

Gifted and Talented

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The Social and Emotional Development of Gifted Children

Giftedness has an emotional as well as intellectual component. Intellectual complexity goes hand in hand with emotional depth. Just as gifted children's thinking is more complex and has more depth than other children's so too are their emotions more complex and more intense.

Divergent Thinking Ability:

- Creative thinking which moves in multiple directions exposing many possible answers.
- Often appear to be disorganized and absentminded.

Excitability:

- High energy level, emotional reactivity or high arousal of the central nervous system.
- Many are stimulus-seekers, needing stimulation to moderate behavior.
- Some emotionally reactive children, rather than being stimulus-seekers seem just the opposite. They are stimulus-withdrawers, finding stressful the amounts of stimulation other people find comfortable. They act overwhelmed, irritable, and frightened.
- Some also have trouble turning

off thoughts and feelings so they may feel powerful emotions more intensely, and for a longer time than others.

Sensitivity:

- Extreme empathy.
- Experiencing the suffering of others.
- Having intense commitment to people or ideas.
- Particularly negative feelings.

Perceptiveness:

- Clear sense of honesty
- Often tell the truth even when it may hurt someone's feelings.
- Little patience for foolishness or unfairness.
- Very good intuition.

These characteristics are seldom inherently problematic by themselves. More often, combinations of these characteristics lead to:

Asynchronous Development:

- Gifted children may appear to be many ages at once.
- Motor skills, especially fine-motor, often lag behind cognitive conceptual abilities, particularly in preschool gifted children.

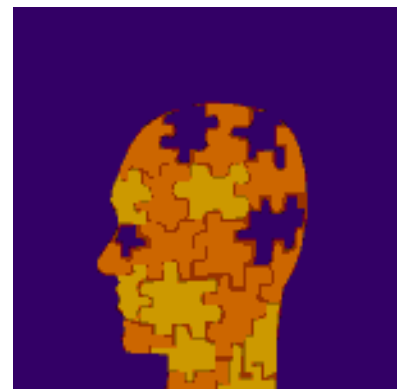
Available for Check Out:

The Columbine TAG department has a few Lego sets and origami books for weekly checkout.

Check with Michelle for more information.

Trading Post

The TAG department is interested in starting a Lego and Game trading post in the TAG room. If you have any Lego's or Brainy Games that you would like to share with other TAG students at Columbine, please let Michelle know. These items would be available for check out during the school year and returned to you at the end of the year.



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are asynchronous in their development it can be hard for them to find and maintain friendships.

What can parents do to help?

- Help your child to meet other gifted children
- Help your child to learn 'social graces'
- Model compassion and friendship for your child
- Talk with your child about bossiness and bragging

Stress:

Occasional stress is part of life for most children. However, stress for gifted children can come from unexpected places such as:

- Expectations that are too high
- A concern for the world
- Parental pressure
- Over scheduling of activities
- feeling of being different than their peers
- Loneliness

What can parents do to help?

- Encourage your child to relax and find relaxing activities to do together
- Emphasize what your child does well
- Monitor your child's activities to avoid over scheduling
- Help your child to develop and maintain friendships

Neihart, M., Reis, S.M., Robinson, N.M., & Moon, S.M. (Editors)(2002). *The Social and Emotional Development of Gifted Children: What do we know?* Waco: Prufrock .

Great Books for use in Bibliotherapy with Gifted Children

Bibliotherapy is the use of literature to help children deal with emotional issues or concerns. Reading about characters who have the same problems and struggles may help the student come face to face with themselves. Most importantly, they learn that they are not alone. The right book can be the key to opening discussion with gifted students.

Perfectionism:

Bottner, B. (1984). *The world's greatest expert on absolutely everything is crying.* NY: Dell Publishing Company.

Greenwald, S. (1983). *Will the real Gertrude Hollings please stand up?* Boston: Little, Brown & Company.

Holl, K. (1986). *Perfect or not, here I come.* NY: Atheneum.

Waber, B.(1971). *Nobody is perfect.* Boston: Houghton Mifflin.

Image Management:

Browne, A. (1984). *Willy the wimp.* NY: Alfred A. Knopf.

Cormier, R. (1974). *The chocolate war.* NY: Laurel Leaf Books.

On Being Labeled Different:

Hurwitz, J. (1987). *Class Clown.* NY: Scholastic Books.

Paterson, K. (1981). *Bridge to Terabithia.* NY: Harper and Row.

Fears and Stress:

Brown, M. (1989). *Goodnight Moon.* New York: HarperCollins.

Cohen, M. (1980). *First grad takes a test.* New York: Greenwillow Books.

Jahn-Clough, L. (1994). *Alicia has a bad day.* Boston: Houghton Mifflin

Simon, N. (1991). *I am not a crybaby.* New York: Puffin Books.

The Intuitive Mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honors the servant and has forgotten the gift.

-Albert Einstein