

## **GUIDANCE & COUNSELING FOR THE GIFTED**

Component #: 2-106-005  
In-Field For: All

Points:60

### **PLANNING**

**General Objective:** The participant will demonstrate knowledge of guidance and counseling needs of gifted students.

#### **Specific Objectives:**

##### **Topic 1: Understanding the Gifted**

1. Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
2. Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them.
3. Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large.

##### **Topic 2: Developmental Characteristics**

4. Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, and spiritual/moral).
5. Describe how the interaction between the environment and innate capabilities affects productivity throughout life.

##### **Topic 3: Phenomenological Experience**

6. Understand the inner experience of gifted children.
7. Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding the gifted.
8. Become cognizant of personality variables that affect the social and emotional well-being of gifted children.
9. Understand the distinguishing characteristics of emotional and spiritual giftedness.

##### **Topic 4: Strengths and Vulnerabilities**

10. Understand strengths and vulnerabilities of a gifted individual that originate from within the self.
11. Understand strengths and vulnerabilities that are due to another's reaction to giftedness.
12. Understand vulnerabilities that are due to a specific circumstance.

##### **Topic 5: Personality Variance**

13. Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories.
14. Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
15. Recognize that a person with an I.Q. two or more standard deviations above the norm is different.
16. Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.

### **Topic 6: Special Populations**

17. Describe the different social and emotional needs of gifted students from special populations, including gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students.
18. Realize the need for additional or different assessment tools to identify special population students.
19. Learn how to recognize, understand, and support gifted children with multiple differences.

### **Topic 7: From Risk to Resilience**

20. Identify risk factors and resiliency as related to gifted students.
21. Enumerate what you can do as a teacher to help students at risk.
22. List symptoms in children and adults of addiction and physical or sexual abuse.

### **Topic 8: Opportunities in Educational Placement**

23. Read Templeton National Report on Acceleration- A nation deceived: How schools hold back America's brightest students. Vol. 1 and 2. (2004) and A Nation Empowered. Vol. 1 and 2 (2015) Colangelo, N., Assouline, S. & Gross, M.
24. Understand two categories of acceleration – grade based and subject based – and list 18 acceleration options that respond to gifted students' academic needs and support their social and emotional well-being.
25. Compare and contrast Florida's Acceleration Statute 1002.3105 f.s. with your schools' policies and activities for acceleration.
26. Recognize home-schooling as a positive option for some gifted students and families.
27. Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns.

### **Topic 9: Counseling, Guidance, and Career Placement**

28. Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.

29. Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnose common characteristics of gifted individuals as pathology.
30. Realize counseling provides empathy and partnership in times of need.
31. Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
32. Recognize that guidance and career counseling support gifted individuals in decision making for positive life choices.

### **Topic 10: Supporting Social Skills and Leadership Development**

33. Learn how to help students develop social skills and inspire leadership.
34. Support gifted children's experience of global interconnectedness and personal responsibility to take action.
35. Realize that a primary belief in life is to belong.
36. Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind.
37. Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.

### **Topic 11: Advocates for the Gifted**

38. Acquire and refine the knowledge and skills needed to advocate for gifted learners.
39. Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
40. Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
41. Support the necessity of self-advocacy by gifted students.

### **Topic 12: Parenting and Family Dynamics**

42. Understand that gifted children naturally have unique needs that parents are challenged to address daily.
43. Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children.
44. Realize that parents of gifted children may experience isolation from other parents due to other's lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
45. Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them."

## **LEARNING**

Participants will

1. Attend and participate in all individual and group activities.
2. Read and evaluate research-based literature on theorists' analysis of creativity.
3. Engage in activities that foster creative thinking.
4. Assess and evaluate which brain hemisphere dominates their personality.
5. Identify famous individuals who are deemed to be gifted.

6. Review and critical analyses of creativity assessment resources and results, through observation, case studies, or simulation.
7. Planning, development, and conferences with instructional staff concerning classroom application of course content.
8. Personal reflection and applications of creativity techniques and resources.
9. Debate how technology can be used to foster creativity.
10. Prepare and present a Creativity Lesson on a topic chosen by the class member that will be taught to a class of gifted students.

### **IMPLEMENTING**

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.

### **EVALUATING**

Participants will

1. Successfully complete all individual and group activities at a level of quality established by the instructor.
2. Submit in writing and present a lesson plan designed to foster the development of the elements of creativity.
3. Complete a self-assessment that analyzes a teacher's progress in realizing the necessary skills of classroom management for teachers of the gifted.
4. Design and submit a satisfactory individual project applying course content to his/her own professional context.

The evaluation of the participant's accomplishment of each of the component's specific objectives shall be accomplished by utilizing pre- and post-testing or other validated measures to determine that the participant has successfully demonstrated increased competency on at least 80% of the specific objectives.

Participants and consultants will assess the degree to which specific objectives have been addressed by the component activities using the Florida Council of Independent Exit Evaluation.