

“The intensity, in particular, must be understood as a qualitatively distinct characteristic. It is not a matter of degree but of a different quality of experiencing: vivid, absorbing, penetrating, encompassing, complex, commanding – a way of being quiveringly alive”  
 – Michael Piechowski –



## Navigating the minefield of overexcitabilities and personality types

	May... or could...
<b>Psychomotor</b>	<ul style="list-style-type: none"> <li>• have love of movement</li> <li>• have surplus of energy demonstrated by rapid speech</li> <li>• have zealous enthusiasm</li> <li>• have intense physical activity</li> <li>• have a need for action</li> <li>• talk compulsively</li> <li>• act impulsively</li> <li>• display nervous habits</li> <li>• show intense drive (may be workaholics).</li> </ul>
<b>Sensual</b>	<ul style="list-style-type: none"> <li>• have a heightened experience of sensual pleasure or displeasure - from sight, smell, touch, taste or hearing</li> <li>• have increased and early appreciation of aesthetic pleasures e.g. music, language, art</li> <li>• gain pleasure from taste, smell, textures, sounds and sights</li> <li>• feel over stimulated or uncomfortable with sensory input</li> <li>• overeat, over shop, or seek to be the centre of attention to gain physical sensation</li> <li>• withdraw if over stimulated</li> <li>• find clothing tags, classroom noise or smells distracting</li> <li>• become so absorbed in an experience that they do not notice the outside world.</li> </ul>
<b>Intellectual</b>	<ul style="list-style-type: none"> <li>• need to seek understanding and truth</li> <li>• want to analyse and synthesise</li> <li>• have an active mind</li> <li>• be intensely curious</li> <li>• concentrate for long periods of time</li> <li>• be avid reader</li> <li>• be keen observer</li> <li>• engage in prolonged intellectual effort</li> <li>• be tenacious in problem solving</li> <li>• relish elaborate planning</li> <li>• have detailed visual recall</li> <li>• love metacognition (thinking about thinking)</li> <li>• love theory</li> <li>• have strong ethical and moral concerns</li> <li>• have an interest in justice and fairness</li> <li>• be concerned about “adult” issues e.g. war, Ebola</li> <li>• be independent of thought</li> <li>• be critical or impatient with others who cannot keep up with them</li> <li>• interrupt at inappropriate times if they get excited about an idea.</li> </ul>
<b>Imaginational</b>	<ul style="list-style-type: none"> <li>• have a rich association of images and impressions</li> <li>• use frequent use of image and metaphor</li> <li>• have a facility for invention and fantasy</li> <li>• have detailed visualization and elaborate dreams</li> <li>• often mix truth with fiction</li> <li>• create own private worlds with imaginary companions and dramatizations to escape boredom</li> <li>• find it difficult to stay turned into a classroom where creativity and imagination are secondary to curriculum</li> <li>• write stories and draw instead of doing classwork</li> <li>• have difficulty completing tasks if an idea sends their mind on a tangent.</li> </ul>

## **E m o t i o n a l**

- have heightened, intense feelings
- have extremes of complex emotions
- identify with others' feelings
- have strong affective expression
- have physical responses like stomach-aches or blushing
- have concern with death and depression
- have a strong capacity for deep relationships
- have a strong attachment to people, places, animals or things
- have strong compassion, empathy and sensitivity in relationships
- be acutely aware of their own feelings
- be acutely aware of how they are growing and changing
- carry on inner dialogues and practice self-judgment
- often accused of "overreacting"
- have their compassion and concern for others, their focus on relationships, and the intensity of their feelings may interfere with everyday tasks
- "absorb" the feelings of others.

Expressions listed are from [Sharon Lind](#). Please refer to linked article for more information and strategies to manage Intensities.

## **Where to from here?**

- <http://gifted.tki.org.nz/Early-Childhood-Education-ECE>
- <http://gifted.tki.org.nz/For-schools-and-teachers>
- <http://gifted.tki.org.nz/For-parents-and-whanau>
- <http://gifted.tki.org.nz/For-students>
- <http://nzagc-40th-anniversary.org.nz/>
- <http://sengifted.org/>
- <http://cognitioneducation.com/content/opening-gate-teachers-parents-and-wh%C4%81nau>