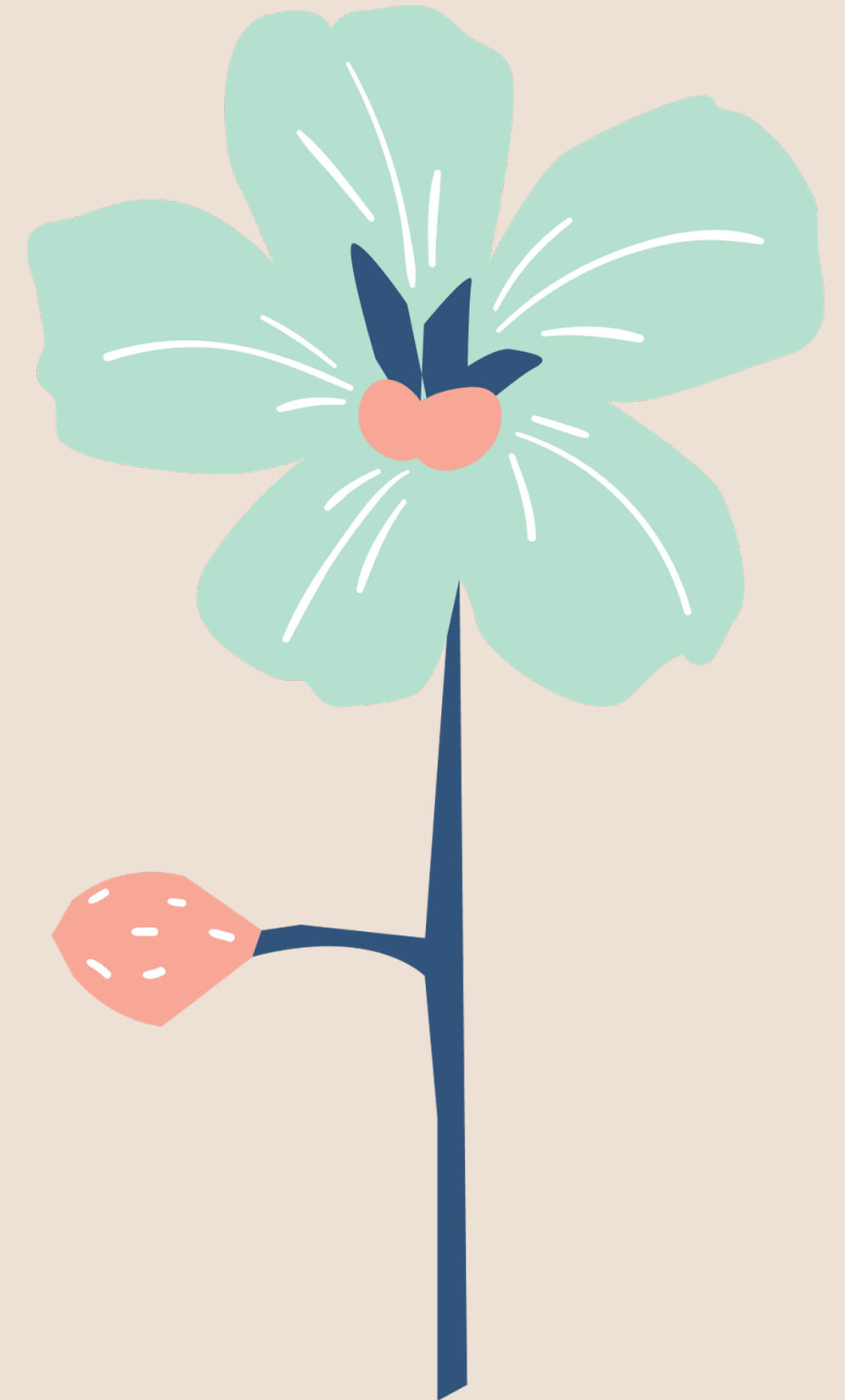
- Listen empathetically
- Validate their feelings
- Stay calm - don't yell
- Don't get triggered
- Practice strategies together



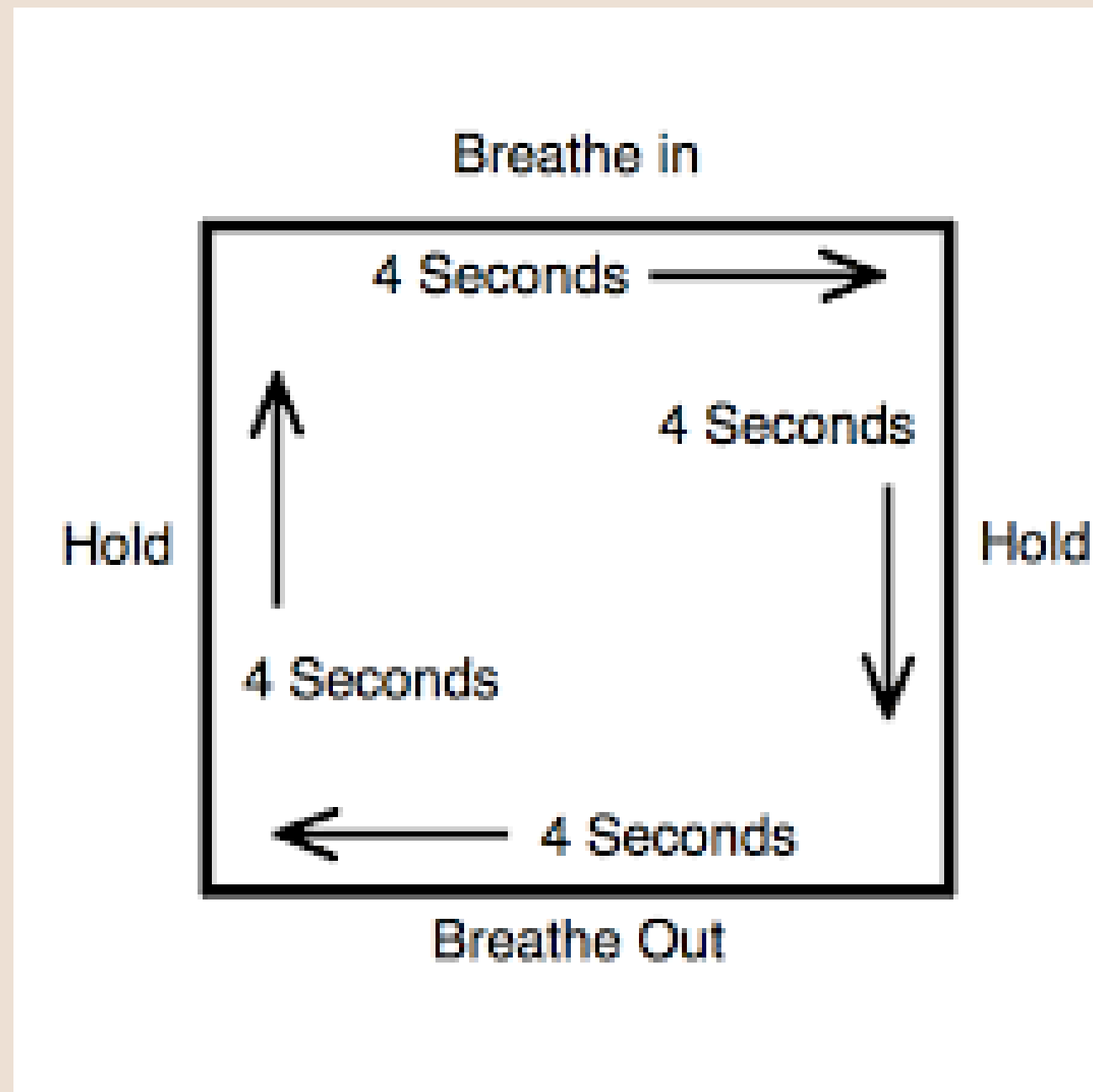


# Learn and Practice Strategies Together

- Four Square Breathing
- Is it real?
- CBT Triangle
- Lazy 8 Breathing
- Look and Find



# Learn and Practice Strategies Together



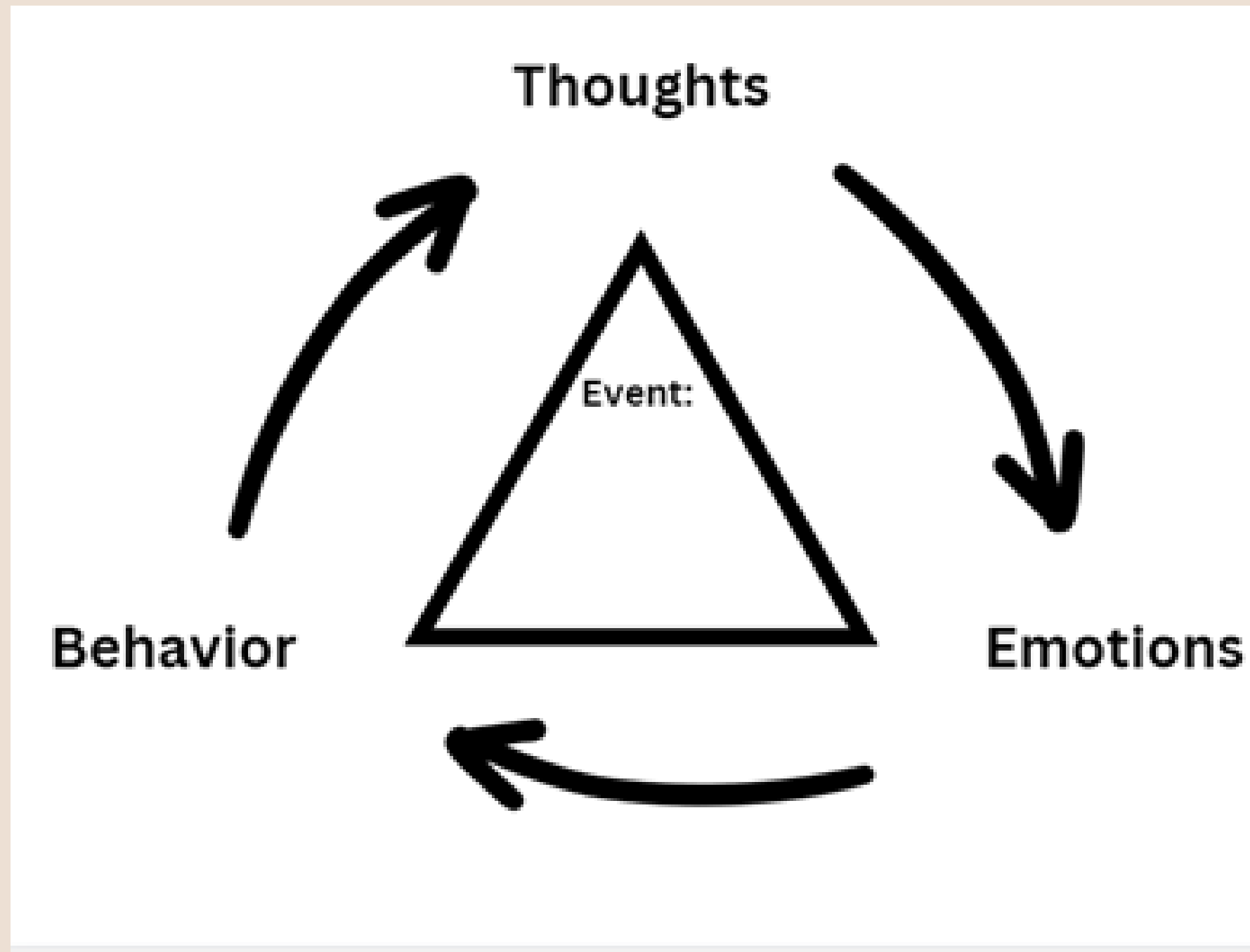
## Four Square Breathing

# Learn and Practice Strategies Together

## Is it Real?

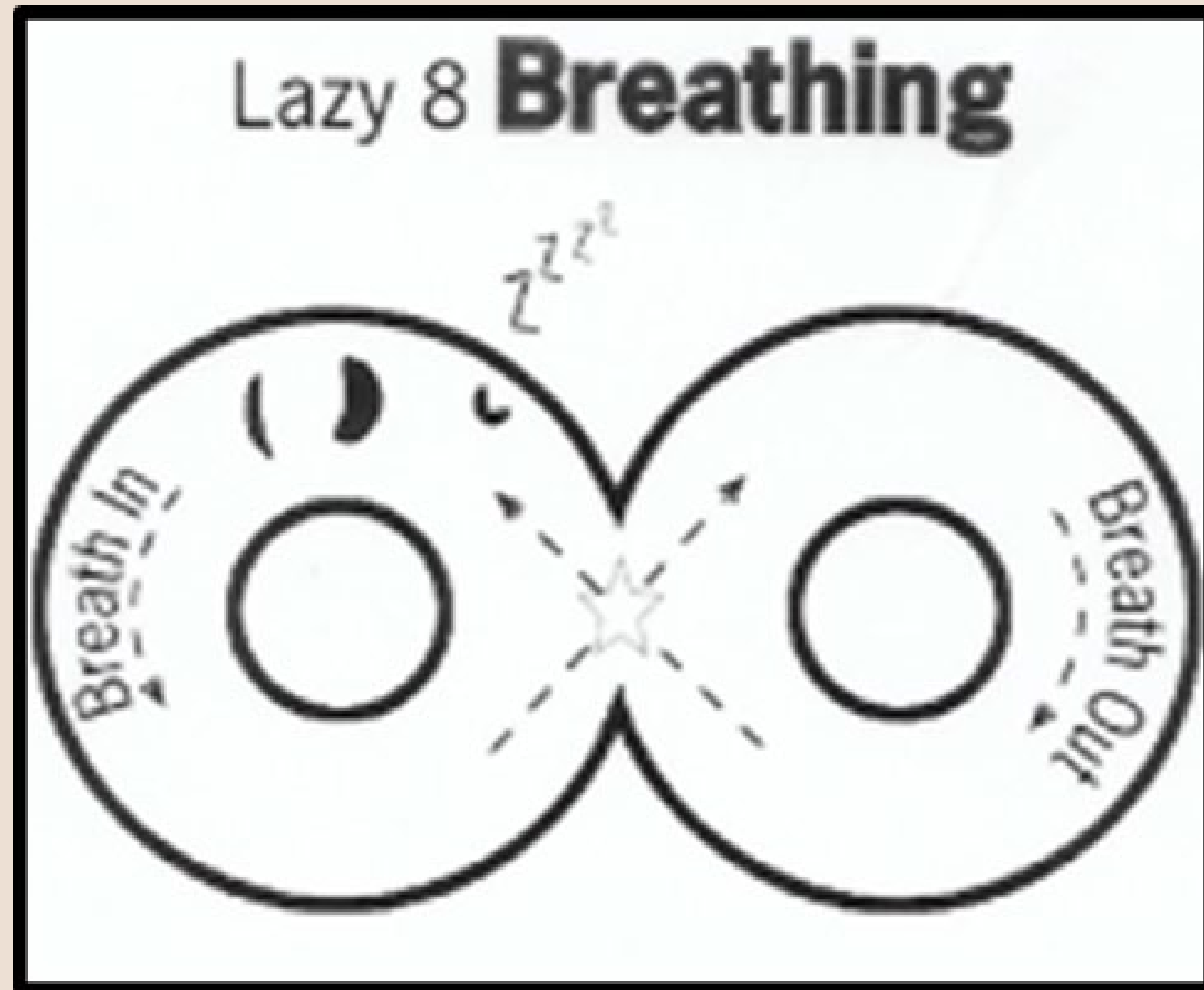
1. What is the anxious thought?
2. What proof do I have that this thought is real?
3. What is the worst thing that can happen?
4. What is the best thing that could happen?
5. What is the most likely thing that could happen?

# Learn and Practice Strategies Together



CBT  
Triangle

# Learn and Practice Strategies Together



Lazy 8  
Breathing



# Learn and Practice Strategies Together

## Look and Find

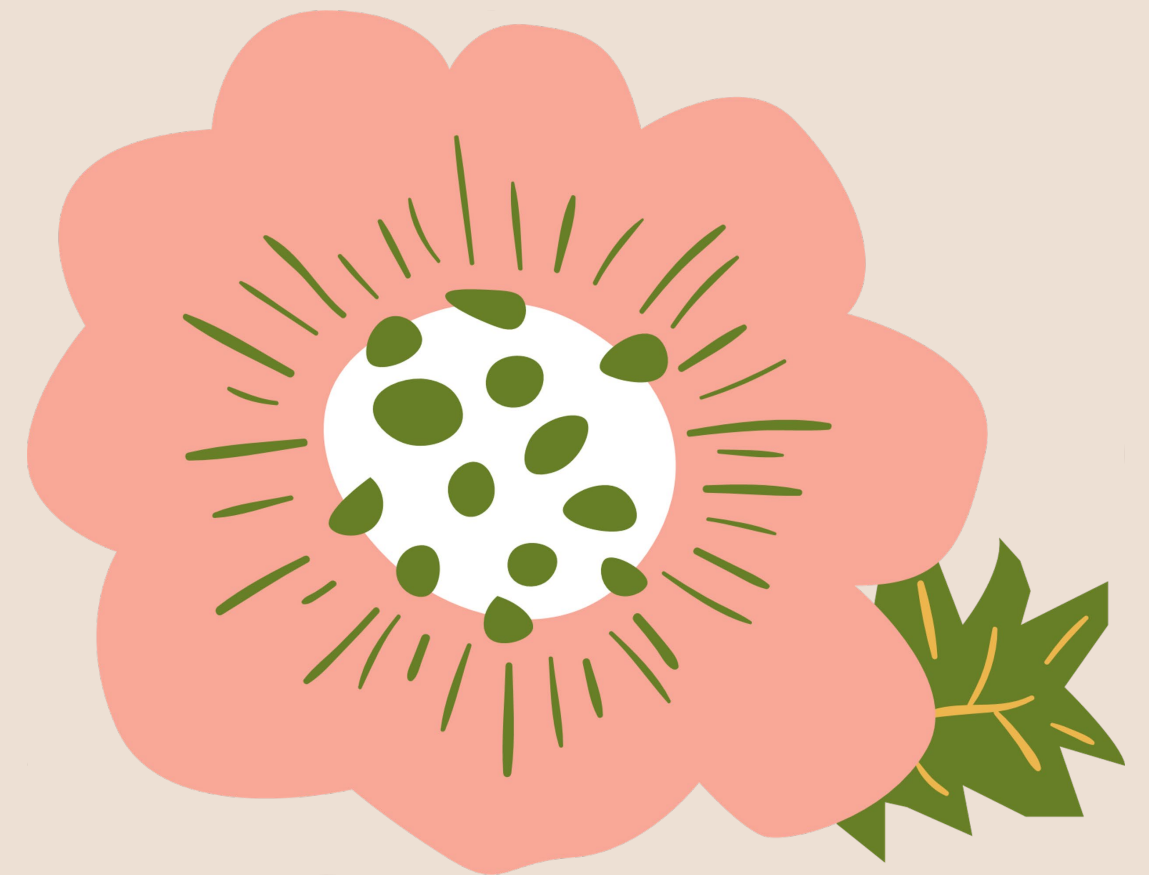
5 things you can see.  
4 things you can touch.  
3 things you can hear.  
2 things you can smell.  
1 thing you can taste.

*This is called grounding. It can help you when you feel like you have lost all control of your surroundings.*

## Look and Find

# Communicate and Ask for help:

- Classroom teachers
- Gifted itinerants
- Coaches
- Medical Professionals









# OVERCOMING PROCRASTINATION



# Sources

Hayden Finch, PhD (2020). *The Psychology of Procrastination: Understand Your Habits, Find Motivation, and Get Things Done*



**PROCRASTINATION SHOWS UP IN EVERY  
AREA OF LIFE—SCHOOL, WORK, PHONE  
CALLS, CHORES, ETC.**

**IT MEANS "IN FAVOR OF TOMORROW."**



**·PROCRASTINATION IS WORSE IN COLLEGE SETTINGS  
WHERE BETWEEN 70 AND 95 PERCENT OF STUDENTS  
CONSIDER THEMSELVES PROCRASTINATORS,  
AND HALF REPORT IT'S A MAJOR PROBLEM.**



# Steps to Overcome Procrastination



**PRIORITIZE**



**FIND  
MOTIVATION**



**GET STARTED**



**FOCUS**



**OVERCOME  
AVOIDANCE**



**FINISH WHAT  
YOU START**

# Prioritize Tasks



✓ Set Deadlines

✓ Cut Things Out That Don't Support Your Goals

✓ A, B, C Grouping  
Group A - must get done  
Group B - should get done  
Group C - want to get done

✓ Prioritize by Estimated by Time to Complete Task

✓ Prioritize by Consequence

✓ Prioritize by Impact on Quality of Life



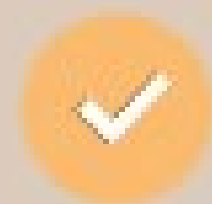
# Find Motivation



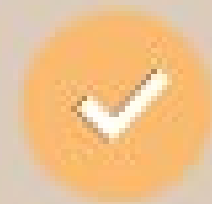
- GAIN MOMENTUM
- WHAT WOULD FUTURE ME WANT?
- REVIEW YOUR SOCIAL CALENDAR
- REMEMBER, THEN DO
- VISUALIZE YOURSELF COMPLETING THE TASK
- USE TEMPTATION BUNDLING
- KEEP A "DONE" LIST
- REVIEW YOUR LIFE GOAL



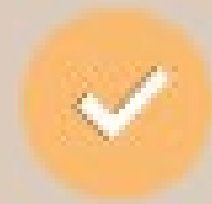
## Get Started



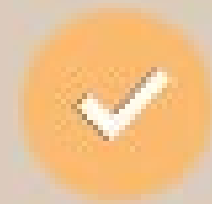
**WATCH OUT FOR UNHELPFUL THOUGHTS**



**CHUNK YOUR TASKS**



**USE A SCHEDULE (OR AN UNSCHEDULE)**



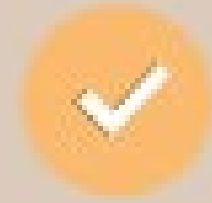
**USE MOMENTUM**



**DO THE EASIEST OR HARDEST THING FIRST**



**REVIEW YOUR REGRETS**



**JUST 5 MINUTES**

# FOCUS



 **Know your Prime Time to Focus**

 **Adjust Your Environment**

 **Write Distractions Down for Later**

 **Take Breaks**

 **Use Timers**

 **Set Aside Time to Organize**

# OVERCOME AVOIDANCE

- Identify Setbacks
- Monitor Negative Self-talk
- Acknowledge the Outcomes of Indecisiveness



- Be Content with Your Decisions
- Make a Motivation Card

# Finish What You Start

RESPOND TO SELF-CRITICISM

APPRECIATE THE POSITIVES  
OF SUCCESS

PLAN REWARDS

USE AN  
ACCOUNTABILITY  
PARTNER

TALK YOURSELF  
THROUGH  
STUCK POINTS

ACCEPT "GOOD ENOUGH"

CONNECT THE TASK TO  
YOUR GOALS

CONSIDER THE EVIDENCE

USE POSITIVE AFFIRMATIONS







# Gifted Educational Plan (EP) Progression Meeting Information

What to expect once we draft your student's gifted Education Plan  
for middle or high school in SJCSD:

## What should I expect if my gifted student is progressing to middle or high school?

- If your student's current gifted EP duration date is coming to an end, you will be contacted by your student's school to inform you that a new gifted EP will need to be written as they progress to middle or high school.
- Meeting options and related documents will be sent home via email.
- The following explains our process...



# Gifted Procedural Safeguards

## Procedural Safeguards for Exceptional Students Who Are Gifted

**6A-6.03313 Procedural Safeguards for Exceptional Students who are Gifted.**  
Providing parents with information regarding their rights under this rule is critical to ensuring that they have the opportunity to be partners in the decisions regarding their children. It is also critical that local school boards provide information about these rights to appropriate district and school personnel so that the needs of the student can be identified and appropriately met. The school board's policy and procedures for procedural safeguards shall be set forth in accordance with Rule 6A-6.03411, Florida Administrative Code (F.A.C.), and shall include adequate provisions for the following:

**(1) Prior notice.** The school district shall provide parents with prior written notice a reasonable time before any proposal or refusal to initiate or change the identification, evaluation, educational placement of the student or the provision of a free appropriate public education to the student.

**(a)** The prior notice to the parents shall be written in language understandable to the general public and shall be provided in the native language or other mode of communication commonly used by the parent unless such communication is clearly not feasible to do so.

**(b)** If the parents' mode of communication is not a written language, the school district shall ensure:

1. That the notice is translated to the parents orally or by other means in their native language or mode of communication;
2. That the parents understand the content of the notice; and
3. That there is written documentation that the requirements of subparagraphs (1)(b)1. and 2. of this rule have been met.

**(c)** The notice to the parents shall include:

1. A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any other options the district considered and the reasons why those options were rejected;
2. A description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action;

The picture is an example.

- Included in your communication, we linked a copy of the Gifted Procedural Safeguards for your records.
- These detail your rights as a parent of a gifted student and the district's legal responsibilities are outlined.
- This document explains your rights to prior notice, informed consent, review of records, and state complaint procedures.
- A copy is linked within this email.

# Gifted Educational Plan (EP) Draft-

to ensure privacy of confidential information, a DRAFT copy of your student's new EP can be made accessible in Student Attachments in the Home Access Center (HAC). An opportunity to request a DRAFT EP copy for access in HAC is available within the Gifted Education Plan Parent Input Form sent to you by your child's gifted itinerant teacher.

## Part 1: Student Information

***Please ensure that all the information in this section is correct.***

St. Johns County School District Educational Plan (EP)	
<u>I. Student Information</u>	
Date of Meeting:	Duration Date:
Student Name:	Previously Amended: N/A
DOB:	Student Number:
Parent(s):	School:
	Address:

The picture is an example.

- Please check to see if everything is
- spelled correctly
  - DOB of your students is correct
  - home address is current

# Gifted Educational Plan (EP) Draft

## Part II: Present Levels of Performance

II. Present Levels of Performance

Special Considerations (e.g. limited English proficiency):

**Box 1** will describe any relevant factors or special considerations that relate to the EP. These include, but are not limited to, such factors as the student's English proficiency, medical or other needs that might affect how services are provided, or social/emotional needs that result from the student's giftedness.

Concerns of the parent for enhancing the education of the student:

**Box 2** will provide information that reflects your concerns that are shared on the Parent Input forms or in conferencing.

Based on the strengths and interests of the student and the results of recent evaluations, including class work and state or district assessments, the student is able to:

**Box 3** will focus on the strengths of the student. This information is gathered from Home Access Center, as well as, teacher, guidance and student input.

The student's giftedness results in the need for a special program and/or needs beyond the general curriculum in the following way:

**Box 4** will describe the need for a special program and/or need(s) beyond the general curriculum that result(s) from the student's giftedness. This box is a culmination of the above three boxes, which summarizes why your child needs gifted services.

The picture is an example.

- **Box 1** Describes any relevant factors or special considerations that relate to the EP. These include, but are not limited to, such factors as the student's English proficiency, medical or other needs that might affect how services are provided, or affective needs that result from the student's giftedness.
- **Box 2** Provides information that reflects your concerns that are shared on the parent input forms or in conferencing. **Please fill out the confidential Gifted Education Plan Parent Input Form (linked within the email) to provide your input.**
- **Box 3** Focuses on the strengths of the student. This information is gathered from Home Access Center, parent and teacher input, as well as the student.
- **Box 4** Describes the need for a special program and/or need(s) beyond the general curriculum that result(s) from the student's giftedness. This box is a culmination of the above three boxes, which summarizes why your student needs gifted services.

# Gifted Educational Plan (EP) Draft

## Part III: Measurable Annual Goals and Short-Term Objectives or Benchmarks

<u>III. Measurable Annual Goals and Short-Term Objectives or Benchmarks</u>	
Goal:	The purpose of the Gifted EP goal is to focus on your child's strengths and address any challenges they may want to work on for the duration of the EP. Goals are usually written to be broad, as they will apply over a 3-4 year period with a variety of teachers.
Assessment Procedures:	
Interviewer: (if applicable):	Goals are assessed in a variety of ways.
Other (if applicable):	
How Progress Reported:	Progress will be reported annually in the form of a progress report or more often, as needed.
<u>Short-Term Objectives or Benchmarks:</u>	
Objectives and Benchmarks are designed to help your child achieve their goals through a variety of strategies, which will allow goals to be assessed for progress.	
Goal:	
Assessment Procedures:	
Interviewer: (if applicable):	
Other (if applicable):	
How Progress Reported:	
<u>Short-Term Objectives or Benchmarks:</u>	

The picture is an example.

- The purpose of the Gifted EP goals and objectives is to focus on your student's strengths and address any challenges they may want to work on for the duration of the Gifted EP.
- Goals for gifted students are usually written to be broad, as they will apply over a 3–4-year period with a variety of teachers and are assessed in a variety of ways.
- Progress will be reported annually in the form of a progress report or more often, as needed. Annual progress reports will be available in the Home Access Center (HAC).

# Gifted Educational Plan (EP) Draft

## Part IV: Exceptional Education Services

IV. Exceptional Education Services				
Specialty Designed Instruction	Initiation	Duration	Frequency	Location
How services will be delivered.	Start date	End date	How much	Where
Related Services				
Initiation				
Duration				
Frequency				
Location				
This is only filled out if student receives some other service which needs to be noted, such as a 504 plan.				

**Specialty Designed Instruction:** This section explains how gifted services will be delivered.

- In the K-8 Model, gifted services are provided by a gifted endorsed classroom teacher who monitors and provides differentiation to include, but not limited to, adaptations to curriculum, compaction, and/or enrichment for the gifted learner. In addition, a Gifted Resource and Curriculum Enrichment teacher will visit your child's school each week to provide enrichment and/or consultative services for gifted students.
- The location will be in the general education classroom when the class meets, on the school campus, and/or variable for any online learning.

### Related Services

- This section typically does not apply to most students, and will be filled out if your student receives any related services for programs such as ELL, OT, PT, etc.



# Gifted Educational Plan (EP) Draft

## Meeting Participants

Student Name: \_\_\_\_\_

**Meeting Participants**

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ Date of Meeting: 4/29/2020

The signatures below represent individuals who were in attendance at the meeting and participated in the development of the EP. Printed names alone represent individuals who participated in the meeting via conference phone call, video conferencing, or other off-site participation. Printed names with the statement "written input" added represent individuals who participated by providing written input regarding the student to the team.

Parent/Guardian	Signature	Date
Parent/Guardian	Signature	Date
Student	Signature	Date
Local Educational Agency Representative	Signature	Date
General Education Teacher	Signature	Date
Diana Shelton Gifted Teacher	Signature	Date
Interpreter of Instructional Implications of Evaluation	Signature	Date

A copy of the EP was provided to the parent in the following manner:  
A copy of the EP was sent home with the parents at the duration of the meeting.

- We generate this page of the Gifted EP after the meeting has taken place. We add in all members of the team that have participated in your student's progression meeting.
- It will indicate how everyone participated: by phone, virtual conference, or written input.

The picture is an example.

**To ensure privacy and confidentiality, a DRAFT copy of your child's new Education Plan can be provided upon request. If requested, the DRAFT can be accessed and previewed under Student Attachments in the Home Access Center (HAC) and your input will be added prior to finalizing the plan.**

- **Option 1:** I request that a DRAFT copy of my child's new Education Plan be provided in HAC prior to my input being added and prior to finalizing the new EP. Once my input has been added to the DRAFT, I give my permission to finalize the EP. A finalized copy will be accessible under Student Attachments in Home Access Center (HAC).
- **Option 2:** I have read through all the linked documents, have added my input to the Gifted Education Plan Parent Input Form, and I approve my child's EP to be finalized once my input has been added. I understand that this is a fluid document, which can be amended at any time. A finalized copy will be accessible under Student Attachments in Home Access Center (HAC).
- **Option 3:** If available at my child's school, I would like to attend a 15-minute in-person meeting. Otherwise, I would like to attend a 15-minute phone or virtual conference. I understand that a Meeting Notice will be provided with a specific date and time for this conference.

# SJCSD Gifted Middle School Services

- At each of our middle schools, gifted students benefit from a differentiated classroom learning experience and are served by gifted endorsed teachers in their subject area classes. The specific makeup of these blended classrooms varies from school to school based on the number of identified students and the individual school's needs and resources.
- Additionally, Itinerant gifted teachers work with students and teachers in a variety of ways at all our district middle schools to help meet the needs of each gifted learner.
- Middle school students will experience a variety of different services from differentiation in core classes, to one-on-one consultations, parent/teacher conference support, quarterly meetings, pull-out services during elective courses, and more.
- Itinerant teachers work with gifted endorsed teachers to consult on curriculum needs, Educational Plans (EP), and affective growth or academic concerns. The program continues to grow and evolve as the needs of students are evaluated at each school.



# SJCSD Gifted High School Services

- Services for gifted high school students are designed to support them in setting and pursuing personal, academic, and career goals.
- High school students' needs are met through the *consultation service delivery model*. This allows teachers of the gifted and general education teachers to collaborate to ensure that the gifted student succeeds in accomplishing their gifted goals as outlined in their Educational Plan (EP).
- Gifted itinerant consultative teachers work with students individually as well as in small groups on affective growth lessons. They provide one-on-one consultation and focus on listening, problem-solving, and celebrating success. They monitor the progress of student achievement and work to develop strategies to help students advocate for themselves.
- Additionally, they work with school counselors to address issues with stress management and anxiety when needed. Students are provided opportunities to participate in small group activities that lead to discussions, self-awareness, and thinking about their future. Students work on goal setting and action plans, time management, and building resumes in preparation for college and careers. Most importantly, the door is always open for students!