Chapter 3: *Intensity*

Intensity is used to identify advance learners. They can be over the top in interests, commitments and energy levels. We could all benefit from learning how to manage energy level intensity in our students. Can you describe a student you’ve taught that displayed “intensity”? What strategy have you used to manage a student’s “intensity”

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Chapter 4: *Asynchrony*

**Asynchronous development** is a key characteristic of gifted children. Asynchronous development in a gifted student can be defined as developing skills in intellectual areas that are well ahead of their peers in other areas such as physical development or intellectual development ahead of social/emotional development. This development is “out of sync” with the other students of the same age. Can you give an example of a gifted student you have taught or are currently teaching with **asynchronous development?**