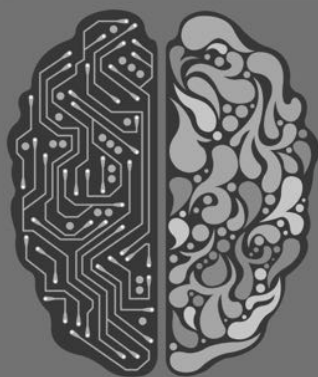


The Struggle is Real:
Recognizing & Responding to
#gifted kid burnout

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INSIDE
BRIAN'S
BRAIN

BRIANHOUSSAND.COM

**FIRST
ATTEMPTS
IN
LEARNING**

GIFTED KID BURNOUT

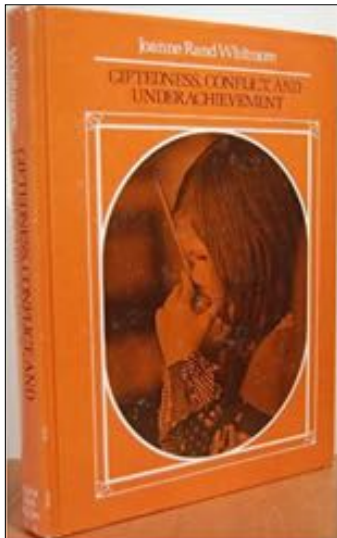
B I N G O

	losing interest and quitting anything that doesn't come easily to you	fear of not living up to potential	thinking you're better than everyone else despite having nothing to show for it	refusing to ask for help
existential anxiety	 time to drink	always looking for a new form of escapism	interest in psychology	need for constant validation
easily bored	very critical of gov't	@angstyfairy FREE SPACE!	thinking you're destined for greatness	nonexistent motivation
issues w/ authority	always tired	reads wikipedia articles in free time		not trying in school/work cuz u think the work is pointless
always making excuses	trust issues	need for instant gratification	risk taking behavior	

UNIVERSITY *of* NORTH CAROLINA WILMINGTON

AIG

WATSON COLLEGE *of* EDUCATION

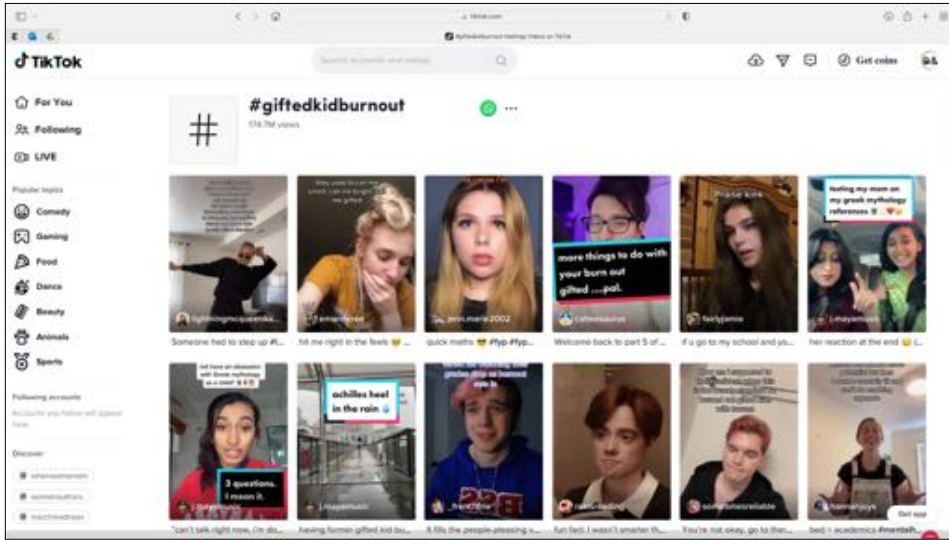


Whitmore, J. R. (1980). *Giftedness, conflict, and underachievement*. Boston, MA: Allyn & Bacon.

they used to call me smart, call me bright, call me gifted



#giftedkidburnout




YOU'RE SO SMART!



Home » Blog » When Bright Kids Become Disillusioned

When Bright Kids Become Disillusioned

November 15, 2016
James T. Webb



Bright children are often intense, sensitive, idealistic, and concerned with fairness, and they are quick to see inconsistencies and absurdities in the classroom, in their families, and in the world. They are able to see issues on a universal scale, along with the complexities and implications of those issues. Children with high expectations and idealism are often disappointed, and disillusionment seems to occur mainly among the most idealistic children. They may become disillusioned only in some areas, or they may become completely disenchanted with life, which often leads to feelings of loneliness, unhappiness, anxiety, and even depression.

During childhood, the world seems simple, straightforward, and uncomplicated. The expectations and rules of daily

NATIONAL ASSOCIATION FOR Gifted Children

Myths about Gifted Students

"Gifted students will do fine on their own." "Gifted programs are elitist."

These and other myths prevent our country from appropriately educating millions of advanced students.

NAGC compiled a list of the most prevalent myths in gifted education with evidence rebutting each of them. This list was developed from a longer list of myths explored in a special of *Gifted Child Quarterly* (GQC) in the Fall of 2009. NAGC Members can read the full issue of GQC via the SAGE website.

How many of these myths have hindered you, your child, and/or your school in the pursuit of a challenging education for advanced students?

Myth: Gifted Students Don't Need Help; They'll Do Fine On Their Own

Truth: Would you send a star athlete to train for the Olympics without a coach? Gifted students need guidance from well-trained teachers who challenge and support them in order to fully develop their abilities. Many gifted students may be so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, dependency, or unhealthy work habits. The role of the teacher is crucial for spotting and nurturing talents in school.

nagc.org/myths-about-gifted-students

MYTH	Gifted Students Are Happy, Popular, And Well Adjusted In School
TRUTH	Many gifted students flourish in their community and school environment. However, <i>some gifted children differ in terms of their emotional and moral intensity, sensitivity to expectations and feelings, perfectionism, and deep concerns about societal problems.</i> Others do not share interests with their classmates, resulting in isolation or being labeled unfavorably as a “nerd.” Because of these difficulties, the school experience is one to be endured rather than celebrated.





I'm often afraid that I may fail at a new assignment or undertaking even though I generally do well at what I attempt.

1 ————— **2** ————— **3** ————— **4** ————— **5**

NOT AT ALL TRUE RARELY SOMETIMES OFTEN VERY TRUE

I'm disappointed at times in my present accomplishments and think that I should have accomplished much more.



I rarely do a project or task as well as I'd like to do it.



I tend to remember the incidents in which I have not done my best more than those times I have done my best.

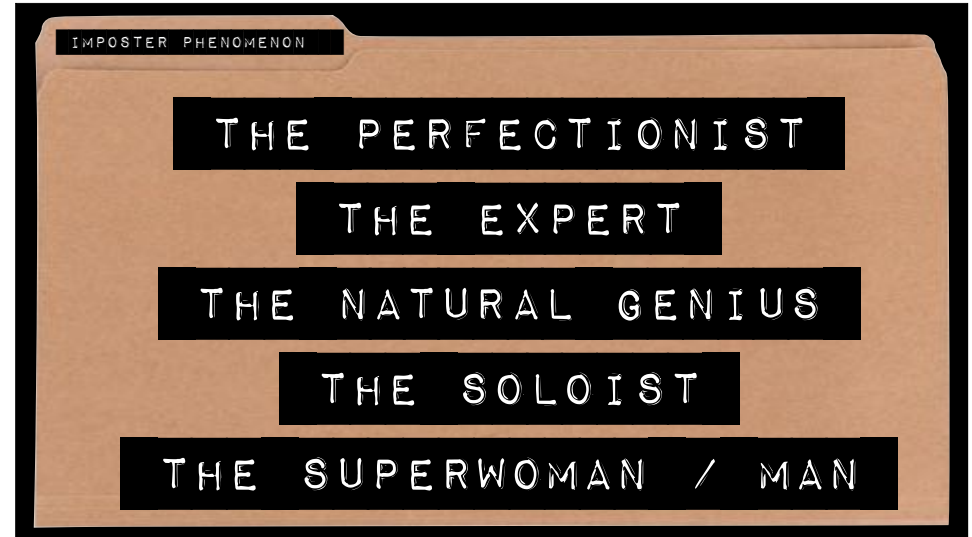


I feel bad and discouraged if I'm not "the best" or at least "very special" in situations that involve achievement.



CLANCE IMPOSTER PHENOMENON SCALE

TOTAL	Category
Less than 10	Few IP Experiences
11 - 15	Moderate
16 - 20	Frequent
21 - 25	Intense



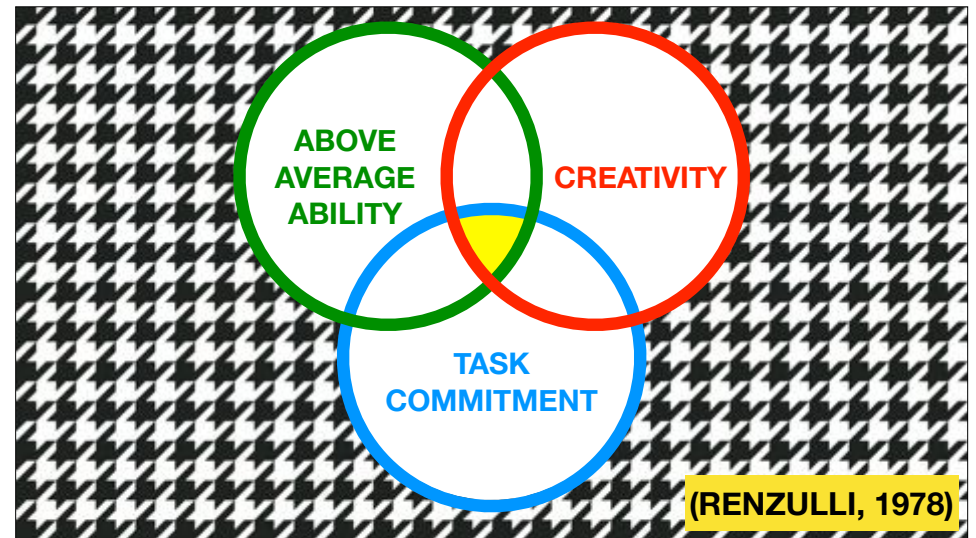
**Learn to value
constructive criticism.**

You are not your idea.

**NOT asking for
help actually slows
you down.**

Mistakes and failure are part of the learning process.

Find your passion!





**Your passion isn't lost,
it just needs your attention.**

Find your passion!

Develop your passion!

***What do you want to be
when you grow up?***

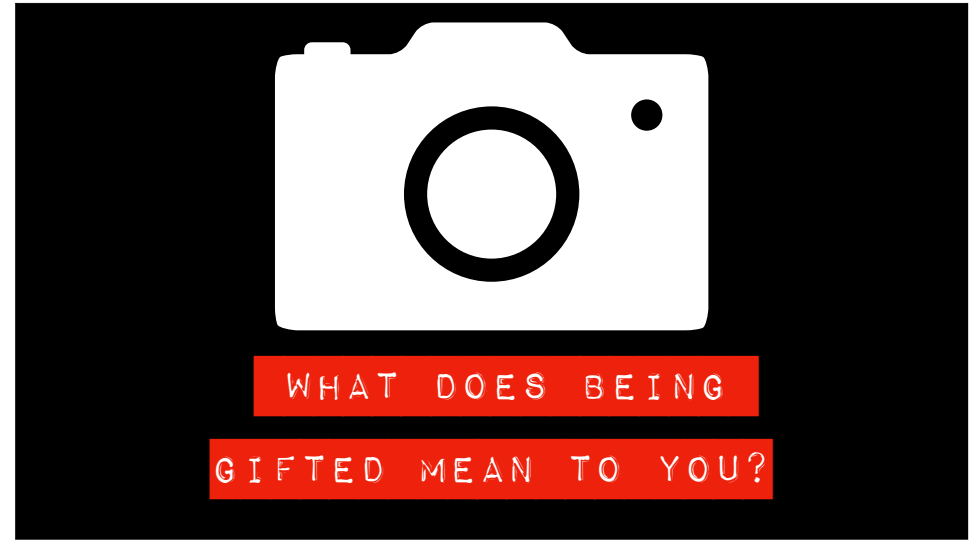
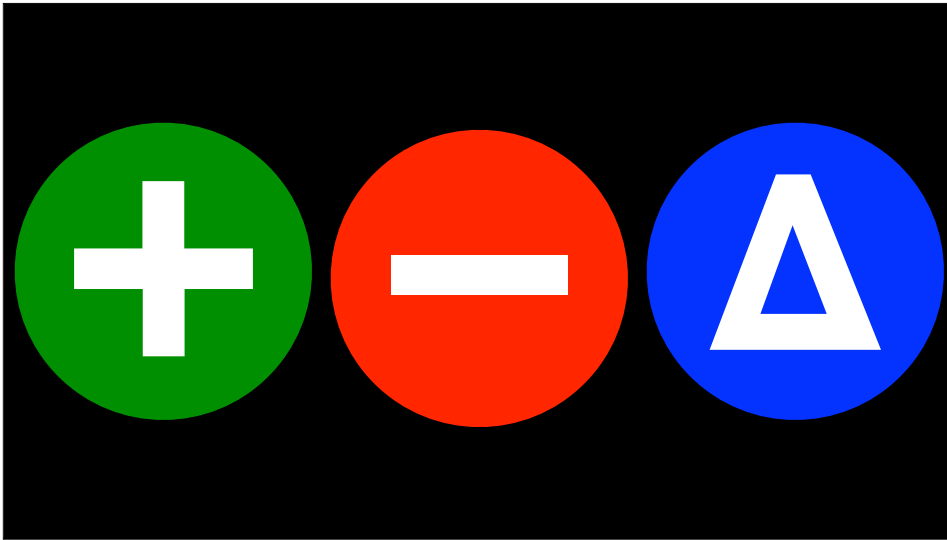
***What are you
interested in today?***

Hello
my name is

LEARN
~~Know~~ it All

WHAT IT MEANS
TO BE GIFTED

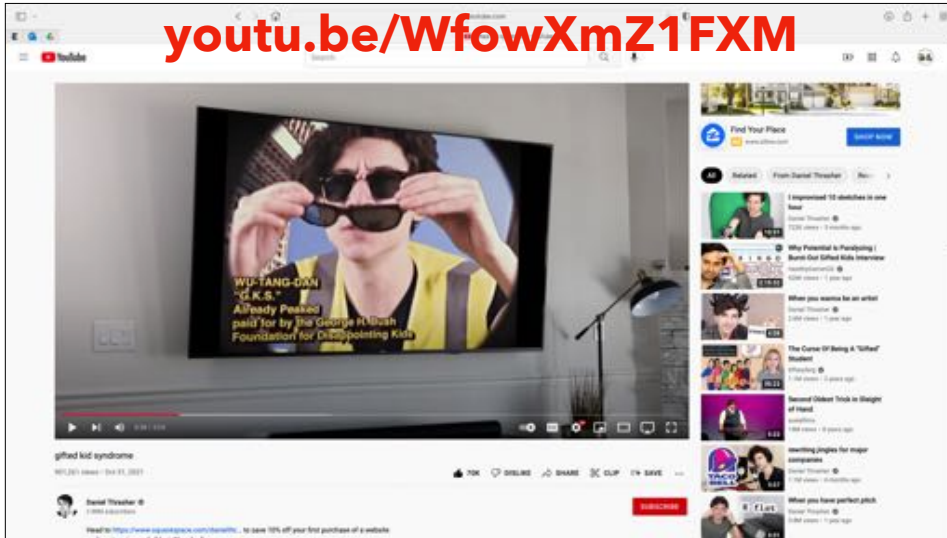
TOP SECRET



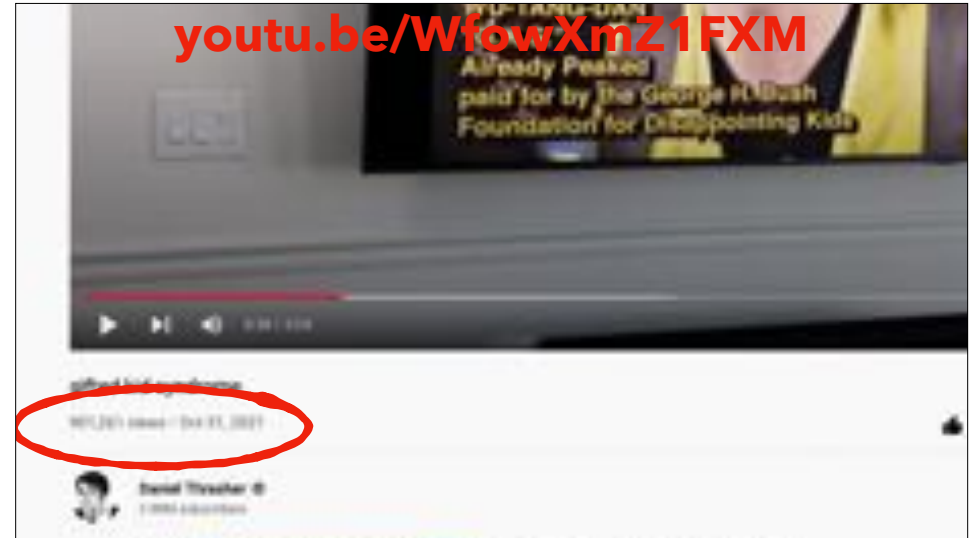
**If a picture is worth
a thousand words,
then how much is
a GIF worth?**



youtu.be/WfowXmZ1FXM



youtu.be/WfowXmZ1FXM



GIFTED KID BURNOUT

B I N G O

losing interest and quitting anything that doesn't come easily to you	fear of not living up to potential	thinking you're better than everyone else despite having nothing to show for it	refusing to ask for help
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easily bored	very critical of govt	@angst4airy FREE SPACE!	thinking you're destined for greatness
issues w/ authority	always tired	reads wikipedia articles in free time	not trying in school/work cuz u think the work is pointless
always making excuses	trust issues	risk taking behavior	night owl

➔

RECOVERING GIFTED KID BURNOUT

B I N G O

THE POWER OF NOW	persistence in pursuing your goals	living one day at a time	bettering yourself everyday and accepting others for who they are	realizing that no one is an island and when to ask for help
interest in philosophy	discovering new and exciting hobbies	understanding your own thoughts and self	embracing failure to foster success	
noticing and enjoying the small things	active participation in politics and govt	FREE SPACE!	making your own destiny and defining your locus of control	improving discipline and willpower
choosing your battles with authority	exercising and eating right	reads wikipedia articles in free time	Rx	finding meaning in your work and education
holding yourself accountable	trying to see the best in people	working towards long term satisfaction	calculated risk taking	

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