General Objective
Participants will demonstrate knowledge of guidance and counseling needs of students who are gifted in include motivation, self-image, intra and interpersonal skills, career options, emotional and social needs, and communication strategies for teachers.

Specific Objectives
Participants will:
1. Identify common attitudes, biases and pre-conceived expectations held about gifted children by teachers, parents, age-related peers and society.
2. Identify several definitions of giftedness.
3. Demonstrate knowledge and skills needed to advocate for gifted learners.
4. Demonstrate the developmental understanding of gifted children through their life span.
5. Identify how parents, teacher and educational advocates can positively affect gifted services.
6. Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
7. Demonstrate knowledge that gifted children naturally have unique needs that parents are challenged to address daily.
8. Identify that parents of gifted children may experience isolation from other parents due to others’ lack of understanding; myths; jealousy and lack of acceptance that gifted children have special needs.
9. Describe how the interaction between the environment and innate capabilities affects productivity throughout life.
10. Identify the inner experience of children who are gifted.
11. Identify variables that affect the social and emotional well-being of gifted children.
12. Identify strengths and vulnerabilities of a gifted individual that originates from within the self.
13. Identify vulnerabilities that are due to another’s reaction to giftedness and specific circumstances.
14. Identify how highly gifted individuals separate themselves from others and how they are misunderstood by others.
15. Identify that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.
16. Identify the different social and emotional needs of gifted students from special populations.
17. Identify the need for additional or different assessment tools to identify special population students.
18. Identify risk factors and resiliency as related to students who are gifted.
20. Demonstrate knowledge of how schools may support the gifted, including research, myths and fears that hold back students.
21. Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
22. Demonstrate knowledge of the special counseling needs of the gifted with emphasis on areas of motivation, underachievement, self-image, empathy and career options.
23. Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.
24. Recognize that students are gifted in different areas and guide them in the awareness of their personal aptitude, facilitate social skills, their potential and leadership skills.
25. Demonstrate how to help gifted children to understand that their profound sensitivity and empathy can be channeled to help humankind.
26. Understand distinguishing characteristics of emotional giftedness.
27. Identify characteristics of spiritual giftedness.
28. Identify how a person can be emotionally or spiritually gifted and not intellectually gifted, or intellectually gifted and not emotionally or spiritually gifted.

29. Demonstrate knowledge of the role of an administrator and pupil personnel staff in counseling and gifted.

30. Identify modes of affective learning and stress management.

31. Demonstrate the knowledge of tests and measurements appropriate for gifted students including the interpretation of tests of ability, achievement, creativity and personality.

**Activities/Procedures**

Participants will:

1. Attend seminars designed to bring them together with professionals in the particular areas of testing, guidance, parent counseling, college admissions, and underachievement.

2. Become familiar through reading assignment with significant writings and with recent research of areas listed above.

3. Participate in discussion groups with other participants and practitioners of guidance for gifted students.

4. Develop a case study of gifted pupil and state how specific counseling techniques could be used.

5. Participate in at least three meetings for placing for gifted students, and at least three parent conferences with parents of gifted students.

6. Collect a variety of assessment instruments for use with gifted students.

7. Create a handout specifically designed for parents of gifted children that advises parents on a specific guidance, social or emotional concern. Specific requirements provided by instructor.

8. Create and present a classroom guidance activity (on a topic chosen by the student) to be used with a group of gifted students. The Guidance Activity will follow specifications/requirements established by the instructor.

**Evaluation**

Participants will:

1. Answer correctly 80% of the items on a written test demonstrating knowledge of the following:
   a. Special counseling needs of gifted pupils including culturally different.
   b. Affective techniques for developing motivation, good self-concept and self-image, for countering
   c. Underachievement and providing career and college awareness.
   d. Tests and measurements used in gifted education.

2. Demonstrate the competencies addressed by:
   a. Submitting in writing a student profile and recommend appropriate counseling techniques. The profile/recommendation will meet 80% of established criteria.
   a. Actively participating in a least one meeting for placing or planning for gifted students and one parent conference. During the session the participant will demonstrate 80% of the behaviors on a checklist.

**Follow-up**

1. Structured coaching or mentoring
2. Action research related to the training
3. Collaborative planning related to the training
4. Sample lesson plans
5. Study group participation to discuss curriculum strategies that were successful.

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