



Common Myths Associated with Gifted, High-Ability, and Talented Students

Numerous myths continue to negatively impact the social and emotional development of gifted, high-ability, and talented students. These myths often perpetuate what it means to be gifted and directly influence the type of support given to these students. Parents and teachers must work together to debunk these myths and to ensure that students receive the support needed to reach their full potential.

A common myth associated with gifted, high-ability, and talented students is that giftedness is an innate ability. The truth is that giftedness is developed. When students are given opportunities for their gifts and talents to develop, they thrive. Debunking this myth helps to build resilience and to teach children that things won't always come naturally. This encourages them to cultivate their skills through studying and persistent effort.

Another myth commonly associated with gifted, high-ability, and talented students is that they will always receive good grades. This is a harmful belief as it may result in students not asking for help when they are struggling. When these needs go unmet, this might result in underachievement, stagnation, and children may even develop a dislike for school. For students to reach their full potential they also need guidance and support from trusted adults.

Myths that claim gifted, high-ability, and talented students don't need assistance in the classroom make it challenging for gifts and talents to be recognized in twice-exceptional (2e) individuals. When adults learn that gifted abilities can emerge in multiple domains, it increases the likelihood of giftedness being identified and responded to more appropriately. This can also motivate gifted, high-ability, and talented students as it validates the fact that sometimes they may struggle.

Another myth is that a student's cognitive ability matches both their emotional and physical development. Asynchronous Development is the term used to describe the discrepancies in a gifted, high-ability, and talented student's academic, social, and emotional development. Parents can help to support students during this process by reminding themselves that a child's intellect does not always match their cognitive age.

Teachers and parents are vital in ensuring that gifted, high-ability, and talented students feel supported. Becoming aware of the myths that remain prevalent today and how they influence one's beliefs and assumptions can help educate others. When supportive adults collaborate to challenge these myths, it ensures that students are challenged, engaged, and placed in settings that fully understand their social and emotional needs.

Resources:

1. [Cross, T. \(2011, September 13\). Competing with myths about the social and emotional development of gifted students. Supporting Emotional Needs](#)
2. [LaChance, N. \(2022, March 4\). Myths About Gifted Kids. Institute for Educational Advancement.](#)
3. [Von Károlyi, C. \(2019\). At the heart of excellence: Myth or reality? *Empirical Studies of the Arts*, 38\(1\), 9–14.](#)