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## Abstract

Research on relationships between mental health and happiness and the “gifted” student provides mixed results. The current study evaluated the relationships between depression, anxiety, happiness, and perceived social support among “gifted” students and their general education peers. It was hypothesized that students aware of their label as “gifted” would score higher in rates of anxiety and depression while scoring lower in happiness than their unlabeled peers. It was also hypothesized that all students would find importance in social support; however, students deemed “gifted” would find more support from teachers than other sources. 5 participants aged 12 to 14 were questioned on their rates of anxiety and depression using sections taken from the Revised Children’s Anxiety and Depression Scale, their happiness using the Oxford Happiness Questionnaire, and their perceived social support using the Child and Adolescent Social Support Scale. Results of the study did not suggest any differences between the mental health and happiness of “gifted” and general education students. Results of the study suggested the importance of overall social support and social support from teachers for “gifted” students.

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