

# SOCIAL/EMOTIONAL NEEDS OF GIFTED STUDENTS

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**GIFTED STUDENTS HAVE  
UNIQUE SOCIAL AND  
EMOTIONAL NEEDS**

# KEEP THESE THINGS IN MIND

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Gifted in  
one area  
does not  
mean  
gifted in  
all

Not all  
gifted  
children  
are alike,  
including  
their own  
unique  
social-  
emotional  
profile

No single,  
definitive  
recipe for  
maintaining  
a child's  
emotional  
equilibrium

Model  
balance,  
set the  
tone to  
reduce  
stress/  
anxiety  
in the  
gifted  
child's  
life

Teach  
our  
children  
strategies  
and  
provide  
tools for  
dealing  
with the  
ebb and  
flow of  
life

# STRENGTHS CAN BECOME POTENTIAL PROBLEMS

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Their diverse interests and abilities may appear disorganized or scattered

Singular focus/intensity can exclude everything else

Extra perception-can be profoundly sensitive to small differences (stimuli or moral/emotional sensitivity)



*High Concentration  
Intense Focus  
Better Comprehension  
Analytical Skills  
Excellent Memory*

*Self Awareness  
Self Regulation  
Empathy  
Social Skills*

## ASYNCHRONOUS DEVELOPMENT

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- Uneven development between
  - Cognitive Abilities/Skills and
  - Social/Emotional Skills
- Difference between IQ and EQ

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## SOCIAL SKILLS DEFICITS

May require specific instruction in social skills

May be more sensitive and emotional than same age peers

Can sometimes be perceived as bossy, contrary, intense, or sarcastic

Opportunities to be with like-minded peers is very important

## MAY TAKE FEWER RISKS

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- Perfectionist tendencies can be limiting
- They tend to have a Fixed Mind Set



# GETTING ORGANIZED

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Embrace your  
child's style

Install a  
whiteboard  
calendar

Schedule due  
dates on a  
reminder app

Work the  
planner –  
signatures

Use a To Do  
List

Use task apps

Distraction free  
homework  
space

Track your time

Think Visually –  
color coding

Plan over the  
weekend




# PERFECTIONISM



## UNDERSTANDING PERFECTIONISM

WHAT IS THE DIFFERENCE BETWEEN  
HIGH ACHIEVERS AND  
PERFECTIONISTS?



CELEBRATE  
EVERY  
PROGRESS,  
SUCCESS AND  
FAILURE

- John Lennon from Beatles, one of the world's most famous rock bands, mentioned in an interview that he is “dissatisfied with every record the Beatles ever ...made.”

# HEALTHY VS UNHEALTHY PERFECTIONISM

	Healthy	Unhealthy
Relationship with Goals	Positively motivated Feelings of joy and excitement	Feel weighed down Sense of fear of failure
Bias for Action	Take action	Procrastinate
Personal Satisfaction	Celebrate small victories Give yourself credit	Constantly dissatisfied Nothing is ever good enough
Macro vs Micro	See the big picture Do what is needed for success	Obsess about minor mistakes at the expense of other things
Work vs Self	Healthy focus on personal health, relationships and rest	Neglect personal health, relationships and rest
Attitude Towards Failure	Learn from mistakes Understand failure is part of success	Beat yourself up over every failure, even small mistakes
Attitude Towards Past Mistakes	Use as learning experiences	Feel regret over long past mistakes

# CHANGING A PERFECTIONIST'S MIND TRAP

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Record	your perfectionist thoughts
Learn	to accept criticism
Set	realistic goals
Take	baby steps
Remember	learning is a process, not a destination

# LEARN TO RESPECT YOURSELF

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- *Switch your negative self-talk.*
- *Stop self-blame*
- *Think of 3 things you are doing right.*



# GROWTH MINDSET

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I can learn from  
my mistakes

I can improve  
by working  
hard

I will never give  
up

I am  
determined to  
do my best

Self reflection  
will help me  
succeed

I can overcome  
any challenge  
with effort

I can train my  
brain

# MODELING GROWTH MINDSET

Set	Set goals and share them with your children.
Reframe	Reframe deficits as opportunities for growth.
Avoid	Avoid language that implies a fixed mindset about their own abilities. • Ex: I've never been great at math
Share	Share your own mistakes and embrace each mistake as a chance to get better.
Praise	Praise properly, focusing on their efforts rather than any inherent abilities.
Embrace	Embrace the word "yet".
Take	Take advantage of mistakes children make and learn from them. • Be ready to praise them for their effort.
Trial	Trial and error is an important part of the learning process.
Let	Let them struggle instead of showing them how to do everything.



# 8 GRIPES OF GIFTED STUDENTS



# 8 GRIPES OF GIFTED STUDENTS

- No one explains what being gifted is all about - it's kept a big secret.
- School is too easy and too boring.
- Parents, teachers, and friends expect us to be perfect all the time.
- Friends who really understand us are few and far between.
- Kids often tease us about being smart.
- We feel overwhelmed by the number of things we can do in life.
- We feel different and alienated.
- We worry about world problems and feel helpless to do anything about them.

# # 1

## NO ONE EXPLAINS WHAT BEING GIFTED IS ALL ABOUT - IT'S KEPT A BIG SECRET

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What do you think giftedness means?

Do you understand why you were chosen for the program?

Teach that effort means success, it's not all about IQ.

Encourage your child to participate in the EP meetings (if age-appropriate).

**#2**

**SCHOOL IS TOO EASY AND TOO BORING**

WHAT CAN YOU DO ABOUT BE BORED?

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Research a  
topic of  
interest

Plan a  
community  
service activity

Read a book

Create an app

Write a book

Take a virtual  
field trip

**#3**  
**PARENTS,  
TEACHERS,  
AND FRIENDS  
EXPECT US TO  
BE PERFECT  
ALL THE TIME**

**YOU ARE MORE  
THAN JUST A  
TEST SCORE**

- Who says you have to be perfect? How do they say it?
- Is it possible to be perfect?
  - In anything?
  - In everything?
  - Some of the time?
  - All of the time?
- What are your standards or goals?
  - Are they realistic?
- What happens if you are less than perfect?
  - How do you feel when you get answers wrong or receive less than an A?
- What answers can you give to people who expect too much?
- How else can you protect yourself against your own and other's unrealistically high expectations?

**#4**  
**FRIENDS WHO REALLY UNDERSTAND**  
**US ARE FEW AND FAR BETWEEN**

**#7**  
**WE FEEL DIFFERENT**  
**AND ALIENATED**

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Quality over quantity

Be yourself

Get involved in social opportunities outside of school

Join after school clubs and activities

Participate in gifted summer camps and groups

**#5  
KIDS OFTEN  
TEASE US  
ABOUT BEING  
SMART**

**USEFUL  
STRATEGIES**

- SELF-TALK
- IGNORE
- THE I MESSAGE
- VISUALIZATION
- REFRAMING
- AGREE WITH THE FACTS
- "SO?"
- USE HUMOR
- ASK FOR HELP

#6

## WE FEEL OVERWHELMED BY THE NUMBER OF THINGS WE CAN DO IN LIFE

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**How do you want to be remembered?**



**What do you expect to accomplish?**



**What is most meaningful to you?**

Awards  
Job titles  
Publishing books  
Community service



**Will I have some defeats as well as successes?**



**#8**

## **WE WORRY ABOUT THE WORLD PROBLEMS AND FEEL HELPLESS TO DO ANYTHING ABOUT THEM**

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Are there world problems that you feel especially concerned about?

How have you learned about this problem?

Is this a confusing issue to you? Do you understand why it is a problem?

Would you like to get more information on the topic?

Are there any other social problems, perhaps closer to home that concern you?

1-10



Be willing to apologize. You're teaching that it's possible to work through problems with respect for the other person.



Give children choices and respect their wishes. Giving children ways to express preferences and make decisions shows that their ideas and feelings matter.



Ask questions that help children solve problems on their own. "What do you think you can do?"



Read books and stories together. Discuss message..



Encourage sharing and helping. This teaches children that what they do can make a difference in the lives of others.

1-10



Focus on strengths. When your child brings home a test, talk first about what he or she did well.



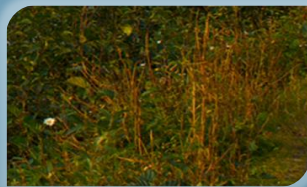
Follow up with consequences for misbehavior. Decide on consequences that are fair, and then carry them out.



Ask children how they feel.



Find ways to stay calm when angry.



Avoid humiliating or mocking your child. Give them the room to make mistakes as they learn new skills

# PUTTING IT ALL TOGETHER

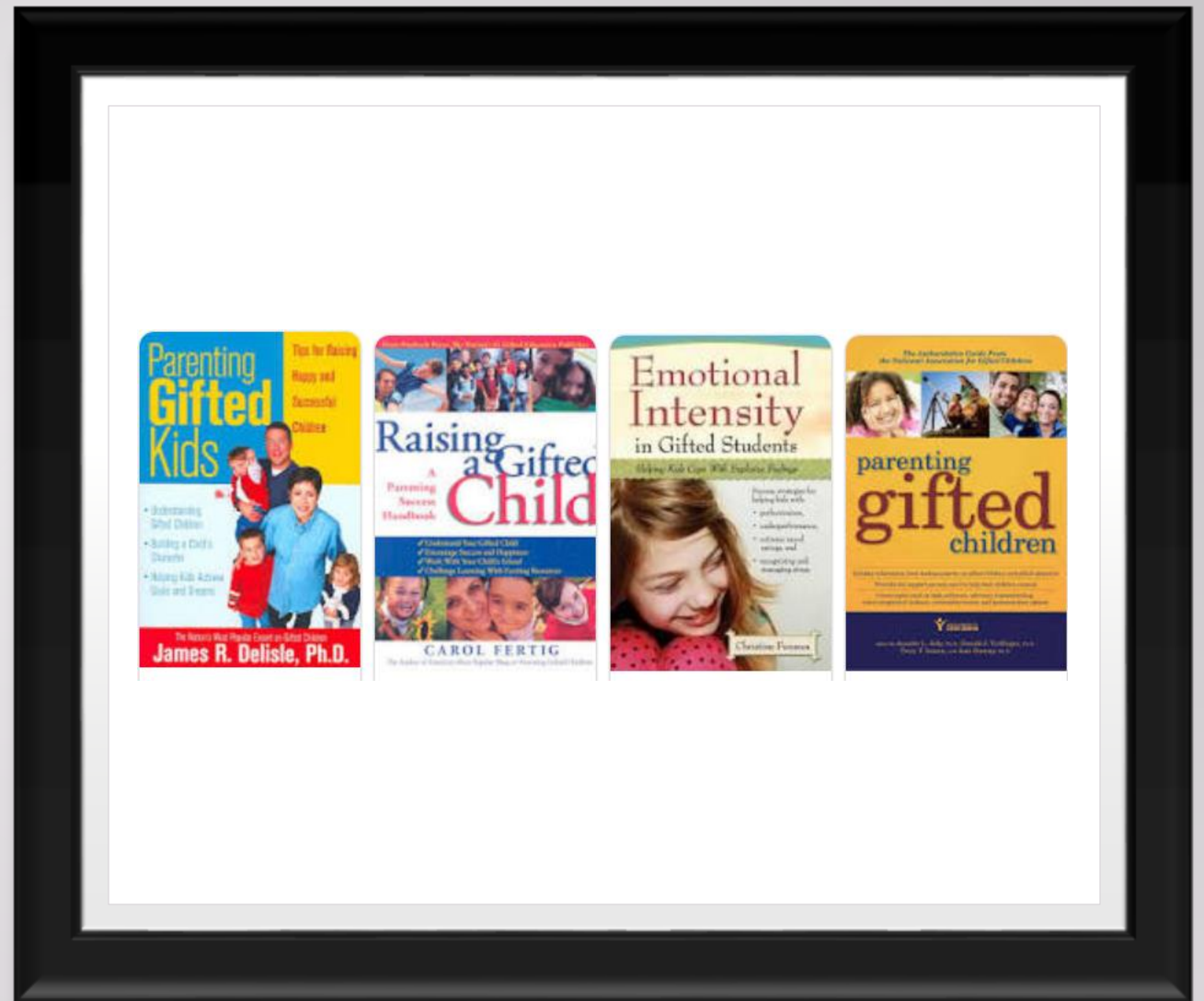
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# ADDITIONAL RESOURCES

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- SENG-Social/Emotional Needs of the Gifted: <https://www.sengifted.org/>
- NAGC-National Association of Gifted Children: <https://www.nagc.org/>
- Easing the Teasing: How Parents Can Help Their Children. ERIC Digest <https://www.counseling.org/resources/library/Selected%20Topics/Bullying/Teasing.htm>



# CONTACT INFORMATION

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