

## ***SOCIAL-EMOTIONAL NEEDS OF GIFTED CHILDREN***

Gifted children's needs can be divided into three categories: 1) Basic needs that are the same as those of others (food, clothing, shelter, love, esteem, safety, etc.), 2) needs that are a direct outgrowth of their being gifted, and 3) needs that seem to be the same as those that other children have but affect the gifted differently because of their advanced abilities. Going beyond the "basics" of gifted children's needs involves taking a closer look at the second two categories.

### ***Social-emotional needs directly related to being gifted:***

- ☐ To understand the meaning of giftedness.
- ☐ To understand attitudes of others (including parents and/or teachers) toward the gifted.
- ☐ To deal with others' expectations of them because of their identification as "gifted."
- ☐ To deal with feelings of "differentness."
- ☐ To cope with the effects of their heightened sensitivities.
- ☐ To reconcile deeply-felt concerns about morality and justice.
- ☐ To resolve discrepancies between social and academic self-concept.
- ☐ To be allowed to be children, rather than being treated as small adults.

### ***Social-emotional needs indirectly affecting gifted children differently, because of their giftedness:***

- ☐ To have appropriate expectations for themselves and others
- ☐ To recognize and accept their own abilities, interests, and limitations and the abilities, interests, and limitations of others.
- ☐ To recognize and deal with stress.
- ☐ To learn interpersonal skills and have satisfying social relationships.
- ☐ To develop appropriate problem-solving skills.
- ☐ To work independently and to participate in decision-making.
- ☐ To set realistic goals and to evaluate realistically.
- ☐ To explore, discover, and create.
- ☐ To be challenged through an appropriate and meaningful education.
- ☐ To have opportunities to interact in meaningful ways with others of like abilities.
- ☐ To have a self-concept separate from their achievements.