

The School Counselor and Gifted and Talented Student Programs

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

American School Counselor Association (ASCA) Position

The school counselor delivers a comprehensive school counseling program as an integral component of the school's efforts to meet the academic and developmental needs of all students. Gifted and talented students have unique and diverse 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), which may lead to detachment, isolation from their peers or having difficulty with self-regulation (Yoo & Moon, 2006). 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 (Colangelo & Davis, 2003).

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

The School Counselor's Role

The school counselor provides consultation in the identification of gifted and talented students when appropriate through the use of a 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) utilized in the school district 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 or any assessment used in the selection process.

The school counselor advocates 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:

- Meeting expectations
- Perfectionism
- Stress management
- Depression
- Underachievement
- Dropping out
- Delinquency
- Difficulty in peer relationships

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

Summary

The school counselor delivers a comprehensive school counseling program as an integral part of the school's efforts to meet the needs of all students. Students identified as gifted and talented have unique needs and special abilities, which are considered when implementing a comprehensive school counseling program. Specifically planned educational experiences can greatly enhance the continued development of gifted and talented students (Baum, 1988). School counselors work in collaboration with other school personnel to maximize opportunities for gifted and talented students.

References

- American School Counselor Association. (2012). *The ASCA National Model: A Framework for School Counseling Programs*, Second Edition. Alexandria, VA: Author.
- Colangelo, N., Assouline, S., & Gross, M. (Eds). (2004). *A nation deceived: How schools hold back America's brightest students*. Iowa City, IA: The University of Iowa, pp. 109-117.
- Colangelo, N. & Davis, G. (2003). *Handbook of Gifted Education*, Third edition. Boston, Allyn & Bacon.
- Delcourt, M. A. B. (1993). Creative productivity among secondary school students: Combining energy, interest, and imagination. *Gifted Child Quarterly*, 37, 23-31.
- Hébert, T. P. (1993). Reflections at graduation: The long-term impact of elementary school experiences in creative productivity. *Roeper Review*, 16, 22-28.
- Taylor, L. A. (1992). *The effects of the Secondary Enrichment Triad Model and a career counseling component on the career development of vocational-technical school students*. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.
- Wood, S. (2010). Best practices in counseling the gifted in schools: What's really happening? *Gifted Child Quarterly*, 54, 42-58.
- Yoo, J. E., & Moon, S. M. (2006). Counseling needs of gifted students: An analysis of intake forms at a university-based counseling center. *The Gifted Child Quarterly*, 50(1), 52-61,80-81. Retrieved from <http://search.proquest.com/docview/212143377?accountid=7278> .