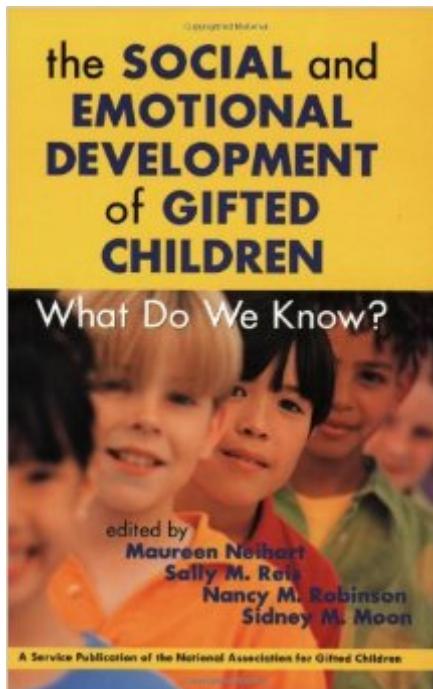


The book was found

# Social And Emotional Development Of Gifted Children: What Do We Know?



## **Synopsis**

The Social and Emotional Development of Gifted Children: What Do We Know? offers an examination of the essential topics teachers, parents, and researchers need to know about the social and emotional development of gifted children. Instigated by a task force convened by the National Association for Gifted Children and written by leading scholars in the field of gifted education, the book includes chapters on peer pressure and social acceptance, resilience, delinquency, and underachievement. The book also summarizes several decades worth of research on special populations, including minority, learning-disabled, and gay and lesbian gifted students. Concise, comprehensive, meticulously researched, and wide-ranging in its coverage, The Social and Emotional Development of Gifted Children: What Do We Know? is essential reading for those who wish to enable gifted students to develop their strengths and encourage them to make the contributions of which they are capable.

## **Book Information**

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## **Customer Reviews**

The Social and Emotional Development of Gifted Children assembles terrific team of well-respected professionals in gifted, and compiles a great set of essays on the social and emotional aspects of growing up gifted in today's world, complete with the research references to back up thier facts. Authors including Neihart, Rogers, Gross, Silverman, Reis, Robinson, and more... the contributors read like a who's who of gifted education today. Everyone who works with, plays with, and parents gifted children should read this book. Topics include acceleration, the exceptionally gifted,

Dabrowski's overexcitabilities, perfectionism, underachievement, depression (does it really occur more, or less, in the gifted population?). Special populations are not overlooked, including female, male, gay, lesbian and bi-sexual, african-american, gifted / learning disabled and gifted / ADHD students. The book concludes with topics of parenting, counseling, and career counseling for gifted students. With all the research-based information, the Social and Emotional Development of Gifted Children is still readable and enjoyable. And it's FULL of research-proven techniques and strategies for dealing with the social and emotional aspects of growing up as a gifted child. This book should be read by everyone in education, gifted, or parenting a gifted child!

The Social and Emotional Development of Gifted Children. What Do We Know? Edited by Maureen Niehart, Sally M. Reis, Nancy M. Robinson, Sidney M. Moon, A Publication of the National Association of Gifted Children, Washington, D.C.: Prufrock Press, Inc., 2002 This publication of the National Association for Gifted Children compiles 24 chapters written by leading researchers of the social-emotional development of gifted children. Chapters explore subjects including perfectionism, underachievement, depression, delinquency, risk and resilience, peer pressure and social acceptance among gifted students. It also addresses specific populations within the community of gifted youth. Categories include the special concerns of girls, of boys, students with learning disabilities or AD/HD, the creatively gifted, and gifted children who are gay, lesbian, or bisexual. Chapters review and present research relevant to each topic. Authors carefully distinguish fact from fiction regarding the social-emotional and psychological characteristics of gifted children. They stress, for example, that there is little research to suggest that gifted students are psychologically or emotionally vulnerable because of their gifts. However, gifted students may be at risk because of the frequent disparity between their cognitive abilities and their educational program. This book is a comprehensive resource, appropriate for both parents and educators.

I was hoping for a research based plain-speaking guide to helping my own highly gifted son. What I found in this book was a dense theory/research based textbook. As a fairly gifted adult and a high school English teacher, I was able to wade through the verbage, but it was no pleasant task. If you're looking for a textbook, this one is fine, but if you want some real-world advice, keep looking.

It's a good book, but rather dry in its presentation. However, being primarily a bringing together and summarizing of published research in this topic, it is an invaluable reference for anyone wanting to really know what are the substantiated findings with respect to gifted children's social and emotional

development. I bought it to better understand my daughter, and I am glad I did. But if someone is looking for straightforward parenting tips in dealing with these kids, then some other book may be more to the point. Overall, for me, it is an excellent book with some useful info not commonly found elsewhere.

I applaud the author for doing a lot of research but the method she chose for adding footnotes made it very hard to follow. Nearly every sentence seemed to end with a very long citation in parentheses with the footnotes. You would read a sentence (And Then, lots of commas, words, numbers, 1245). It was hard to read quickly and weed out the info you didn't need (Because It Was Followed By, a lot more, commas, periods, page numbers: 6789). It would have been easier to follow the content had there been another footnote style like Turabian with tiny superscript numbers. However, there would have been nearly half as many pages in the book without all the text from the footnotes. Perhaps it would have made the book look too small. The book left a lot of things unanswered. There were a lot of sections that seemed like they'd answer some interesting questions like if certain behaviors resulted from high intelligence, or just upbringing. But then the content of the chapter would say that there aren't enough studies to determine this and more research is needed. I didn't learn anything new from this book because it seemed to lack a lot of content and answers to the questions that it posed.

This book is filled to capacity with results of research on Gifted children and adolescents. Each chapter tackles a different aspect of the issue. Very complete but also superficial. More important, it lacked a cohesive thread binding the chapters together. But if you want a book that packs a whole lot in a few hundred pages, this is the one.

This book has some wonderful insights into the emotional needs of gifted children. I wish it had been a little more applicable to teachers and less research focused. I may have just chosen the wrong book for what I need as a teacher of gifted students.

I was disappointed in the book. I purchased it for a class, and was hoping to get ideas for how to deal with the social and emotional issues faced by gifted students. I did not get any. The book did lay out perceived needs, focusing on studies done. That part was fine. I just wanted suggestions/ideas for helping the gifted child deal with some of these challenges.

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