

Cognitive and Affective Needs of Gifted Learners

Mission:

Our mission is to provide guidance about the many ways cognitive and affective needs intersect for gifted children. These learners often have unique social and emotional needs (such as perfectionism, anxiety, hypersensitivity, underachievement, asynchronicity, loneliness and overexcitabilities) which must be understood and met in order for them to develop academic and social self-efficacy.

Goals:

- Collect and share best practices and resources to help gifted students with:
 - Social Emotional Needs (perfectionism, imposter syndrome, anxiety, intensities, stress, existential dilemmas, issues with peer relationships, concerns with identity and fit, heightened awareness of and response to global issues, among others)
 - Asynchrony
 - Twice Exceptionality, 504s, IEPs

Actions:

- Define and provide examples to illustrate the above social and emotional needs

[The Vocabulary Guide for the Social Emotional Needs of the Gifted Child](#)

- Gather materials for administrators, special services providers (child study team, psychologists, LDTC, guidance counselors, ELL teachers etc.), and educators in K-12 settings to unpack, understand, and meet the needs listed above
 - Create a positive advocacy video from gifted alumni of NJ schools (later)
 - Share webinars, podcasts, websites, books and other materials professionals, administrators and families can use to help gifted children of all ages

[Cognitive/Affective Resources](#)

- Address the affective needs listed above through cognitive interventions
 - Create or find materials to help children connect with like-minded peers while achieving catharsis and self-awareness through bibliotherapy and/or videotherapy
 - Develop a “how-to” for bibliotherapy
 - Compile a list of age-appropriate and need-appropriate materials for gifted students throughout their K-12 education.

[Using Bibliotherapy with Gifted Students](#)

[Bibliotherapy Plan](#)

[Bibliotherapy Guidelines](#)

[Turning Theory into Practice #5 – What can bibliotherapy look like with gifted children?](#)

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