

# Social-Emotional Needs of Gifted Students



Brandi Lust,  
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# Learning Targets

1. Develop deeper understanding and empathy for gifted students needs
2. Discuss strategies and gather resources for meeting gifted students social-emotional needs

# Our Students

# Unique Characteristics

1. Perfectionism
2. Overexcitability
3. Asynchronistic Development

# Strategies for Perfectionism

- Model risk-taking behavior and failure
- Provide many low-risk opportunities to be vulnerable and build capacity
- Growth mindset is especially important for these students
- **Help identify unhelpful self-talk and cultivate replacement thinking**

# Strategies for Overexcitability

- Help students to manage stress and overwhelming emotions
  - Coherent breathing
  - Three Breaths
- Don't minimize emotional reactions

# Strategies for Asynchronistic Development

- Provide opportunities for interest-based groupings with same age peers
- Provide opportunities for “idea-peers” which could be older students or even adults
- Provide opportunities to explore areas of particular interest

# Gender Differences

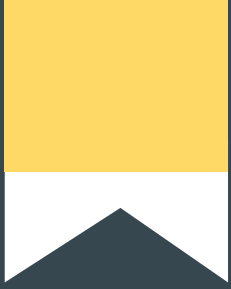


# Works Cited

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Gilbault, K. and Kane, M. (2016). "Asynchronous development." National Association for Gifted Children. Retrieved from <https://www.nagc.org/resources-publications/resources/social-emotional-issues/asynchronous-development>.

Brody, J. (2015). "The psychosocial concerns and needs of gifted students." John Hopkins Center for Talented Youth. Retrieved from <http://cty.jhu.edu/talent/docs/Webinar%20Presentations/2015Psychosocial2Webinar.pdf>



# Exit Ticket

1. Three words
2. One question
3. One metaphor
4. **Optional: Email**