



the MIND reader

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INTELLIGENCE

Is INTELLIGENCE Static or Changeable???

The old way of thinking was that intelligence was like your eye color- you were born with it. The new way of understanding intelligence (based on research) is that it is changeable. That is truly exciting news and can be a game changer if you take it seriously! Studies have demonstrated that when children believe that intelligence can be changed, they actually try harder in school (academic motivation), which resulted in better learning and increased their intelligence. It is a self-fulfilling prophecy in a good way. This has been seen even in groups of students that typically don't do well. (1)

??? What changes could you make in your life to take advantage of this new information ???

Everyday life to grow your



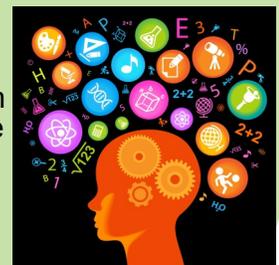
by: Doug Blocksma



"How've you been?" Quick, what is your typical answer to this typical question? If your knee-jerk reaction was simply 'busy', you are not alone. Life's margins quickly feel crowded with the demands of a job, of family or kids, and pesky things like traffic laws and the need to get a haircut every so often. If the follow-up question is "how are you growing in your intelligence and as a person?", the appropriate answer might be laughter.

Fitting in activities that strengthen your intelligence can be done, and can be done for many of the different kinds of intelligence. This does not require reading scholarly journals or the encyclopedia, either. It simply requires an awareness of your approach to all of the different things you interact with on a daily basis. Do you live in a posture of humble curiosity, or do you just passively take in things? Once you have been through an experience, do you ruminate on what you have seen or even discuss what it could mean for you

with someone you trust? Content and information is all around us. When you listen to the news, do you simply accept what is being told to you, or do you contemplate and/or fact check the stories that interested you? Once you've gone through a form of conflict at work, do you process how that conflict came about and how you would prefer to handle it in the future? Whether you are growing your geo-political or emotional intelligence, the first step to making the most of all of these interactions is bringing awareness to how you want that exchange to change you. In this way, doing your homework is not a chore completed between bed and dinner but a kind of lifestyle that is constantly informing your worldview. Living this way may also reveal that you actually need *more* mental stimulation in your life, and could be the reason you start a new hobby or become more intentional about engaging your spouse about the topics that bounce around in your brainpan. Even if you don't have a midterm to study for, you can still be a life-long student of your local and global environment. Don't forget to pay attention in class!



IN NEXT ISSUE:

Making the
most of your

Holidays

Editor:

Dr. Sheri Fluellen

Contributors:

Doug Blocksma
Linda Malm
Sheri Fluellen

OVEREXCITABILITIES by: Sheri Fluellen

(This article is based on information from the book *Living with Intensity* by Drs. Daniels and Piechowski.)

RESEARCH:



Babies who gained weight and head circumference more rapidly during the first month of life scored slightly higher on intelligence tests when they were 6 years old. (3)



THERE'S NO HEAVIER BURDEN
THAN A GREAT POTENTIAL!

A gifted person's "capacity for intense experiences is an asset that deserves to be understood and affirmed instead of squashed." (5)

Why is it that people who are pretty smart can also be difficult to get along with? I think it often boils down to the simple notion that people see things and experience things very differently. The way that I have come to understand some of these major differences is through the theory of **overexcitabilities** (I will call them OE from this point on). OEs come from a larger theory of development constructed by Dr. Dabrowski, a Polish Psychiatrist in the mid 1900s. It is worth reading more about his theory, but currently I will only address OEs. (5)

OEs can be present in anyone, but are more often present in highly intelligence children & adults.

There are 5 different types of OEs. Try to recognize which one(s) seem to apply more to you or to your loved ones. Keep in mind these are generalizations, and people may have only some traits in a specific category yet have strong traits in many categories.

- 1) **PSYCHOMOTOR.** These people have a surplus of energy, are excited, have intense physical activity, feel a pressure to take action and are very competitive. They often are compulsive talkers, act impulsively, have nervous habits, and can have the tendency to become workaholics or act out in other ways.
- 2) **SENSUAL.** These people have a strong reaction to their senses. They see things intensely, smell things and hear things others don't notice, and can be very affected by sense of touch or feel. They delight in beautiful objects, sounds of words, music and color. They can tend to want center of attention, overeat, act out sexually, and buy things from emotional tension.
- 3) **INTELLECTUAL.** These people are very curious, have amazing concentration, are avid readers, keen observers, have detailed visual recall, and are very detailed in their planning. They search for truth, like forming new concepts, and have tenacity for problem solving. They enjoy thinking about thinking, love theory and analysis, are introspective and have independence of thought.
- 4) **IMAGINATIONAL.** These people use image and metaphors a lot. They have strong fantasy, detailed visualization, poetic and dramatic perception, and magical thinking. They enjoy fairy tales, creation of private worlds, and dramatization. When under emotional tension, they can tend to mix truth and fiction and have elaborate dreams. They typically have low tolerance for boredom.
- 5) **EMOTIONAL.** These people have very intense positive and negative feelings— have extreme emotions. They identify with others' emotions and have awareness of the whole range of emotions. They can create very strong attachments and have difficulty adjusting to new environments. They can easily have somatic complaints when experiencing their intense emotions. (5)

The Perspective of Asynchronous Development

Over the past 100 years, Americans' mean IQ has been on a slow but steady climb. Between 1900 and 2012, it rose nearly 30 points, which means that the average person of 2012 had a higher IQ than 95 percent of the population had in 1900. (4)

When someone is gifted in one or two ways, people often automatically treat that person as if they are gifted in all ways. This is a recipe for problems. Giftedness doesn't mean that someone is gifted in all aspects of development equally. This is called "asynchronous development". For example, being intelligent doesn't mean that someone is socially capable of handling increased responsibilities or expectations. Here is an excellent quote that sums this up.

"Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensities combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them vulnerable and requires modifications in parenting, teaching, and counseling in order for them to develop optimally." (The Columbus Group, 1991, p.)

OEs Continued.....

Here are some suggestions for how to nurture those who have overexcitabilities (especially if they are your children).

PSYCHOMOTOR OE: Encourage and allow people to move to facilitate learning; Provide a way for kids to ask their many questions and express their many thoughts; teach relaxation techniques; teach calming strategies for night time; positively frame their energy (i.e. You put your whole body into learning, You have wonderful enthusiasm and energy); avoid activities that require long periods of sitting; provides lots of opportunity for movement and physical tasks; teach that time-out can be a choice and not a punishment.

SENSUAL OE: Positively frame their attention (i.e. I think you know what you like and what feels good to you); encourage kids to try new things; provide environments that limit stimulation; provide opportunities for kids to dwell in their delights; co-create a pleasing aesthetic environment; help child find pleasing clothes; understand some stuffed animal/blanket attachments may last longer than typical.

INTELLECTUAL OE: Positively frame their inquisitiveness; talk about how mistakes are a necessary part of learning; honor child's search for truth; Help children find their own answers; allow children to develop their own projects based on interests; incorporate multi-modal explorations to facilitate learning.

IMAGINATIONAL OE: Encourage the use of imagination and rich fantasy; teach how to distinguish between reality and fantasy while still honoring the fantasy; Provide opportunities for invention; Record and journal people's stories, ideas, and creativities; Help develop ways to use creativity for problem solving and coping with challenges; Encourage children to share their imaginings by asking questions and challenging them to imagine further.

EMOTIONAL OE: Offer your undivided attention at often as possible; Help children distinguish between feelings and behaviors; teach relaxation techniques and using personal time-outs as a wise choice and not punishment; Positively frame their emotionality (i.e. You care very deeply and have deep feelings, You are very aware of so many feelings); Accept their feelings and intensity; Teach children to share their feelings productively and positively; Model "temperature taking" of current emotions; Encourage participation in meaningful opportunities for empathy, such as volunteering. (5)

BOTTOM LINE: LEARN HOW TO EMBRACE OEs!

Intelligence without ambition is a bird without wings.

- Salvador Dali

Intellectual and Learning Disabilities

By. Linda Malm

Intellectual disabilities encompass a broad spectrum of cognitive deficits that include specific learning-related problems and intellectual disabilities. Nearly a half-million children were classified as intellectually disabled with a mild IQ range of 51-70, according to the U. S. Department of Education and received special education services during the 2003-04 academic year.

A child with a learning disability typically has a gap between potential (e.g. intelligence) and performance (e.g. achievement) which is caused by a processing difficulty that is brain-based., but there are other reasons for this gap in some kids. A common childhood disorder that interferes with learning is Attention Deficit Hyperactivity Disorder (ADHD), which is diagnosed in 10% of children. This disorder was formerly believed to be something that children would grow out of but research does not support this conclusion. Autism Spectrum Disorder is also on the rise with 1 in 88 children affected. Anxiety and depression can also interfere with learning even though they are not learning disorders. Cognitive disability (functioning well below average in all areas of functioning) is actually one of the least prevalent diagnoses.

A Psychological evaluation will help identify the appropriate diagnosis for effective interventions. The tests include memory, visual and auditory processing, as well as listening, reading and oral comprehension. The school district can provide a full psychological-educational evaluation at their school if a multi-disciplinary committee deems it appropriate. You always have the option, though, of getting a private evaluation, especially if the issues are more emotional than academic in nature.

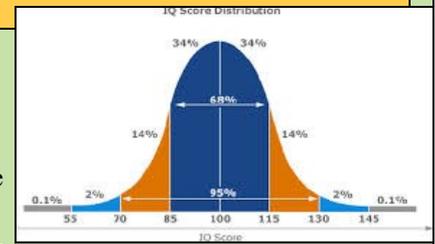
If you have concerns about your child's ability to learn, it is important to have an evaluation done as early as possible to get proper academic accommodation and possibly private counseling. Families should also consider getting support from a counselor in how to handle any behaviors that are concerning for the parents and in the family

(2)

“Imagination is more important than knowledge.” “It is a miracle that curiosity survives formal education.”
- Einstein

IQ Exposed

What does one's IQ mean and where does it come from? IQ means “intelligence quotient”. One's IQ number is derived from taking one of the standardized intelligence tests that are normed to the population. 100 is considered smack in the middle of average (50% of people are above 100 and 50% are below). The bell curve to the right shows the percentages in association with the IQ scores. IQ tests are not all the same, but they do try to assess for a general overall level of intelligence. They assess abilities such as: listening to a question, drawing from learned (formal and informal) information, reasoning to create a response, and expressing thoughts verbally; examining a problem, using visual-motor and visual-spatial skills; organizing thoughts, and developing and testing solutions; memorizing new information, storing it in short term memory, concentration, and using that information; and focusing attention and scanning quickly, and discriminating and ordering visual information. There is nothing concrete that we can point to when we say “that is intelligence”. There's no brain scan to give us that data. Rather it is a process of identifying what qualities people have who do well in life, and the processes used (research and lots of data analyses) are quite sophisticated. Traditionally the focus has been on cognitive intelligence, but interestingly there has been more attention lately on the idea that there are multiple types of intelligence. One researcher has developed this list of types of intelligences: musical - rhythmic, visual - spatial, verbal - linguistic, logical - mathematical, bodily - kinesthetic, interpersonal, intrapersonal, naturalistic, existential, and moral. (6, 7)



516 & 518 E 18th Street
Cheyenne, WY 82001
Phone: 307-509-0772
Fax: 307-426-4133

314 N Last Chance Gulch #306
Helena, MT 59601
Phone: 406-686-6463
Fax: 307-426-4133

OUR admin TEAM

Kristen Pelle
Office Administrator
Kristen@mindspatherapy.com

Tonia Carter
Billing Manager
Billing@mindspatherapy.com

Stephanie Bledsoe
Administrative Assistant
Stephanie@mindspatherapy.com

OUR TEAM in Cheyenne

Dr. Sheri Fluellen, PhD
Licensed Psychologist (WY & CO)
Sheri@mindspatherapy.com

Linda Malm, MS
Licensed Professional Counselor (WY)
Linda@mindspatherapy.com

Sarah Tilley, MA
Licensed Professional Counselor (WY & VA)
Sarah@mindspatherapy.com

Doug Blocksma, MA
Provisional Professional Counselor (WY)
Doug@mindspatherapy.com

Lindsay Simineo, MA
Provisional Professional Counselor (WY)
Lindsay@mindspatherapy.com

Mark Russell, MA
Provisional Professional Counselor (WY)
Mark@mindspatherapy.com

OUR TEAM in Helena

Jim Patterson, MA, MDiv
Licensed Marriage & Family Therapist (WY & MT)
Licensed Clinical Professional Counselor (MT)
Jim@mindspatherapy.com

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