

# Gifted Children Are and Feel Differently

T. Kieboom's & K. Venderickx's (Excentra)

compiled and translated by Kitty van Keulen, 2021 [www.Verwonder.net](http://www.Verwonder.net)

Gifted children have a cognitive talent that needs input (knowledge and skills) and time to grow and develop.

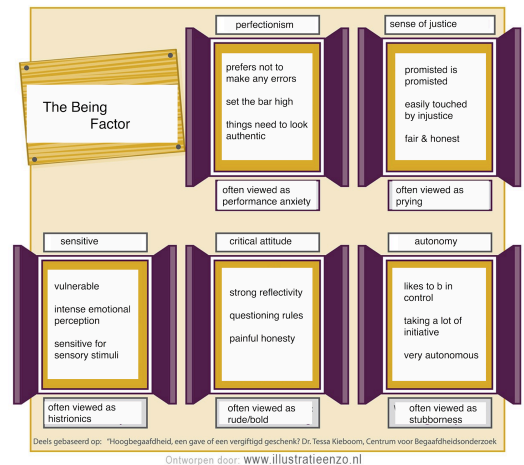
## I. The Magnifying Glass

Children who are gifted, think and experience the world differently. The higher the potential of a child, the stronger and higher their awareness; they kind of view the world through a magnifying glass. For example one idea might be causing many associations, doomed scenes and creating an enormous amount of "what if" questions, they might not be able to handle yet.

## II. Giftedness = Gifted Brain (Thinking) & Gifted Heart (Being)

**a. Gifted Brain:** a *strong potential, great creative thinking, and a high degree of motivation*. Those three manifest themselves in a great hunger for learning. So, educational adjustments might be necessary to awaken talents. However, a gifted child is like a cheetah, when put on a cognitive diet, he/she can become bored and unmotivated.

**b. Gifted Heart:** manifests itself in a higher awareness: perfectionism, sense of justice, sensitivity, critical attitude and autonomy (see picture above). This can provide both opportunities and challenges.

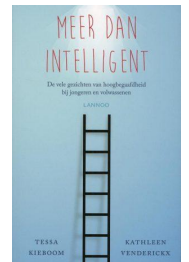


A (highly) gifted child's thinking, feeling, attitude and behavior is influenced by those characteristics. A good environment can help a gifted child flourish. This includes identifying gifted children, and well thought-out educational adjustments, approach and child-rearing.

### III. Embodio's

However, (highly) gifted children's talent might also be prevented from developing optimally because of:

- stress caused by choices and questions based on the above or the embodio's
- the 11 embodio's (obstacles/barricades). People are unaware of embodio's. They apply to everyone, but they're often not expected in gifted people because of their intellect. Everyone is however unique, including who suffers more from which embodio:
  1. seeing yourself as the norm
  2. not yet understanding that to achieve a goal takes time
  3. unable to leave their comfort zone
  4. afraid of making errors
  5. rational communication instead of empathetic
  6. strong emotions (through mismatch with the environment)
  7. empty (skill) toolbox
  8. doing too much
  9. resistance & not understanding its consequences
  10. difficulties with social interactions
  11. being different



### IV. If a child will flourish may also be dependent on the gifted child's wish to perform

Achievers can be divided in 3 groups:

	I. A high achiever	II. An autonomous child	III. The dependent child
	will need <u>high</u> achievements in order to feel well, but if they are not sure they can reach this, they try anything to avoid achieving, including excuses.	prerequisites for achievement: -He/she needs to see its usefulness -it needs to be in his/her field of interest. If both: the achievement will be higher	is afraid a higher expectation will be expected next time.
<b>Pos/ neg</b>	-there needs to be a goal -making sure -negative feelings & underachievement	-insecure -going solo	-condition to leave comfort zone -afraid to perform
<b>embodios</b>	-anxiety failure -doing too much	-going the way of the least resistance -empty tool box	-difficulty to leave the comfort zone -anxiety failure

#### **V. Additional Ideas of Kieboom and Vendericks to help gifted children flourish:**

1. Accept, respect and embed talking about diversity in school and home; for example about repetition: some children need to hear things 5 times, another only once, or knew it already before the lesson.
2. Teach and model that each error/failure is an opportunity to do better, but do not push!
3. Accept that talent development is a process of growth that needs time and investment
4. Search for opportunities in the child's areas of interest to let their intellectual talent flourish.
5. Choose environments with them that challenge them, stimulate them and provide them with warm feelings, those should include the availability of same developmental level peers.
6. Help them to use emotion as a superpower. The magnifying glass can initiate the super power of thinking of a gifted person, for example like rapidly starting creating, analyzing, or researching.

#### **Resources:**

- Het zijnsluik van Tessa Kieboom

<http://www.plusklas-unique.com/zijnsluik-van-kieboom.html>

- Kieboom, T, Venderickx, K (?) Meer dan intelligent. Lannoo; Tielt, BE.  
Venderickx, K. Waarom behalen zoveel hoogbegaafden geen diploma?-

<https://www.youtube.com/watch?v=oFCLdJVoHVg>