

MEETING SOCIAL & EMOTIONAL NEEDS OF GIFTED/TALENTED STUDENTS

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Can it be done in the “regular” classroom?

- What are the benefits of doing so?
- What are the challenges of doing so?
- Does this present one more thing to for us to do?



Qualitative Difference

Being gifted means...

■ Not better THAN, but different FROM

■ A MISNOMER?

■ Seeing life through a different lens...



Intellectual Characteristics of Gifted People

Exceptional reasoning ability

Intellectual curiosity

Rapid learning rate

Facility with abstraction

Complex thought processes

Vivid imagination

Early moral concern

Passion for learning

(Silverman, 1993)



Personality Characteristics of Gifted People

- Insightfulness
- Need to understand
- Need for mental stimulation
- Perfectionism
- Need for precision and/or logic
- Excellent sense of humor
- Sensitivity/empathy
- Intensity

(Silverman, 1993)



Related Challenges

- Difficulty with social relationships
- Refusal to do routine, repetitive assignments
- Inappropriate criticism of others
- Lack of awareness of impact on others
- Lack of sufficient challenge in schoolwork
- Depression (often manifested in boredom)
- High levels of anxiety
- Difficulty accepting criticism
- Hiding talents to fit with peers
- Nonconformity and resistance to authority
- Excessive competitiveness
- Isolation from peers
- Low frustration tolerance
- Poor study habits
- Difficulty in selecting among a diversity of interests (Silverman, 1987)

(From Schuler, 2003,
http://www.sengifted.org/articles_social/Schuler_GiftedKidsAtRiskWhosListening.shtml)



Where To Start?

Be PROACTIVE: thoughtfully place gifted children with appropriate teachers

(see Flint, June 2002, Moving with gifted children, *Parenting for High Potential*).

Cluster gifted students

(See Gentry, 1999, *Promoting Student Achievement and Exemplary Classroom Practices through Cluster Grouping*, NRCGT). And

<http://www.sde.state.id.us/GiftedTalented/Biblio/>



- Be invitational
- Be humorous
- Be relevant
- Be honest
- Be smart
- Be psychologically safe
- Be open...

Be Commonsensical!

Gifted students thrive, and all students benefit from such an environment!

WHAT DOES IT COST?



Specific Strategies To Meet G/T Students' Social/Emotional Needs

- Bibliotherapy
- Mentoring
- Counseling
- Peer interaction
- Cross-age interaction
- Advocacy by parents, teachers
- Guidance
- Modeling
- Awareness of counselors, teachers, administrators
- Education on G/T
- Social stories
- Role playing
- Cognitive interventions
- And the number one intervention is.....



RESPECT



Gifted Education Programming Criterion: Socio-Emotional Guidance and Counseling

Description: Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Gifted learners must be provided with differentiated guidance efforts to meet their unique socio-emotional development.	1.0m Gifted learners, because of their unique socio-emotional development, must be provided with guidance and counseling services by a counselor who is familiar with the characteristics and socio-emotional needs of gifted learners.	1.0e Counseling services should be provided by a counselor familiar with specific training in the characteristics and socio-emotional needs (i.e., underachievement, multipotentiality, etc.) of diverse gifted learners.
2. Gifted learners must be provided with career guidance services especially designed for their unique needs.	2.0m Gifted learners must be provided with career guidance consistent with their unique strengths.	2.0e Gifted learners should be provided with college and career guidance that is appropriately different and delivered earlier than typical programs.
3. Gifted at-risk students must be provided with guidance and counseling to help them reach their potential.	3.0m Gifted learners who are placed at-risk must have special attention, counseling, and support to help them realize their full potential.	3.0e Gifted learners who do not demonstrate satisfactory performance in regular and/or gifted education classes should be provided with specialized intervention services.
4. Gifted learners must be provided with affective curriculum in addition to differentiated guidance and counseling services.	4.0m Gifted learners must be provided with affective curriculum as part of differentiated curriculum and instructional services.	4.0e A well defined and implemented affective curriculum scope and sequence containing personal/social awareness and adjustment, academic planning, and vocational and career awareness should be provided to gifted learners.
5. Underachieving gifted learners must be served rather than omitted from differentiated services.	5.0m Gifted students who are underachieving must not be exited from gifted programs because of related problems.	5.0e Underachieving gifted learners should be provided with specific guidance and counseling services that address the issues and problems related to underachievement.

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