

C O N T E N T S

INTRODUCTION	9
1. SOME DEFINITIONS	13
What is Adolescence?	13
What is Coping?	17
Coping as Psychosocial Competence	20
Investigating Coping Strategies	20
How Adolescents Cope	24
Coping and Giftedness	27
The Adolescent Coping Scale: Uses and Availability	33
Who Are Capable Kids?	34
Self-concept and Self-esteem	35
2. GIFTEDNESS	38
Definition of Giftedness	39
Personality	45
Other Personality Characteristics: The Effects of	
Internal Systems	50
Environmental Factors	51
Self-concept and the Gifted	53
Self-concept and School Achievement	54
Problems with the Social Self	55
Gender Differences	56
School Interventions	56
Stereotypes	58
Emotional Development	63
Cultural Factors	64
Difficulties	65
Being Emotionally Gifted	69
Interventions	71
Social Development	71
Family Influences on Gifted Young People	71
Family Structural Characteristics	72
Family Climate	73
Values Espoused and Enacted by Parents	74
Friendships and Peer Relationships	75
Mentors	78
Moral Development	82

3. COPING WITH PROBLEMS COMMON TO GIFTED KIDS	85
The Ethnic Gifted	85
Identification	86
Family Environment	87
Self-concept	88
School Effect	89
Teaching Strategies	90
The Disabled Gifted	91
Identification	91
Achievement and Motivation	92
Strategies for Home and School	94
Problems of Integration	94
Incentives to Performance	95
Technology	96
Emotional Constraints	97
Perfectionism	98
Characteristics of the Perfectionist	98
Who Sets the Standards?	99
Staying in Control	100
Intervention Strategies for Overcoming Perfectionism	102
Boredom	111
What is Boredom?	111
Some Facts	111
Responses to Boredom	111
What Can You Do?	112
Underachievement	115
What is Underachievement?	115
There is No Such Child as a <i>Typical</i> Underachiever	115
What Are the Causes of Underachievement?	116
School Factors	116
Home Factors	117
Other Factors	118
Reversal of Underachievement	118
Anorexia Nervosa	119
What is Anorexia?	119
Some Facts	119
Profile of an Anorectic	120
Side Effects of Anorexia	121
What Causes Anorexia?	122
How Can You Help a Child Who Appears to be Anorectic?	123
Depression and Suicide	124
Signs Related to Suicide Risk	125
What Can You Do?	126

4. TEACHING FOR COPING	128
Developing Coping Skills	128
Goal Setting	131
Responses of these Children at Risk	131
What Can the Teacher Do?	132
Coping with Change	133
What is Change?	133
Change and Loss and Capable Young People	133
Coping and Acting or 'Shell Building'	134
How Can You Help Young People to Cope with Change?	134
Dealing with Power Relationships	136
What You Can Do to Help	138
Dealing with Feeling Different	144
What You Can Do to Help	144
Developing Social Skills	145
What You Can Do to Help	145
What Do You Do When an Able Child... ..	147
What the Kids Discovered about School	149
Knowing the Kids	153
Using Thinking Strategies	154
What is Synectics?	156
The Synectics Process: A Step-by-Step Guide to Using	
Synectics in the Classroom	156
Forced Relationships	158
DeBono's Six Hats	160
Using Metacognition	162
Metacognition: What is it?	162
Metacognition as a Social Coping Device	163
Suggested Strategies for Inner Dialogue	165
Modelling	166
Explaining Problem Solving Steps	166
Questioning Techniques	167
Pair Problem Solving	167
Witness to Invention	168
Journal Writing	168
Note-taking	170
Deep Processing	170
Spatial Strategies	171
Mode Switching Strategies	171
What Are You Thinking Right Now?	172
Using Humour to Help Cope	172

5. FAMILY FUNCTIONING AND COPING	175
Research on Family Functioning and Coping	176
Helpful Things for Parents to Do: Advice from Parents	181
Reading about Gifted People, Their Problems and Triumphs	181
Sharing Feelings.....	181
Using Temperature Readings	182
Developing Autonomy	182
The Message They Give out is Not What's Really the Message	183
Things Could Be Worse	183
Taking Another's Perspective	184
I Can't Impose My Values	184
Self-regulation	184
Being in Charge of Achievement	184
Everything We Needed to Know About Coping We Learned	
from Our Mothers	185
Coping with Loss	185
Learning about Things Reduces Fear	185
Big Feet Mean Big Hearts: Accepting Yourself	186
Choices We Make.....	187
Better Homicide than Suicide.....	187
Distinguish between What is Important and What is Urgent.....	187
Our Own Burdens are the Lightest.....	188
Murdering Old Witches: Using Fantasy to Cope with Pain.....	188
The Hottest Places in Hell: Doing the Right Thing.....	188
Fly, My Child, Fly.....	189
Parents of the Gifted and Talented, Can You Read the	
Writing on the Wall?	190
Capable Kids, Capable Parents	192
Information Parents Want	193
Responsive Schools	193
Learning Activities out of School	194
Information for Parents	194
Guidance in Helping Kids Deal with Feelings.....	194
Information on Topics Covered in This Book	194
A Memo from Children to Parents.....	195
END NOTES	197
REFERENCES AND READINGS	205
RESOURCES FOR TEACHERS OF THE GIFTED	217
RESOURCES FOR PARENTS OF THE GIFTED	220
ABOUT THE AUTHORS	223

I: SOME DEFINITIONS

What is Adolescence?

Life is the passage through a series of phases. Some phases of development are experienced by all, and are associated with a lifelong process of learning and adaptation which can be accompanied by cognitive and emotional growth. Adolescence is one such period that spans the interval between puberty and adulthood. While some young people experience this passage with calm and tranquility, for others it is a period of turbulence. How to challenge this passage effectively is the purpose of this book.

