

The School Counselor and Gifted and Talented Students

(Adopted 1988; revised 1993, 1999, 2001, 2007, 2013, 2019)

American School Counselor Association (ASCA) Position

The school counselor delivers a comprehensive school counseling program to meet students' academic, career and social/emotional needs. Gifted and talented students have unique and diverse developmental needs that are addressed by school counselors within the scope of the comprehensive school counseling program and in collaboration with other educators and stakeholders.

The Rationale

Research suggests gifted and talented students may share common personality characteristics (i.e., perfectionism, sensitivity, idealism; Mammadov, Cross & Ward, 2018). Within the comprehensive school counseling program, school counselors create an environment in which the academic, career and social/emotional development of all students, including gifted and talented students, is fostered (Kennedy & Farley, 2018).

Purposeful gifted and talented education programs include several benefits: assisting the gifted student in college and career goals, defining postsecondary and career plans and increasing achievement levels (Colangelo, Assouline & Gross, 2004; Delcourt, 1993; Hébert, 1993; Taylor, 1992). School counselors consider these needs when implementing developmentally appropriate activities as a part of a comprehensive school counseling program (ASCA, 2012).

Research also suggests that ongoing exposure to micro-aggressions directed at marginalized students creates an environment where students fear the label of gifted and talented (Staumbaugh & Ford, 2014). The issue of overrepresentation of gifted Asian and white students in gifted education programs was described in a data collection from the office of Civil Rights (OSR). The data reveal American Indian, Hispanic and African-American student groups have been underrepresented in elementary and secondary school gifted education programs since 1978 (US OSR, 2004).

The School Counselor's Role

School counselors provide consultation in the identification of gifted and talented students when appropriate through the use of a districtwide, multiple-criterion system (i.e., intellectual ability; academic performance; visual and performing arts ability; practical arts ability; creative-thinking ability; leadership potential; parent, teacher, peer nomination; expert evaluation) when appropriate. School counselors are involved in the analysis of data obtained from multi-criterion sources and are not responsible for the coordination, collection and/or administration of the multi-criterion system or any assessment used in the selection process.

School counselors advocate for the inclusion of, and the participation in, activities that effectively address the academic, career and social/emotional needs of gifted and talented students. School counselors assist in promoting understanding and awareness of the unique issues that may affect gifted and talented students including:

- accelerated learning
- advocacy for access to rigorous and appropriately challenging programs

- 47 • meeting expectations
- 48 • perfectionism
- 49 • stress management
- 50 • depression
- 51 • anxiety
- 52 • underachievement
- 53 • dropping out
- 54 • delinquency
- 55 • difficulty in peer relationships
- 56 • twice exceptional (e.g., identified as gifted and talented and an identified disability; Foley
57 Nicpon & Cederberg, 2015)

58
59 School counselors provide individual and group counseling for gifted and talented students as
60 needed and serve as a resource for gifted and talented students and their families in meeting the
61 students' needs. School counselors also seek to keep current on the latest gifted and talented
62 programming research and recommendations to employ best practices to meet the needs of
63 identified students and collaborate with other school personnel to maximize opportunities for
64 gifted and talented students.

65
66 School counselors are aware of students who are gifted and culturally diverse. School counselors
67 are prepared to address the needs of culturally diverse students in a holistic manner to
68 incorporate effective and relevant strategies for students' success.

69 70 **Summary**

71 School counselors deliver a comprehensive school counseling program to meet students'
72 academic, career and social/emotional needs. Students identified as gifted and talented have
73 unique developmental needs and special abilities, which are considered when implementing a
74 comprehensive school counseling program. Specifically planned educational experiences can
75 greatly enhance the continued development of gifted and talented students (Sohailat, Soua'd, &
76 Mouhamed, 2013). School counselors work in collaboration with other school personnel to
77 maximize opportunities for gifted and talented students.

78 79 **References**

80 American School Counselor Association. (2012). *The ASCA National Model: A Framework for*
81 *School Counseling Programs*, Third Edition. Alexandria, VA: Author.

82
83 Colangelo, N., Assouline, S., & Gross, M. (Eds). (2004). *A nation deceived: How schools hold*
84 *back America's brightest students*. Iowa City, IA: The University of Iowa, pp. 109-117.

85
86 Delcourt, M. A. B. (1993). Creative productivity among secondary school students: Combining
87 energy, interest, and imagination. *Gifted Child Quarterly*, 37, 23-31.

88
89 Foley Nicpon, M., & Cederberg, C. (2015). Acceleration practices with twice-exceptional
90 students. In S. G. Assouline, N. Colangelo, J. VanTassel-Baska, A. Lupinski-Shoplik (Eds.) *A*
91 *Nation Empowered*. Iowa City, IA: Belin-Blank Center.

- 92 Hébert, T. P. (1993). Reflections at graduation: The long-term impact of elementary school
93 experiences in creative productivity. *Roeper Review*, 16, 22-28.
94
- 95 Sohailat M. B., Soua'd, M. G., & Mouhamed, S. B. (2013). The reality of counseling services
96 provided by the school counselor for gifted and talented students in the Jordanian government
97 school. *Journal of Educational and Psychological Studies*, 7(2), 151-166. Retrieved from
98 <https://doi.org/10.24200/jeps.vol7iss2pp151-166>
99
- 100 Taylor, L. A. (1992). *The effects of the Secondary Enrichment Triad Model and a career*
101 *counseling component on the career development of vocational-technical school students*. Storrs,
102 CT: The National Research Center on the Gifted and Talented, University of Connecticut.
103
- 104 U.S. Office for Civil Rights. (2004). Office for civil rights elementary and secondary school
105 survey projections and documentation. Washington, DC: U.S. Department of Education, Author.
106
- 107 Wood, S. (2010). Best practices in counseling the gifted in schools: What's really happening?
108 *Gifted Child Quarterly*, 54, 42-58.
109
- 110 **Resources**
- 111 Bakar, A. Y. A. & Ishak, N. M. (2014). Counseling services for Malaysian gifted students: An
112 initial study. *International Journal for the Advancement of Counseling*, 36(4), 372- 383.
113
- 114 Greenspon, T. S. (2014). Is there an antidote to perfectionism? *Psychology in the Schools*, 51(9),
115 986-999. doi:10.1002/pits.21797
116
- 117 Hogan, T.P. (2015). *Psychological testing: A practical introduction* (3rd Ed.). Hoboken, JJ: John
118 Wiley & Sons.
119
- 120 Kennedy, K. & Farley, J. (2018). Counseling gifted students: School-based considerations and
121 strategies. *International Electronic Journal of Elementary Education*, 10(3), 363–367. Retrieved
122 from <https://doi.org/10.26822/iejee.2018336194>
123
- 124 Mammadov, S., Cross, T. L., & Ward, T. J. (2018). The big five personality predictors of
125 academic achievement in gifted students: Mediation by self-regulatory efficacy and academic
126 motivation. *High Ability Studies*, 29(2), 111–133. Retrieved from
127 <https://doi.org/10.1080/13598139.2018.1489222>
128
- 129 McClain, M., & Pfeiffer, S. (2012). Identification of gifted students in the United States today: A
130 look at state definitions, policies, and practices. *Journal of Applied School Psychology*, 28, 59-
131 88. doi:10.1080/15377903.2012.643757
132
- 133 Stambaugh, T., & Ford, D. Y. (2015). Microaggressions, multiculturalism, and gifted individuals
134 who are Black, Hispanic, or low income. *Journal of Counseling & Development*, 93(2), 192–
135 201. Retrieved from <https://doi.org/10.1002/j.1556-6676.2015.00195.x>
- 136 Zeidner, M., & Shani-Zinovich, I. (2013). Research on personality and affective dispositions in
137 gifted children: The Israeli scene. *Gifted and Talented International*, 28(1), 35-50.