

# **GATE DISTRICT ADVISORY COMMITTEE**



**Inform - Educate - Engage**

Join us! Learn more about GATE and understand what it means to be gifted.

Volunteer to help schools and parents work together to support gifted education.

*Meets 2<sup>nd</sup> Monday monthly from Sept-June  
at Ballard Center auditorium 6:30-8pm*

- Promotes parent and community involvement in educational programs for gifted students.
- Educates GATE parents on current developments, issues, problems and solutions in/around GATE identification, placement, programming, best practices, and evidence-based GATE strategies.
- Advises District and BOE, providing recommendations re plans for GATE programming, goals, objectives, and services.
- Gathers feedback to assist District in planning, implementing, and reviewing gifted programming.
- Led by a Chair, a First Vice-Chair and a Second Vice-Chair + 2 members nominated by the Chair.
- Comprised of parent representatives from schools through out the District.

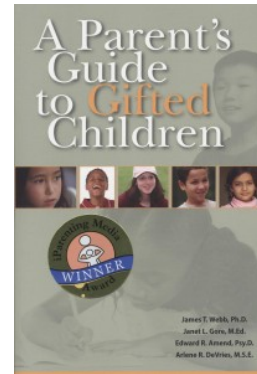
<https://www.sandiegounified.org/gate-district-advisory-committee>

## A Parent's Guide to Gifted Children

(by Webb, Gore, Amend & DeVries, 2007) explains that:

A psychiatrist named Dabrowski developed a theory that has guided our understanding of gifted children and adults. It includes the concept of “overexcitabilities” - defined as a person’s heightened response to stimuli.

This helps explain the intensity and sensitivity so often displayed by persons with unusually high mental abilities.



Overexcitabilities (OE) seem to occur in five areas (intellectual, imaginal, emotional, sensual, and psychomotor). Some people experience their intensity in all five areas; others perhaps in only one or two.

The idea is that gifted children’s passion and intensity lead them to be so reactive that their feelings and experiences far exceed what one would typically expect.

These OE are a major source of strength to gifted children but can also lead to stress, frustration, or criticism. OE are inborn traits that cannot be “unlearned”.

Gifted children can be exhausting, demanding, and perplexing enigmas. They often amaze, delight, and confound the adults who know, love, and teach them.

Lack of understanding, ambivalence, and low priority for gifted children in public and private schools have fostered a climate where both their academic and emotional needs are alarmingly neglected.

Unfortunately, things have changed little since the 1972 Marland Report stated that gifted children are in fact deprived, and can suffer psychological damage and permanent impairment of their ability to function well.

### Other Resources:

- CAG at [cagifted.org](http://cagifted.org)
- SENG at [www.sengifted.org](http://www.sengifted.org)
- TiLT Parenting at [www.tiltparenting.com](http://www.tiltparenting.com)
- NAGC at [www.nagc.org](http://www.nagc.org)
- CA Gifted Network at [www.cagiftednetwork.com](http://www.cagiftednetwork.com)