

In my research I focus on gifted students' mental health. Being gifted is often associated with high potential to think and reason abstractly, being curious, having high inner motivation and learning quickly. Gifted students can ask many questions and be perceived as being inquisitive which can result in teachers and other students feeling disrupted by them. Gifted students risk to get bored at school, underachieve and become absent from school. Teachers' attitudes and knowledge about working with gifted students varies and can partly affect which support students get inside and outside of the classroom. Gifted student can also feel misunderstood and have a hard time to socially bond with their peers resulting in feeling as an outsider. These factors affect students' mental health. The aim of my studies is to contribute to more knowledge about gifted students' situation at school focusing on social inclusion and mental health.

Using individual interviews with gifted students I want to examine their perception about their situation at school focusing on social inclusion. Then I will use a survey to examine teachers' attitudes towards working with gifted students. Finally group interviews with student health care personnel and teachers will be performed to examine how they work together to promote social inclusion of gifted students.