

Beyond IQ: On Broad Perceptions of Giftedness and Psychological Implications

Dr. Inbal Shani

University of Haifa, Israel

Abstract

Gifted students are typically viewed as competent, capable and successful students, due to their high intelligence, motivation and natural curiosity. Nonetheless, recent theoretical frameworks refer to giftedness from a broader perspective, emphasizing the combination of cognitive, emotional and social aspects of giftedness.

One of the main challenges of gifted students is their asynchronous development – the disparity between their high intelligence and their chronological age or average emotional development growth. This, can lead to various emotional and social challenges often reported in the research of the gifted population, posing a great challenge for educators and parents.

Understanding the complex experience of asynchronous development of gifted children and its psychological implications as well as related factors such as overexcitability is important for meeting the cognitive and psychological needs of gifted children and can contribute to one's own success and realization of potential.

In Israel, The Division for Gifted and Talented Students of the Israeli Ministry of Education had a long commitment for the education and nurturing of gifted students. Recently there is a growing acknowledgement of the broad perceptions of giftedness and the psychological needs of gifted students. Therefore, three major goals are guiding the gifted education policy in Israel: Developing multi-facet tools for the identification of gifted students in early years; Developing educational programs and interventions congenial to the needs of the gifted; Training teachers, counselors and psychologists who will expertise in the special needs of high-ability students.

Keywords: Giftedness, intelligence, high ability students, socio-emotional needs, realization of potential