Maybe grey/gray has two spellings to teach us things aren't so black and white.
increasing pathology in United States adolescents:

- 37% Increase in Major Depressive Episodes in the United States since 2005 (Mojtabia, Olson, and Han, 2016)
The Traits of Gifted Children

Imagination, sensitivity, empathy, powers of observation, higher level thinking, asynchronicity, perfectionism, acute sense of justice
Asynchronicity

"one size does not fit all" for gifted children

Variety of skills, personalities, rates of development, abilities, interests
Asynchronicity

Keep in mind:

- gifted in one area
  gifted in all
- masking and misunderstanding
- unique social-emotional profile
- individual emotional equilibrium
- model balance, set tone to reduce stress/anxiety

To him... a touch is a blow, a sound is a noise, a misfortune is a tragedy, a joy is an ecstasy, a friend is a lover, a lover is a god, and failure is death.
Intensity

Misdiagnoses?
ADHD
Autism
depression
Rigid Thinking vs Flexible Thinking

Write the numbers between 1-20.

2 3 4 5 6
7 8 9 10 11
12 13 14 15 16
17 18 19
Managing Intensity

- Stress appropriate social skills
- Create short, intellectually challenging activities (morning boxes)
- Provide hands-on kinesthetic activities
- Task analysis and time management
- Assistance with transitions
- Identifying triggers
- Counseling about intensity
- ACCEPT the intensity
Stress Vs. Anxiety

FEAR

Stress Response from Immediate Danger!

ANXIETY

Stress Response just from your Thoughts!

www.gostrengths.com
Anxiety on the Brain

Hippocampus
- Regulates memory and emotions.

Prefrontal Cortex
- Thinking/logic/what to do/evaluation.

Amygdala
- Turns on fight or flight, and stores memories of the event.

Everything is ok.

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Aargh!
Executive State
Prefrontal Lobes
What can I learn from this?

Emotional State
Limbic System
Am I loved?

Survival State
Brain Stem
Am I safe?

How am I feeling?

GREEN ZONE
Feeling Okay
Happy
Focused
Ready to Learn
Calm

YELLOW ZONE
Loss of Some Control
Excited
Silly/Wiggly
Frustrated

BLUE ZONE
Sad
Moving Slowly
Sick
Tired

RED ZONE
Out of Control
Terrified
Yelling/Hitting
Mean
Mad/Angry
Epidemiology:

It is the third most common psychiatric disorder, with a lifetime prevalence of approximately 13% of the general population.

The average age of onset is mid-adolescence, but the disorder occurs in children as young as age eight.

Social anxiety disorder occurs in females nearly twice as often as males, although men are more likely to seek help.

The prevalence of social phobia appears to be increasing among white, married, and well-educated individuals.

Because of the difficulty in separating social phobia from poor social skills or shyness, some studies have a large range of prevalence.

Ibtihal M.A. Ibrahim
Anxiety Vs. Stress

Is it...?

- **Chronic** - The pattern has existed over a long period of time
- **Severity** - The child’s pattern differs from that of other children to a marked degree
- **Impact** - The emotional, behavioral and social patterns adversely affect relationships, academic and life skills performance
What can anxiety look like?

• Inability to relax
• Tension
• Competitiveness
• Irritability
• Withdrawal and alienation from peers
• Complaints of fatigue, stomach aches, headaches and other vague illnesses conveniently timed to avoid situations or tasks
• Underachievement; trying to hide their talents and abilities

• Arrogance and impatience
• Changes in temperament or attitude
• Unprompted or inappropriate outbursts, tantrums or withdrawal
• Insomnia or excessive sleeping
• Lack of enthusiasm or carelessness
• Inability to concentrate, fidgeting and other “hyper” behavior
• Excessive asthma or allergy attacks
• Problems with elimination
What does anxiety sound like?

**Cognitive Distortions:**

- **All-or nothing thinking** - Thinking of things in absolute terms, like “always”, “every” or “never”
- **Jumping to conclusions** - Assuming something negative where there is no evidence to support (assuming intent of others).
- **Magnification** - Exaggerating the way people or situations truly are.
- **Personalization** - Assuming you or others directly caused things when that may not have been the case.
- **Perfectionistic thinking** - Thinking that things have to be a certain exact way in order to be okay. It uses words like “should”, “ought” and “have to”.
- **Disqualifying the positive** - Continually negating or “shooting down” positive experiences.
- **Overgeneralization** - Taking isolated cases and using them to make wide generalizations.
- **Mental filter** - Focusing exclusively on certain, small negative aspects of something while ignoring the greater positive aspects.
We are all doing the best we can!

- Culture
- Social Media
- Technology
- Bullying
- Biology
- Learning Disabilities
- Trauma

"It doesn't mean you're a bad parent."
What can you do?

As the adult, YOU CAN SET THE TONE!

- **Model Respect** - respond to inappropriate remarks with humor.
- **Non-judgemental language**
- **Model** leading with **LOVE**
- **Model** and promote “here and now” thinking with the understanding you are not responsible for their happiness. Example: Meditation, down time
- **Celebrate** the work in process rather than solely the outcome
Try not to Stress about Friendship

+ Personal space, volume, social skills, eye contact are not innate
+ Share your struggles
+ 1 in 1 out
+ Share traits that make for your own genuine & varied friendships
+ Help them understand conflict is a normal & natural part of relationships (inflexibility isn’t endearing)
+ Encourage them not to give up on connections with peers
+ Positive/Negative chart or friendship vacation good habits....
Strategies

- Validate their feelings (big & little)
- Cue the child well before transitions
- Allow completion of an activity without the undue pressure for the next
- Be careful not to reinforce “perfect” work
- Provide opportunities for your child to meet/interact with like minded peers
- Consistent structure and routine (prioritize sleep)
- Back off from micromanaging school work (especially in MS)
- Celebrate failure! :)

- Don’t focus on the grade rather the concepts learned
- Help your child see the gray of ethical issues, debates or conflicts around them
- Celebrate interests while helping them balance their zeal with peers
- Allow them the freedom to make mistakes, process them later
- Don’t project about their future...they won’t always be like this...
- Good discipline draws you emotionally close
- Ask before you advocate...
- Nurture curiosity & LOVE of learning...
Einstein, the epitome of a genius, clearly had curiosity, character and determination. He struggled against rejection in early life but was undeterred. Did he think he was a genius or even gifted? No. He once wrote: “It’s not that I’m so smart, it’s just that I stay with problems longer. Most people say that it is the intellect which makes a great scientist. They are wrong: it is character.”