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*Supporting the
Socioemotional Health of
High Ability, Gifted & Twice
Exceptional Students*

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No conflicts of interest or relationships to disclose



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Agenda

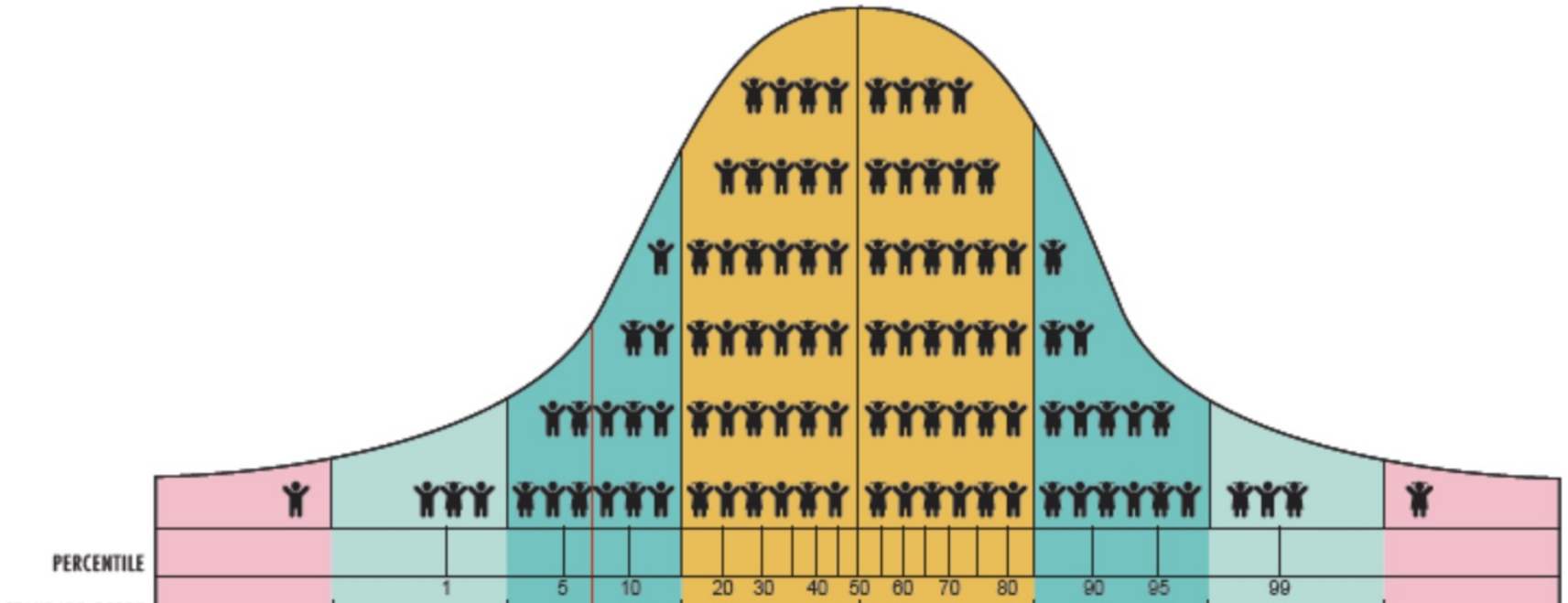
- Appreciation & disclaimer
- Lens for Tonight's Discussion
- Suggestions from Research
 - *Child*
 - *Parent*
- Creative Strategies
- Closing





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Lens for Tonight's Discussion





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Suggestions from Research

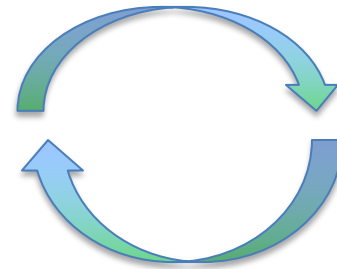
- Family & school environment are critical psychosocial variables
- Children are impacted by:
 - *Labeling*
 - *Bullying*
 - *Perception as special*
 - *Teacher attitudes*
 - *Being drawn into their dream worlds – introversion*
 - *Tendency to perceive the world through intellect & understanding rather than relational & emotional lens*
- Protective factors:
 - *Resilience*
 - *Problem-solving abilities*
 - *Passion/motivation*
 - *Confidence*
 - *Maturity*
 - *Positive perspective*
 - *Sense of responsibility*
 - *Internal locus of control*
 - *Warm & supportive relationships outside of immediate family*



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Suggestions from Research

- Gifted children may experience peer exclusion, isolation, stress, anxiety, depression & destructive perfectionism
- Educators may have a false perception that they can look after themselves
- There is a positive correlation between poor social-emotional development & scholastic underachievement in gifted students
 - *Asynchrony development*
 - *Gifted minority students*
- Twice-exceptional students may experience feeling as if they are part of two different worlds, social groups & minds
- Social practices & contexts influence academic self-concept, especially for twice-exceptional students





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Suggestions from Research

- Asynchronous development, increased emotional sensitivity & negative perfectionism can complicate parenting
- Parents experience challenges in parenting multiple children individually
- Parents experience
 - *Anxiety*
 - *Pressure/sense of urgency*
 - *Feeling underprepared*
 - *Feeling overwhelmed by child's potential*
 - *Loneliness*
 - *Difficulties managing expectations*
 - *Challenges balancing importance of fostering intellect/talent & socioemotional development*

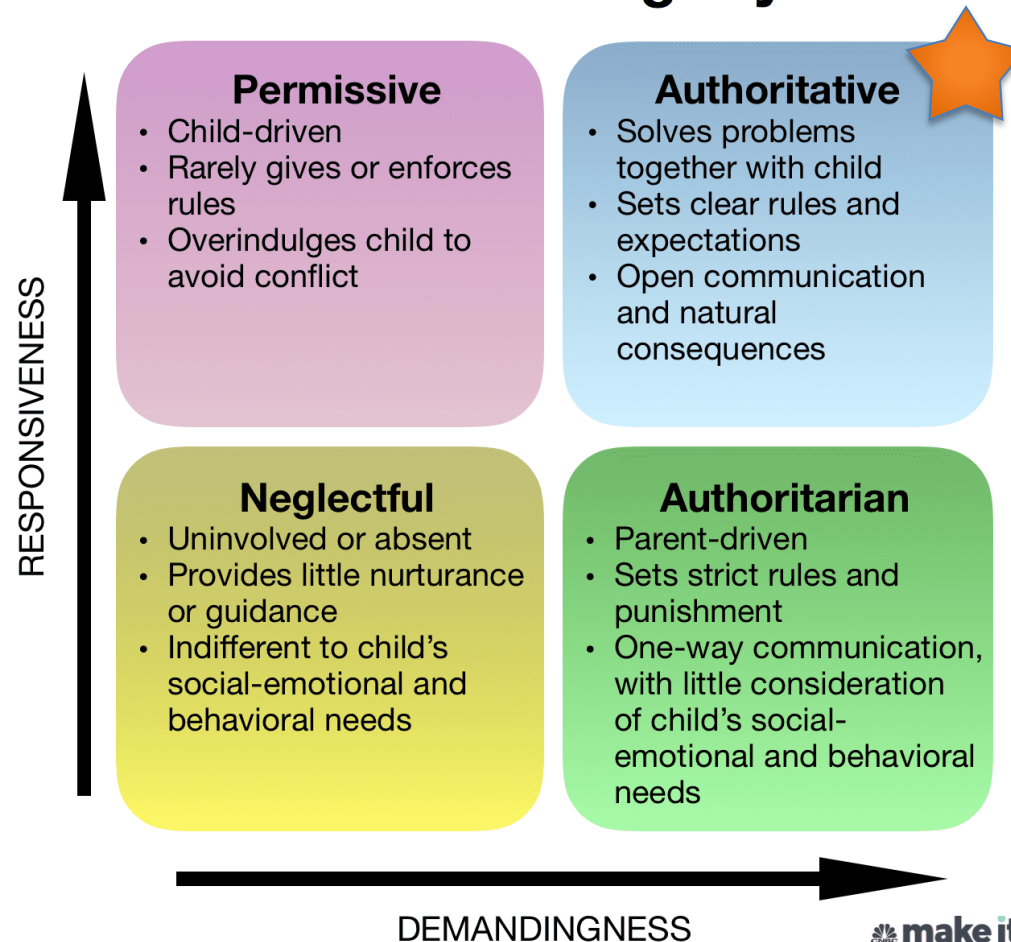




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Authoritative vs. Authoritarian Parenting Styles

The 4 Parenting Styles





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Suggestions from Research

- Parenting with a focus on autonomy established an environment of academic motivation.
- High achieving children were more likely to perceive their parents as adopting an authoritative parenting style.
- Flexible-democratic parenting style positively influenced cognitive development.
- Authoritative parenting style correlated positively with psychological adjustment of gifted & typically developing adolescents.





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Suggestions from Research

- Cohesiveness, flexibility & communication among family members & between parents & gifted children were positively associated with behavioral outcomes
- Inappropriate communication methods & lack of regular family routines resulted in frustration & stress in families
- Support & warm communication were critical in increasing child & parent motivation
- Mothers' authoritarian parenting style was related to more conduct problems
- Mothers' authoritative parenting style was associated with children perceiving themselves as more intelligent & successful at school



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Suggestions from Research

- Parents' unreasonable expectations about their children's academic skills & success are risk factors for children developing
 - *Anxiety*
 - *Poor peer relations*
 - *Difficulties with managing academic failure*
- Key components of system success for gifted children include:
 - *Appropriate decisions regarding the child's schooling*
 - *Promoting flexibility*
 - *Fostering & motivating their child's goals & attitudes toward achievement*
 - *Encouraging & engaging cooperation between home & school*





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Suggestions from Research

- Parents of twice-exceptional children experience concerns:
 - *Concerns associated with the abilities of school personnel to provide appropriate academic & social-emotional experiences for 2e learners*
 - *Continuous efforts to serve as case manager, mentor & advocate*
 - *Managing time, inconvenience & economic costs*
- Parents had a critical role in the academic success & had maintained high expectations of their children despite their differing abilities
- Twice-exceptional children & parents may struggle with compartmentalizing their differences in an attempt to cope
 - *Consider an integrated understanding of differing abilities*



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WELL WHAT DO



WE DO NOW?

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Parenting Strategies

Strategy	Examples
Communication	<ul style="list-style-type: none">• Listening carefully & without judgment• Encouraging sensible risks• Help the child understand giftedness & implications• Allowing for mistakes & false paths
Support & Encouragement	<ul style="list-style-type: none">• Ask questions about the way child is learning• Provide appropriate assistance with school projects• Encourage attention & active involvement
Age-appropriate responsibilities & choices	<ul style="list-style-type: none">• Extracurricular experiences based on ability, interests & passions• Provide list of age-appropriate options for enrichment



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Creative Strategies

- Bi-directional mentorship
- Involvement in diverse peer groups with various purposes
- Volunteering & opportunities for developing humility
 - *Being under-stimulated intellectually in a group is an opportunity to use your emotions, connect & develop community*
- Opportunities for well-rounded experiences (e.g., designing house projects)
- Emphasize the journey less than the destination
- Acknowledge multiple aspects of identity
- Acknowledge character development often & deeply
- Boredom is an opportunity, not a negative experience



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Creative Strategies

- Incorporate solo & group physical activity
- Manage screen time, even if it includes learning
- Consider & invite discussion about the influence of giftedness on all family members
- Individual, group & family therapy for challenges & positive times
- Neuropsychological assessment at key developmental periods to attend to growth & needs
- Connect with resources worldwide





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Creative Strategies

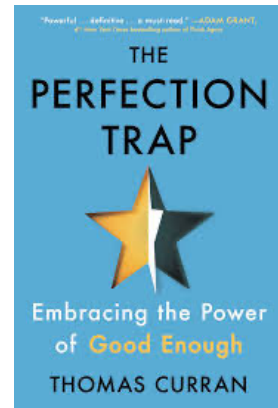
- Explore different approaches to learning
 - *Participation-in-practice*
 - Practicing -> learning a practice
 - *Legitimate-peripheral-participation*
 - Attending to intentions to learn
 - Social & interactive process of becoming a full participation in a sociocultural practice
 - *Situated- learning*
 - Social co-participation allows knowledge development
 - Develops acceptance & alignment
 - Development of individual membership in the community & the shaping of identity
- These approaches allow for attention to social, emotional & self from external & internal perspectives



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Creative Strategies

- Avoid power struggles with measured, consistent & aligned parenting & coparenting
- Provide opportunities to express feelings, but that doesn't have to result in changes in boundaries or consequences
- Figure out the difference between downtime to recharge & avoidance
- Research the lives of other gifted persons in history (bibliotherapy)
- Explore & adjust your own relationship with perfectionism
 - *Perfectionism -> anxiety & depression*
 - *Good enough is great. It allows rest & moves us forward.*





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Creative Strategies

- Model advocacy & empower your child to do the same
 - *Explore the differences between bragging & advocacy*
 - *Relationships with stakeholders matter even if relationships change*
- Frame asking for & accepting help as opportunities to meet new people, learn new things & recharge
- Share in sensory experiences – we *all* have sensory needs
- Executive functioning does not always come naturally
 - *Teach & use routines & organization to save time, frustration & emotional reserves*
- Indulge in humor





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Collected Resources

- [Giftedness and ADHD](#)
- [ADDitude Magazine - Gifted & ADHD](#)
- [ADHD Online - Gifted and ADHD](#)
- [Gifted NYS](#)
- [Hunter College Center for Gifted Education](#)
- [National Association for Gifted Children](#)
- [Library of Resources](#)
- [National Association for Gifted Children](#)
- [Text - The Development of Giftedness & Talent Across the Life Span](#)
- [American Psychological Association - Center for Gifted Education Policy](#)



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Questions – Comments – Feedback

Thank You!



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