Abstract

The article describes research whose aim was to find differences between the social intelligence structure of gifted children and children with no diagnosed giftedness. The social intelligence was determined by TSIS scale enabling its specification into three parts. Social Information Processing and Social Awareness give evidence about the cognitive aspect and Social Skills about the behavioral aspect of social intelligence. There were no statistically significant differences between gifted children and children with no diagnosed giftedness in Social Information Processing. We registered a higher level of Social Awareness and Social Skills in children with no diagnosed giftedness. The results are discussed due to the theoretical background of this study.

Keywords: gifted children, social-emotional characteristics of gifted children, social intelligence, TSIS – Tromsø social intelligence scale.

Introduction and Theoretical Background

Talented individuals are characterized by manifestations which may separate them significantly from others. It is specificity in the cognitive and also the social emotional areas. This article focuses on a selected part of the social emotional area, the social intelligence, and tries to find out the difference between gifted children's social intelligence and the social intelligence of children with no diagnosed giftedness.

Giftedness is most often defined as an individual's ability which is quantitatively and qualitatively more developed in comparison with their peers, in a specific area valued by the socio-cultural environment (Heward, 2013). According to