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[School Counselors' Experience and Self-Efficacy in Providing Career Counseling to High Ability Visual Artists](#)

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PURPOSE OF THE STUDY This study investigated school counselors' experiences and self-efficacy in providing career counseling to high ability visual artists.

HOW THE RESEARCH ADVANCES THE PROFESSION Considering research arguing that school counselors do not have adequate training or experience as it relates to supporting the career development needs of gifted students (Peterson & Wachter Morris, 2010; Smith & Wood, 2020) and the importance of school counselors' career counseling self-efficacy in providing effective career development for high ability visual artists (Mullen & Lambie, 2016), understanding school counselors' self-efficacy in this area is critical. A better understanding of school counselors' experiences and self-efficacy in providing career counseling to high ability visual artists could provide information that guides future school counselor training and professional development in this area.

GUIDANCE FOR PRACTICING SCHOOL COUNSELORS School counselors can form teams and professional learning communities with art teachers and gifted teachers so that they can learn from and share experiences with one another. Additionally, professional development that involves supervision and peer interaction might be particularly impactful in providing school counselors with opportunities for social persuasion. School counselors can leverage their helping skills and consultation training to develop collaboration opportunities for supporting the career development of high ability visual artists. Furthermore, school counselors can use school-family-community partnerships to implement interventions that foster postsecondary success for high ability visual artists, recognizing that the diversity of professional knowledge may contribute to students' best possible career outcomes. Secondary art teachers typically have a developed understanding of the rigors of postsecondary visual arts coursework, as most have been required to engage in those courses themselves as part of their art teaching certification programs. Their advice can be invaluable for school counselors helping high ability visual artists develop career decision-making skills. Further, if the student and/or school has a gifted teacher, that teacher could be a critical resource in discussing high ability visual artists' career options.

ETHICAL DIMENSIONS The career development experiences of artistically gifted children have been under-researched. Indeed, ArtsEdge (2022) maintained that "there is probably more we don't know about artistically gifted students than what we do know. That's because we have a very small body of research and few identification processes and education programs for the artistically gifted" (para. 1). Gifted students are seen as being self-directed, self-sufficient, and not needing additional support for their academic and career success (Maxwell, 2007; Mayes & Hines, 2014; Peterson, 2006). However, gifted students' social experiences often include pressure to achieve, expectations of perfection, and feeling anxious, frustrated and isolated (Wood, 2010). Additionally, gifted students regularly struggle with perfectionism and the pressure of determining how they will apply their gifts and pick careers that

significantly contribute to society (Chen & Wong, 2013; Herr & Cramer, 1996; Levy & Plucker, 2003; Wood, 2010).