



WELLNESS

## PROBLEMS FACED BY GIFTED CHILDREN

- Pallavi

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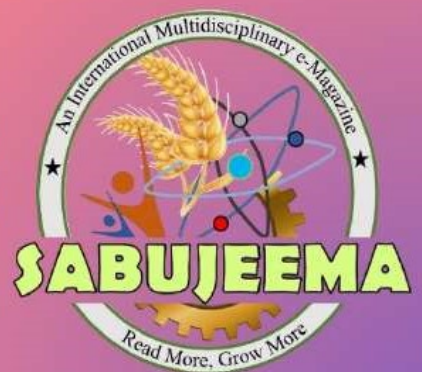
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# PROBLEMS FACED BY GIFTED CHILDREN

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## INTRODUCTION:

Any child who is genetically born with a high degree of general mental or exceptional ability in a particular field of activity or expertise is known as talented or gifted child. Havighurst in 1958 defined gifted children as “The talented or gifted child is one who shows consistent remarkable performance in any worthwhile line of endeavour.” The gifted children are as special and as varied as the proverbial snowflake. Although two gifted children may have similar abilities, the development of these abilities may differ greatly due to the variety of factors that influence each child. Some variables may have a positive effect, while others may stifle students from achieving their full potential. Since these variables are beyond the control of a child, it is important that, support the growth of students. It is a massive responsibility to raise

gifted children. Parents/caretaker wants to make sure that they have their full potential. But they still want them to have a happy and well-balanced life. It can be hard to know how to support them when they fight. The talented child may have struggled in their lives. There are many issues with this kind of unbalanced way of life.

## PROBLEMS IN GIFTED-CHILDREN:

Talented and gifted children experience various physiological and psychosocial problems in their day to day life. Some are listed below:-

### ISSUES WITH SELF-ESTEEM-

The more intellectually talented a child is, the greater the chance of social deprivation and unhappiness. Being gifted academically can make a child feel different from her peers and may even lead to the child being bullied and becoming depressed. It is important to keep an eye on children activity and self-esteem. Negative self-talk and recurrent mood swings may be indicators of self-esteem issues.

### COMPLEXITY:

Some gifted children feel the pressure to “give back” because they feel so blessed to have their own mental gifts. Helping other people and good causes is wonderful, but if any child starts to feel bad about their mental gifts and exaggerates himself, caretaker should speak to him about those feelings. Help him strike a good balance between taking care of himself and his duties and volunteering to help others.

### PERFECTIONISM

Gifted children are also motivated to be high-profile in all aspects of their lives.



When parents/teachers start their gifted kid, parents might have spent a lot of time and extra time on homework because of the urge to get it right. The goal of making it right is time-consuming, tiresome, and even bad for one's health. Perfectionism is linked to stomach discomfort, eating disorders, and obsessive-compulsive personality disorders.

### **DISCIPLINE ISSUES**

A lot of gifted children like to feel in control. From an early age, a precocious child will show excessive independence: "I can do it myself". As time passes, the child's desire to be in charge will contribute to perceived "bossiness" among his peers as well as fear of taking risks- especially as he gets older and learns more about the consequences.

### **UNREALISTIC EXPECTATIONS**

Gifted children tend to be the strongest critic of their own. Some struggle with testing because of the high standards they experience as they sit down for an exam. Having mostly won A's in the school, getting a B or C grade can crush the child- and be surprising to the parents. Help the child maintain a positive outlook on grades. It's hard to keep A's straight from kindergarten through graduation. Also, be supportive if the child is identified as "gifted" one year, but not the next.

### **IMPATIENCE**

Gifted children may become irritated and impatient with themselves and others. The child might get upset when he does not instantly understand a word in a book or a homework issue, or they might be eager to give up extracurricular activities that he does not succeed right away. Younger children who are not yet aware of their abilities can get

irritated with peers who do not understand concepts as quickly as they can.

### **ISSUES IN FRIENDSHIP**

One of the potentially most daunting facets of talent is having difficulty attracting or retaining friends. Gifted children may appear to be socially mature and well-adjusted, but may feel isolated or sad about peer issues. The most talented children appear to have the most trouble with friendships. It is crucial to support children with the greatest social/emotional challenges as soon as possible, with the help of a school counselor or an outside therapist. Social difficulties can increase with age.

### **ATTENTION AND ORGANIZATION**

Many talented children struggle with concentration issues and interpersonal skills because they can be abstract thinkers and get bored quickly. Education researchers have found that it is more common for boys to be disorganized and distracted. Any tips and tools use to support a struggling, talented student-boy or girl. Get to know the particular pitfalls of the child and speak to their instructor about problems and potential solutions.

### **COLLAPSE**

Many talented students are really energetic. But they are also in danger of being tired and exhausted. While child's intellectual gifts can come very easily, it can take a toll to get her to-do list of mastering homework, staying organized, and striving for excellence in extra-curricular activities. Stress and over-tiredness can lead to lower quality sleep, sickness, and difficulties at school.



## TIPS FOR GIFTED CHILDREN PARENTS/CARETAKERS:

Find a sport or a hobby that helps child to develop self-confidence, feel like a “normal” child, and encourage them to interact with peers through various plays. Example: Soccer, skateboarding, and different dance are just a few ideas.

For a younger child, avoid correcting every little grammar or factual mistake that they makes, during work. And remind them to go easy, when her perfectionism comes through.

Child to try some fun new stuff, such as creepy rides in the amusement park. Also, help them find a safe outlet for their ability to lead, such as supporting the teacher or coaching children younger than him.

“Gifted” is a word, not a goal for child. Instead of using “gift” itself as a motivator or criterion for child success in school, strive to maintain the same high-yet-healthy standards you had when you just realized he/she was a bright child.

Encourage the child to take easy, close eyes, and take some deep breaths whenever they feel agitated. Remind them to be kind in his thoughts about himself and for others, during the moments when they feel frustrated.

Help the child to create healthy relation with their peer by arranging play dates with children with similar interests and level of intellect. Ask child's teacher for help in identifying other gifted kids in child's school (not only in her classroom). Explore opportunities like science clubs and writing workshops, exhibition, demonstration workshop etc. Where child might meet bright peers and adjust with them. Use a hand

written home-work chart for children rather than a mobile or online system to track assignments. Plan short homework breaks about every 30 minutes to give child's mind a rest. So, those children do their work more effectively.

On top of everything child does, their body using a lot of energy to physically grow. Parents should be sure that child is eating well and getting enough sleep. It will also help them to live a balance life.

## CONCLUSION:

Gifted children face numerous challenges in their daily lives as a result of their diverse environments and backgrounds. They have a wide range of interests as well as personality traits such as temperament, motivation, behavior, abilities and aptitudes, skills in one or more areas. Some of them require further assistance in order to collaborate with their unique traits. Parents and caregivers can help their children make their lives easier and do their chores more readily by following a few simple recommendations. It contributes to their growth and well-being.

## REFERENCE:

Havighurst R.J (1958). *Education for the gifted*. 57th yearbook of the national society for the study of education, part II Chicago: University of Chicago Press.