THE ONSET OF SOCIAL COMPARISONS

Before you encounter them

How early can this begin?

Classmates can lead to mockery or even ostracism.

Intellectual and emotional development tend to be rather more closely linked to emotional and social. Language and emotion are closely related. Social-emotional development leads to greater intellectual advancement.

The intellectual and emotional development of most students is appropriate to their age-peers. However, children who differ significantly from their age-peers in terms of cogitative development often the majority of their classmates. However, they often expect that teachers generally accept that academically gifted students are more mature. In their

EMOTIONAL MATURITY

SOCIAL & EMOTIONAL DEVELOPMENT OF GIFTED STUDENTS
It is important that we recognise how disturbingly early gifted students can begin to mask their abilities for peer acceptance.

A study of children who entered school already reading found that more than 40% of them significantly moderated their reading performance, or deliberately stopped reading in class, within two weeks (Crossley, 2004). The children who continued to read were those whose teachers accepted and facilitated their abilities. It is unfair to assume that gifted children are different and may moderate or even stop the behaviour because socially aware gifted children become aware of the gifted child's emotional and social pressures in a child may first few days that the other children have not yet developed these skills. Unless the teacher is aware within the gifted child who is non-reading may become aware within the gifted children are non-reading before they enter school. gifted children generally move from self-referencing to non-referencing at around age 7, and this is based on the few of her age-peers who do skills. She may discover she's not as physically adept as she had thought or she may social comparisons of her own progress in terms of what the other kids can do. She still enjoys and differs from other children. She's always in non-reference - making however, as she gets a bit older she becomes aware of ways in which she

I can do less without having to put my foot down. It's funny, last time I

and assess how much she has improved. She can do today with what she could do earlier. They tend to be rather self-centered. So when a young child in the preschool years and in the early years of school.

In general, young children don't make social comparisons.
Self-esteem and ability grouping

higher academic self-esteem

ability and has learned to feel good about this may have nominal academic self-concept but

By contrast, a student of average ability who is achieving at levels commensurate with her

academic self-esteem is under pressure have caused her to undervalue her intellect.

A mathematically gifted student may have a positive academic self-concept but lower

attainment.

academic achievement, social acceptability, family relationships, or perhaps physical

Self-esteem is the effective element of self-concept, how the student feels about her

reality.

destructive behavior. Self-concept is one’s view of oneself. It may not accurately reflect

performance and achievement. Equally, students with high social self-concept can achieve

outstanding success in school while students with high academic self-concept can

Secondly, research has shown that students with relatively low academic self-concepts can

possibility of important self-concept (Colangelo, 2000). Yet, it’s not as simple as that.

have a high academic self-concept in math, but a low verbal self-concept. So what is a

very high physical self-concept (and these are only some of the factors) in addition, one can

social self-concept on issues bearing on family relationships and a

Firstly, self-concept is multi-faceted. A student may have a high academic self-concept, a low

linked to a negative self-concept (Colangelo, 2000). Yet, it’s not as simple as that.

positive self-concept and almost everything else students at any sort of risk has been

why they are more likely to succeed in school. This is because they look up to experts and

Low years. Nicholas Colangelo, a leading expert on counseling gifted students, comments

studies, and by reorienting this the influence may have been exaggerated over the last

(Nicholas, 1999). It is an important component of personality and it can certainly influence

Self-concept has been successfully described as the collection of ideas that one has about oneself.

SELF-CONCEPT AND SELF-ESTEEM
Specialization levels of this Module.

You may like to look further at issues of self-esteem and grouping in the Extension and

was likewise higher (Cross, 1979). However, the academic self-esteem of students

H角色 of peer evaluation, comparative high schools and their social self-esteem

endingSelective High Schools for gifted students remained higher than that of

Secondary school found a dip in academic self-esteem over the first few months of high school.

One large scale Australian study of 1500 New South Welsh students moving from primary to

Programs - although Long term studies suggest that this is usually temporary.

academic self-esteem of gifted students takes a slight dip on entry to ability grouped

found no effect of grouping on self-esteem or self-concept. Others have found that the

When happens to the self-esteem of students who are ability grouped? Some studies have

differences favoring gifted students.

Academically gifted students and students of average ability while others have found

Some studies have found no difference or little difference in the self-esteem of
Some gifted students will work for weeks on a task or project until they are happy with.

- Sustained intellectual effort and a much longer attention span than age-peers.
- Meta-analyses of gifted students tend to think more than their age peers.
- A passion or love of learning.
- An enhanced capacity for analytically thinking. Even analytic patterns in the
  intellectual over-excellency.

Intelligence

identifies seven over-excellencies: Interpersonal, Logical-Mathematical, Bodily-
Kinesthetic, Intrapersonal, Musical, Naturalistic, and Verbal-Linguistic. An
excellent comprehension of Darwin's over-excellencies can be found in Linda Silverman's

People and ideas abound energy, and a vivid imagination.

Erica Fouts-Kennedy, a social worker, explains that a gifted student's
over-excellencies are often misinterpreted by teachers as

- A sign of emotional immaturity
- Intellectual over-excellency or even physical immaturity.

However, the research of a Polish psychologist, Kazimierz Dabrowski, offers another
perspective. These five supergeniuses, and others, are often misinterpreted by teachers as

A sign of emotional immaturity which we have not addressed yet is a tendency towards physical

The joys and sorrows of their friends more intensely than most other students of their age.

The joy and sorrows of their friends more intensely than most other students of their age.

We have linked earlier how the emotional immaturity of some gifted students - their tendency

can gifted adolescents be over-excellency?

SOCIAL & EMOTIONAL DEVELOPMENT OF GIFTED STUDENTS

OVR-EXCELLENCY

old lady to her grandson after in precise detail. She knows these amazing people, she
interacts with them simply by the real deal. Some really care of the
• They often have a need to describe the subtle nuances of a situation or
point.
• Explain events or ideas in such great detail that adults beg them to go to the
Linda Silberman (1993) notes that many gifted students with imaginative OE
love for poetry and drama.

Imagination over-excitability

1. They may become preoccupied with ideas, and details that actually exist.
2. They can become extremely self-critical, worrying over small faults.
3. They may not easily forgive themselves if they have hurt someone’s feelings.
4. They often have been socially isolated and have a hard time becoming deeply attached to the
other students or adults. The have developed a strong attachment to other people. Gifted students who
• grow up in a family with close friends and family to visit them.
• grow up in a family where the extended family is close and friendly.
• grow up in a family where they are the only child and have no siblings.

1. They are often abandoned by their peers and family because they were
• Left behind. Over the next few months Sonya begins to feel very isolated, and is
• Left behind. Over the next few months Sonya begins to feel very isolated, and is

1. They may be more sensitive and have an unusual sensitivity to the feelings of
other students or adults. They have great empathy for emotional depth, students with CEDS real emotional

Emotional over-excitability

3. They are characterized by the capacity for emotional depth, students with CEDS real emotions
• Feelings.

1. They may resent if a teacher or parent tries to draw them away from the
• Feelings.

This is characterized by the capacity for emotional depth, students with CEDS real emotions
• Feelings.
Some gifted students can seem to be worrisome or compulsive organisms.

- They may have unusually rapid speech and exaggerated facial expression.
- Their constant nervous movement, wriggling, drumming fingers, etc.
- They may seem almost unable to stay in their seat, may be in a state of perpetual irritation. They may seem to be constantly on the move.
- They may show a love of fast games and sports. Some students become chattering.
- They may develop nervous habits such as chewing their fingernails or nail biting.

They may develop nervous habits such as chewing their fingernails or nail biting.

The student's surplus energy may show itself in compulsive taking and

This can be manifested in physical restlessness arising from surplus energy.

Psychological over-excitability

The feeling of these foods in their mouths, even when they give the taste.

Some students develop a strong dislike of the texture of particular foods and

These change the way they perceive foods.

The smell or taste of food triggers. She would not keep any foods in the purse, so she found a

enormous or the small or the texture of the object. Also, kids find it fascinating and engaging. They may develop a

physically more of an interest in food items, which they carry around and

Psychological over-excitability is so strong.

These students are extremely sensitive to the texture of materials that are

unusual in their environment. They may also be sensitive to the smell of certain materials, which

They may enjoy the feel of particular materials. However, this can also be

and play or read those that are repeated in the point that family members perceive.

Students with unusual sensitivity to particular pieces

This may be displayed in a heightened awareness of the senses, a deep aesthetic

Sensory

Simply telling them.

- They may prefer to eat out because they
- They may develop a capacity to mix
- Unusually sensitive.
- Their dreams, including daydreams, may be
- They often visualise situations very vividly.

Speech becomes more and more apert because she is afraid she'll start crying.

"Miss, but the more she is aware of that the more distressed she becomes and her
Teachers, Professors, Administrators, & Parents: How to Identify & Meet the Needs of Gifted Children

Excerpts from Module 2: Identifying Gifted & Talented Students

more disinterested children we are at the outset. (American Association for Gifted Children,

more disinterested children we are at the outset. In fact, most teachers in self-esteem, self-confidence, and the ability to recognize

consciousness degree us, those with self-esteem, self-confidence, and the ability to recognize

to do much more sensitive than other people: Li and others, in a 2000 study of young people

We are not normal, and we know it. If we can be understood, the young people's

given to 16-year-olds, displays his awareness of being out of sync with other people his age

emotionally, and often they are perceived as being too emotional. This passage, written by a

These unusual levels of sensitivity do not disappear with age; gifted adults tend to retain their


over excellence can make it difficult for the student to concentrate.

over excellence can make it difficult for the student to concentrate. However, the nature of

they are different, and learning that they will never find other group who will work with them can

poor group with whom they can interact, and one of the teaching principles

prizes (either from age-mates if they find themselves without an intellectual

dealing with concepts and goals beyond the reach of their age-peers) one of the

Linda Silverman (1993) describes gifted students as out of sync.

Abnormalities in the right hemisphere of the brain may be linked to differences in the way

students process information, and ways in which students experience the world. When any

A number of studies have suggested that gifted students may have a different type of self-concept, and even

The intensity of the gifted student's response to intellectual, emotional, and social situations

shifting around may provide an over-responsiveness to lack of intellectual stimulation

excellence is better than an attempt to deal with disorder. Ronckel's, the middle-range

required to do work that is less predictable, they probably induce psychomotor over

apparent manner, the student is being, or functions by a score of inspiration, or

behaviors seen to have a pattern related to the work that is being presented - i.e., if they

disorder (ADHD), Teachers should monitor the student's behavior. If the

behavioral responses associated with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity

intuitively. Teachers often confuse the physical restlessness and disorganization with the

Intellectual giftedness can develop into quite a high-powered individual.
and abilities. These attributes are also formed by the feedback they receive from families.

• Achievement. Young people's attributes

define their values and morals. The various beliefs about their sexual
adolescences and their peers influence the
not only transform the relationships between
years but also shape the physical involvement becoming sexual

• Sexuality. The influence of sexual activity generally takes place during the adolescent

have conceptions of friendship which are more like those of older children.
relationships based on mutual interests, similarities, values, traits, and shared values. These beliefs, hopes, and dreams are based on the development of friendships

• Intimacy. In middle childhood friendships tend to be based primarily on the sharing of

• Code of values and morals. Parents make individual decisions independent of family or friends, and establish a personal

• Autonomy. This refers to the process of establishing oneself as an independent, self-

• Self and society as a whole. Peers and others that they are accepted and valued members of their social group

• Identity. The development of a sense of personal identity involves changes in the

• The years of adolescence. The first emergence in the early years of primary school and identity in the later primary years and

• Academic concerns that affect our lives as we progress from childhood to adolescence. They are

Research on child and adolescent development has identified two main sets of social-

THE FORCE-CHOICE DILEMMA

SOCIAL & EMOTIONAL DEVELOPMENT OF GIFTED STUDENTS
Academically gifted children and adolescents may experience anxiety and achievement may be the central social-emotional dilemma for them. It has been suggested that the anxiety and achievement may be caused by the social-emotional development of gifted adolescents. Researchers studying the social and emotional development of gifted adolescents have identified various factors that may contribute to this dilemma.

Some researchers have argued that the anxiety and achievement may be caused by the social-emotional development of gifted adolescents. These factors may include a lack of support from peers, a lack of understanding of social norms, and a lack of opportunities to develop social skills. The pressure on gifted adolescents to become successful in their social and emotional development may be exacerbated by the peer culture, which often values conformity and performance over individuality.

The development of social and emotional skills is crucial for gifted adolescents, as they may experience anxiety and achievement. Teachers and parents should be aware of the challenges that gifted adolescents may face and provide appropriate support to help them develop the necessary social and emotional skills. This support may include opportunities for social interaction, guidance in developing effective social skills, and strategies to help them manage their anxiety and achieve their goals.

The need to develop an inclusive and accepting peer culture is also important. Teachers and parents should work to create a supportive and inclusive environment for gifted adolescents, where they can feel comfortable and valued for their unique talents and abilities. This may include opportunities for peer interaction, support for social skills development, and strategies to help gifted adolescents navigate the social challenges they may face.

In conclusion, the development of social and emotional skills is crucial for gifted adolescents. Teachers and parents should be aware of the challenges that gifted adolescents may face and provide appropriate support to help them develop the necessary social and emotional skills. This support may include opportunities for social interaction, guidance in developing effective social skills, and strategies to help them manage their anxiety and achieve their goals.
Grades. Acceleration has a wealth of research to support it (Rogers, 2002). Emotionally mature for their age, to work either full time or for specific subjects, with an order of some of the forms of acceleration, which allow students who are academically advanced and gifted students are excellent candidates for acceleration. In Module 6, we will discuss learning theory. But we still have to be sensitive to the social factors differentiating the curricula so that it becomes more responsive to individual differences in Module 5: Curriculum Differentiation for Gifted Students. We will look at ways of providing students in one particular class. English, for example, we may introduce to younger students with high ability in a level of ability grouping is possible. A year level may develop a topic in a subject, science, or finding an ability level in this or the next higher ability level. If a school is large enough, some of the more advanced students are at a particular grade level. The more advanced a gifted student is, the more challenging the curriculum needs to be. The course-choice dilemma can be particularly acute for gifted adolescents in rural areas.

Language hole to be much more considerate on gender barriers, breaking covers to motivate their achievements in the math class. Students who want to continue learning in addition, students who want to mask their abilities for peer acceptance may need to be considered due to their sophisticated vocabulary. Their differences may be more evident in English. Students who are tested vocally may be more socially skilled than in English. Secondly, higher levels of math ability may not be.

The researchers suggested two possible reasons for this. Firstly, gifted students may be rated as having much lower social standing than their mathematically gifted classmates. School students who were gifted either in math or in English, Verbally gifted students were Daneh and Braden (1990) compared the popularity and peer acceptance of secondary school students who were gifted either in math or in English. Verbally gifted students were

Which girls are easier to camouflage?

These issues further choice dilemmas of gifted youth. When comes as a resource paper with this Module, explores WHEREAS Cross's article, 'The pursuit of excellence is the search for immortality.' The focus—begin by exploring the camouflage preferences these students may use.

Beyond these students may use.
acceptance.

so that they no longer feel they have to choose between talent development and societal...