

TAVIDHA



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FROM THE EDITOR'S DESK:

Dear Parents,

Greetings from my desk. We are glad to be sharing another series of the newsletter, the focus being emotional sensitivities in Buddhimaan children. Recent developments at KGERC are that our team visited Japan for APCG 2024 in Takamatsu and shared 3 research papers highlighting the work in the area of parenting, nurturing children using choice boards and introducing 'Pradnyawant concept of giftedness in Indian Context. The presentations were well received and we are delighted with the various collaborations and connections we were able to build as KGI. Secondly we are excited about our forthcoming conference "Illuminate India: Creating Connections among Gifted Education Stakeholders" October 18-19th. Kindly join us educators and parents of Buddhimaan children.

In this newsletter we have a parent, teacher, counselor and an alumni share different articles to enable us to further gain insights into the emotional minds of the buddhimaan.

We are proud of our parent support groups both in person and virtual conversations with the All India parent support group. The conversations of children struggling with school is real for parents to let go of them to be able to work out themselves. The friction between a peer or between a teacher are all trying grounds for future adaptation of the real world. Let's be sympathetic and be the role model.

Looking forward to more interactions kindly share your experiences and trials its a joy to share in this community,

Devasena Desai

Associate Director,

Kaveri Counseling,

Empowerment and Gifted Center



WHEN EMPATHY KNOWS NO BOUNDARIES

One day while coming out of school my son was looking upset and when I asked what's the matter? it turns out the Maths test marks have been shared and he got 19/20. It was a good result however he was still upset because a kid in the class got less marks and in fact most of the class did not do well. I said "cheer up, they will learn" and he got very upset "how can you even think like that? they are my classmates (two weeks old classmates he did not know most of them by name)". I did not have any clue further on what to talk to him and how to convince him. We had seen many such instances like these, sharing few more examples below:

In third grade his teacher had a small fall in the class. Everyone rushed to see what happened and he ran out of the class in 5 mins he was back with the school nurse.

One day he said he was worried about the exam. I asked what exactly is the worry. He mentioned that "teacher's expectation is that everyone should get full marks, now that's not going to happen and she is going to get disappointed and that is worrying him".

Raising a child with this kind of sensitivity and empathy is certainly a challenge. We realized that what works is appreciating their sensitivities and passion they have. Not trying to minimize their emotions because sometimes we feel uncomfortable with their pain. It doesn't help to say "you're too sensitive" or "it'll be OK".

We have learnt over time that one needs to accept their emotions: they need to feel understood and supported. We need to teach our emotionally intense gifted child to accept his inner world of experience and value it as strength.

So last time when he came back upset from the school about someone in his class. I said "Oh! isn't that nice of you I see you are very aware of other people and having concern for them and a sweet smile came to his face.

It certainly doesn't mean that we are not going to have more intense situations in future ,but it certainly helps that we know : That Emotional intensity is an intrinsic part of being gifted and provides the drive that gifted people have for personal growth and achievement' passion for learning, and the motivation for achievement. What they need is a supportive and understanding environment.

-By Malika Shukla. Parent of a Gifted child

"For a highly sensitive person, a drizzle feels like a monsoon."



HEARING IS CARING

Gifted Students... The next response comes up is Ohh... The intelligent ones. People do share that Gifted Students have amazing cognitive abilities, they have good logical skills, they have great ideas, can comprehend well and so on.

But, something I think we as a society overlook is the emotional world of the children.

Yeah, everyone has emotions. Everyone has their own highs and lows of understanding, managing and expressing emotions. But, Gifted Students have their own share with quite an intensity.

As we all know, Gifted Students are highly emotionally sensitive. But, what does this mean?

I have the similar experience to share. One fine day I remember a 7th standard a student coming up to me crying and sharing that on National Geography channel, he saw a tiger killing a baby deer. I am sure, we all feel sad and helpless when we see such clips. But, this boy was talking about how this baby deer's mother and father would be feeling bad. He suggested that they will be feeling so helpless, sad, angry, and hopeless. They might have felt that they just don't deserve to be parents. It took him a good half an hour to express his emotions and feelings. He was able to say that this is all a law of nature and I am also happy that the tiger got good food for his lunch, but is it fair on the side of baby deer? Such intense emotions was visible for us to see how bright minds comprehend the nuances of emotions and able to empathize with it.

After listening to him, acknowledging his emotions and feelings, he just said that now I feel better. Now, I feel that I can start my day as a new day because I was stuck there.

AThis and such dialogues help me to see that the Gifted Students have their own ways to process things, to feel emotions not only from one's point of view but from other's as well.

What has helped me to deal and interact with these Gifted Students is hearing them patiently, acknowledging and accepting their range of emotions. It also helps to talk about these emotions. Like, with the boy mentioned in the story above, after his expression of emotions, we discussed how he was feeling after talking about it, his reflection about this emotional experience.

This is not at all the only thing we can do, but being 'there' being 'present' for them and responding like we would acknowledge and respond to an adult, not belittling their experience is what helps me to talk with Gifted Students.

**- BY AADYA GHALSASI
GIFTED FACILITATOR AND COORDINATOR,
KHSG.**

We need to care for and understand the human Soul and make its uncluttered growth and development a priority over all other goals in education, politic, and all our interactions.



- Annemarie Roeper.

EMOTIONAL TOOLKIT FOR GIFTED INDIVIDUALS

Most of us might have this misconception that everything comes easily to Gifted individuals but we fail to take into account the fact that anything in EXCESS is difficult to process.

Having advanced cognitive abilities and analytical skills Gifted individuals usually end up with deeper processing of emotions which make them feel different from others.

They often experience heightened sensitivities and intense emotions. Their sensitivity is a blend of amplified empathy and compassion. This emotional sensitivity can be both a gift and a challenge. They can get extremely overwhelmed with stimuli. As a result of which they often exhibit a unique set of emotional challenges. Learning to recognize and properly channel this emotional intensity is key for their wellbeing and success.

Another characteristic of the Gifted individual from where these challenges might stem is being the PERFECTIONIST. This comes from self imposed high expectations which adds to the stress and anxiety these individuals experience.

It is important to create a safe and supportive space where they can express their feelings without judgment.

It is also essential to keep validating their experiences and reassuring them that their intensity is a strength and not their weakness. Teaching them effective emotional regulation strategies can empower them to manage their emotions in healthy ways.

1. Techniques such as deep breathing exercises, mindfulness, or journaling can provide them with tools to self-regulate and cope with emotional challenges.

2. Journaling can help Gifted individuals manage emotional intensity.

3. Modeling healthy ways to process difficult emotions.

4. Encouraging emotional expression through creative mediums like art, writing, music, etc.

5. Helping them develop a growth mindset and self compassion.

6. Involving parents, teachers, and counselors to provide guidance

Putting it all together, it is indeed essential to support a Gifted individual intellectually but equally important to nurture their emotional and social life.

**-By Mrs. Deepa Kajale.
Consultant Psychologist, KGI.**

“Giftedness is not what you do or how hard you work. It is who you are. You think differently. You experience life intensely. You care about injustice. You seek meaning. You appreciate and strive for the exquisite. You are painfully sensitive. You are extremely complex. You cherish integrity. Your truth-telling has gotten you in trouble. Should 98% of the population find you odd, seek the company of those who love you just the way you are. You are not broken. You do not need to be fixed. You are utterly fascinating. Trust yourself!”

-Dr. Linda Kreger Silverman



POEMS

My Best Friend

I am a human, I too need someone;
to believe in, when told a secret.
To cry, when in sorrow.
To fight with, when want some
craziness!
... and the person is _ _ _ _ _ .
My best friend! Just keeps laughing,
always smiling;
makes my each day amazing!
Amazing!

Always supports in whatever I do,
when in need, fights for me too!
I cannot pay back, whatever you have
done for me;
I just don't know anything else, you
see.

A small advice for you _ _ _ _ _
Never be sad, if you be, come to me;
I will do one of our crazy things, and
make you happy! I will always be
there for you;
Just remember I always love you!

BY- AVANI BHAT. 6B, KHSB.



'Gifted' I am

कोणी म्हणती हुशार मला, कोणी अति शहाणा,
मी म्हणतो.....अहो मला जरा समजून घ्या ना..

A perfectionist at heart but still very
sensitive I am....
Asynchronously developed I am....
I prefer to work independently and
loneliness is my trademark..
Intense curiosity and drive are the
features I embark...

No, no don't judge me
Come, and just be with me...
Observe me keenly and see me
thrive....
I am sure each of your moment will be
worth a high five...

If you want to become my teacher,
I am a difficult nut to crack;
But be my partner in crime and
laughter,
and I am as easy as a knack.

My heart fills with compassion when it
comes to animals or livestock
I like to be with them through thick
and thin as together we flock....

Sometimes I wonder.....
What am I there for....
There is actually a lot I care for.....
Me and my existential concerns are a
part of my life....
They aren't as easy as a swipe...

So come with me, help me discover
my world
Try to see it differently as I do, try to
see it differently as I do.

-BY MEDHA HIRVE. TEACHER, KHSB.

How glorious it is—and also how painful—to be an exception.

-Alfred de Musset

CERTIFICATE COURSE IN GIFTED EDUCATION

My experience with the certificate course in Gifted education has been incredibly enriching, both professionally and personally. The course provided me with a deeper understanding of the unique needs of Gifted learners, equipping me with the tools to identify and nurture their potential.

One of the most valuable aspects was learning about differentiated instruction strategies. These strategies will allow me to tailor my lessons to challenge Gifted students appropriately, ensuring they remain engaged and motivated in the classroom.

Throughout the course, I gained insight into the emotional and social needs of Gifted students, which are often overlooked. Moreover, the course emphasized the importance of fostering creativity and critical thinking, which has inspired me to incorporate more open-ended projects and inquiry-based learning into my teaching.

Collaborating with other educators during the course was another highlight. Sharing experiences and ideas expanded my perspective on how different schools and systems approach Gifted education. This network of like-minded professionals has become an invaluable resource as I continue to refine my teaching practices.

Overall, the course has made a significant impact on my teaching philosophy, allowing me to create a more inclusive and stimulating learning environment that meets the diverse needs of all my students, especially those who are Gifted. At the same time I would like to add that it's a continuous learning process and we as teachers will take some time to get there.

-By Ruchi Rashinkar. Teacher, KHSB.



Participants engaged in planning activities for Gifted students



Participants engaged in lecture on Creativity

ALUMNI UPDATES



Arya Powar

Arya Powar, a graduate of Dr. Bhanuben Nanavati College of Architecture in Pune, is currently working as an interior architect at a design firm. Her future goal is to establish her own multi-disciplinary architecture practice. Possessing giftedness, Arya demonstrates strong critical thinking abilities in various scenarios.

She believes that gifted children require proper nurturing and guidance to ensure their holistic development. Reflecting on her experience with a gifted nurturing program, Arya highlighted specific activities that left a lasting impact. She noted, "The scrapbook exercise of writing how we are as a person, really resonated with me. Additionally, art and craft projects, problem-solving tasks, and making the best out of waste helped shape my direction."

Arya's decisive nature and creative design perspective have played crucial roles in guiding her career path.



Shlok Chitre

A doctoral candidate in Marine Biology at CSIR-National Institute of Oceanography in Goa, Shlok specializes in coral biology and intertidal ecology. He believes that gifted children require special attention and nurturing, as their unique perspectives and ideas often set them apart, sometimes leading to misunderstanding or perceived oddity. Reflecting on his own experience with a gifted nurturing program, Shlok said.

"The outdoor activities at Empress garden and classroom exercises encouraged self-expression. I particularly valued how teachers in the program respected students' opinions, which I find uncommon in traditional schooling at the time." Shlok's future aspirations involve making societal contributions through his research. He is eager to engage in collaborative projects and seeks opportunities that will broaden his exposure and allow him to make a meaningful impact.



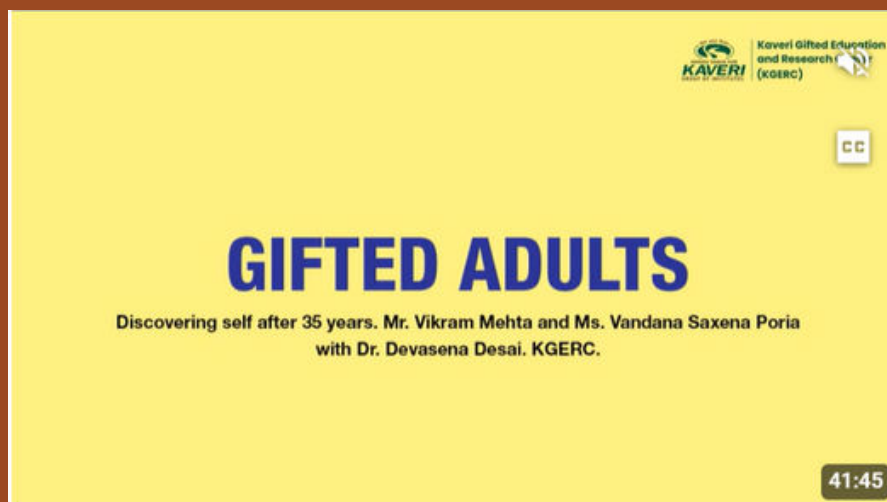
Janhvi Thombre

Janhvi Thombre, a BA in English graduate from KHS Ganeshnagar, currently works as a copywriter at Beyond Wall. She describes her giftedness as having the mental capacity to over analyse even the smallest details. When asked about her experience with the gifted nurturing program, she said, "The sessions with Narayan about how our body reacts in different situations and how to think things over to make a proper decision or take proper actions in some situations really benefited me."

Being labelled as gifted during school, her friends were unsupportive, and relatives assumed she thought herself superior to others. However, the gifted nurturing program provided her with a supportive community. When asked about her memories from the gifted program, she said,

"I made a lot of friends whom I could relate to, and I am still very close with Narayan. We speak on a regular basis as he gives me rational advice and understands me being gifted himself. I got a father figure in my life." Looking to the future, Janhvi aspires to combine her writing skills with business management, reflecting her inclination towards both fields.

Video Recommendation: Understanding Inside-out world of Gifted Adults



Discovering self after 35 years - Vikram Mehta and Vandana Saxena Poria, with Dr. Devasena Desai:
<https://youtu.be/OXfBsiZtJqo?feature=shared>

Broadening our horizons



Prof. Prof. Heidrun, keynote speaker of our upcoming International conference and Prof. Rena Subotnik, Former Director of education of APA

Participation in 18th Asia-Pacific Conference on Giftedness (APCG-2024)

The Asia-Pacific Conference on Giftedness (APCG-2024), held from the 17th to the 20th of August, in Takamatsu, Japan brought together researchers, educators, and experts from various fields to discuss the latest developments in Gifted education and research.

The theme of APCG 2024 was “Educational Environments for Transforming Gifted Minds, Lives and Communities” focusing on perspectives of transformational relationships and learning experiences, highlighting the context-influenced aspects of gifted education.

From KGI, Dr. Desai (Associate Director, Kaveri Gifted Education and Research Center), Mrs. Naik (Principal, KHSG) and Dr. Chittewan (Principal, KHSB) presented 3 papers on different facets of Giftedness in the conference.

A paper presented by Dr. Desai – “Pradnyawat: Concept of giftedness from a nurturing perspective in India” provided valuable insight into the Kaveri Gifted Nurturing Program on the international platform.

Our key achievements in the conference:

1. Visibility of KGEC as an active registered member of the Asia Pacific Conference on Giftedness 2024.
2. University of Hong Kong, we did a virtual session, presentation of the “Panchakosha” paper for their 30 M.Ed students. This was well received and we intend to continue the meeting in future as well.
3. Paradnyawat and Panchkosha Papers have also acknowledged the gifted model by WCGTC’s former president, former APA Director, ECHA- Heidrun.