

## Component 4a: Affective Guidance

**Affective guidance is the process of addressing the social, emotional, and behavioral needs of the child that go beyond academics.**

### **Foundations and Assumptions:**

A comprehensive counseling and guidance program for healthy emotional development is clearly as important as academic achievement for the gifted. Educators and researchers have identified the critical importance of emotions to the learning process and to the full development of the individual. See Appendix for *Taxonomy of Educational Objectives Affective Domain*. The early research of Leta Stetter Hollingworth (Colangelo, 1991), indicates that gifted children do have social/emotional needs meriting attention. Affective development for gifted students should address the increased incidence of perfectionism, unrealistic goals, emotional intensity, moral concerns, and the result of stress and lower achievement.

Successful programming to meet the social and emotional needs of the gifted is a continuum of academic advising, social and emotional, vocational and career services.

The National Association for Gifted Children (1995) believes that gifted children also require appropriate affective services including gifted-focused counseling interventions and career development guidance programs if they are to develop their options. The National Association for Gifted Children recommends that these services be designed to:

- *Provide orientation to gifted programming, including information about the selection process and the social, emotional, and academic implications of giftedness;*
- *Enhance relationships with others, including both those who are identified as gifted and those who are not;*
- *Assist with long-term life planning, including opportunities to deal with issues related to multi-potentiality*
- *Provide counseling that addresses the increased incidence of perfectionism, unrealistic goals, emotional intensity, moral concerns, and the resultant stress and lower achievement in the gifted population.*

Some gifted and talented children, because of heightened intellectual, social and emotional needs, may experience difficulties that require professional intervention. NAGC believes that it is imperative that those who provide services at such times have expertise in understanding the impact of giftedness on a child's development (p. 1).

### **Suggestions for District Leaders in Gifted Education:**

#### **1. Affective guidance essentials**

- Establish and maintain positive relationships with all peers.
- Deal with sensitivity with what others say and do.
- Make career choices.
- Learn to relax and relieve tension and stress.

- Develop positive leadership skills.
- Develop tolerance.
- Develop self-efficacy.

## 2. Specific concerns based upon the needs of the individual student

- Providing assistance with perfectionism.
- Enhancing self-concept.
- Recognizing societal expectations.
- Gender issues.
- Getting along with siblings.
- Suicide prevention.

## 3. Parent involvement

- Partner with parents of gifted children, recognizing their knowledge, expertise, and contribution to their children's growth;
- Provide professional presentations, speakers, and educational opportunities on topics related to social and emotional needs;
- Develop individualized learning plans with parent and child;
- Encourage parent participation in support groups such as the SENG Model (Webb & DeVries, 1998);
- Provide preventive guidance books and materials about social and emotional needs of gifted children.

## Special Considerations:

**Children of Poverty:** Focus on individual strengths and needs. Acknowledge different cultural expectations, values, and opportunities. See Appendix for *Support Systems*.

**Gifted Boys:** Recognize stereotypes about gender-specific careers and interests, as well as concerns about sensitivities as uncharacteristic of boys; positive male role models as mentors; biographical studies of eminent males; male peer counselors; strength analysis; non-traditional professions.

**Gifted Girls:** Recognize equal opportunities and challenges; positive female role models as mentors; females in non-traditional professions and careers; gender-based classes; assertiveness training; analysis of strengths, talents, abilities; biographical studies of eminent women. See Appendix for *Gifted Girls in the Curriculum*.

**High Mobility Rates:** Recognize families that move often such as migrant worker families; need year-round testing and data gathering; focus on individual needs and strengths; respond to and understand different cultural norms; study culturally eminent people.

**Linguistically and Culturally Diverse Learners:** Provide open-ended activities with creative application in all academic areas; development of language skills through creative ends; connect with positive role models from a variety of cultural backgrounds.

**Twice-Exceptional:** Teach compensatory strategies to help cope with special needs; provide role models; emphasize student successes; encourage student independence and self-worth; collaborate with exceptional children specialists; emphasize choice and flexibility.

**Underachieving Gifted Learners:** Assess skills and abilities; reinforce and support work habits at home and at school; connect with positive role models; correct skill deficiencies; chart progress; build self-confidence; set goals; focus on time management skills; develop effective communications and advocacy skills. See Appendix for *Serving Underachievers at School*.

**Visual-Spatial Learners:** Visual-spatial learners are atypical thinkers, have strong long-term memory and observation skills. They learn better from seeing rather than hearing. They think in images and usually see things as a whole. It may take a while for them to express themselves verbally because they have to translate their images and thoughts into words. Persons talented in art, science, mechanics, technology, computers, math concepts, and understanding of human relationships may be visual-spatial. These talent areas require strong visualization skills (Silverman, 2002). See Appendix for *Instructional Strategies for Visual-spatial Learners*.

### **See Appendix for:**

Taxonomy of Educational Objectives: Affective Domain  
Common Issues for Discussion

## **Component 4b: Counseling for Career and College Planning**

**Counseling for career and college planning provides early assistance to students in outlining their educational path. To ensure proper course sequence, all parties need to be aware of the student's goal, e.g. college entrance requirements at some universities may drive high school, middle school, and even late elementary class selection.**

### **Foundations and Assumptions:**

The purpose of career and college planning for gifted adolescents is to provide them with information and guidance that is often lacking because of the misconception that able students can make these decisions on their own (Sanborn, 1979). Multipotentiality, sensitivity to competing expectations, uneven development, dissonance, sense of urgency, idiosyncratic learning styles, and a potential long-term investment in higher education add to the complex dilemmas encountered by most students. Career and college planning is an organized, long-term commitment that should begin at home and extend throughout the school years. When done well, such planning helps gifted adolescents realize fully their individual talents and the impact these talents may have in shaping the course of our society.

## **Suggestions for District Leaders in Gifted Education and Counseling**

### **Career and College Planning**

- Self awareness.
- Decision-making.
- Goal setting.
- Time management.
- Study skills.

- Early career and college exploration.
- Mentorship.
- Job shadowing.
- 4- to 6-year academic master plan.
- Regional talent searches.
- SAT/ACT assessment programs.

### **Parent Involvement**

- Provide college guides, multimedia resources and videotapes about colleges and universities to parents and students.
- Provide support groups for parents of gifted students who are preparing for college.
- Schedule parent, student, teacher and counselor conference on career and college planning.
- Schedule campus visitations with admission personnel, faculty, and students to provide information about academic and campus life.

### **Special Considerations**

**Rural and Outlying Towns:** Understand students that have limited access to a broad range of career experiences; recognize that a student may be a first-generation college student.

**Gifted Boys and Girls:** Eliminate stereotypical expectations related to post-secondary education and careers; emphasize rigorous academic orientation for girls as well as boys in math, science, and technology; maintain high career aspirations regardless of gender.

**Linguistically and Culturally Diverse Learners:** Expose students to high-achieving ethnic role models through support or association; recognize the necessity to overcome cultural norms and societal expectations that limit achieving one's full potential.

### **Frequently Asked Questions:**

*Why can too much praise for accomplishments turn into negative self-concept?*

The gifted student is usually aware of his/her own abilities and recognizes when the teacher or parent tells him/her continually that everything he/she achieves is wonderful when indeed the child knows when he/she has not met his/her goal. Recognition with praise must be authentic.

*Why is it important for the gifted to interact with others like themselves?*

There are several reasons children who are gifted benefit from interacting with others like themselves. The first is it gives gifted children the opportunity to be with their intellectual peers and to be part of a group where they are accepted for their gifts and secondly, a place where they feel safe in asking questions and working with others who may share interests and level of understanding. Gifted students can learn and be stimulated by their intellectual peers. When students are grouped together the teacher is able to challenge the students as a group at a higher level of thinking.

*Is it all right for a gifted child to be a loner?*

Gifted children commonly seek times to be alone. Maslow gives the need for times of isolation as one of the characteristics of self-actualizing people. If, however, the child is seeking isolation as an escape from teasing, criticism, or unfair treatment, that can be a problem. Gifted children need to be taught skills of communication with others and need help in understanding how to be accepting toward and accepted by others. Choosing to be alone is different from being alone because of being rejected.

## **Resources**

### **Affective Guidance**

Adderholt, M. (1989). *Perfectionism: What's Bad about Being Too Good?* Minneapolis, MN: Free Spirit Publishing, Inc.

Amabile, T. (1992). *Growing Up Creative: Nurturing a Lifetime of Creativity*. Buffalo, NY: The Creative Education Foundation Press.

American Mensa, Arlington, TX: [www.us.mensa.org](http://www.us.mensa.org)

Betts, G. & Kercher, J. (1999). *Autonomous Learner Model: Optimizing Ability*. Greeley, CO: ALPS.

Canfield, J. & Wells, H. (1997). *100 Ways to Enhance Self-concept in the Classroom*. Needham Heights, MA: Allyn and Bacon.

Colangelo, N. & Davis, G. (Eds.). (1991). *Handbook of Gifted Education*. Needham Heights, MA: Allyn & Bacon.

Colorado Federation of Families for Children's Mental Health: [www.coloradofederation.org](http://www.coloradofederation.org)

Davidson Institute for Talent Development: [www.davidsoninstitute.org](http://www.davidsoninstitute.org)

Delisle, J. & Galbraith, J. (2002). *When Gifted Kids Don't Have All the Answers: How to Meet Their Social and Emotional Needs*. Minneapolis, MN: Free Spirit Publishing, Inc.

Galbraith, J. & Delisle, J. (1996) *Gifted Kids' Survival Guide: A Teen Handbook*. Minneapolis, MN: Free Spirit Publishing, Inc.

Galbraith, J. (1984). *Gifted Kids' Survival Guide (Ages 10 and Under)*. Minneapolis, MN: Free Spirit Publishing Inc.

Hebert, T.P. (1995). Using Biography to Counsel Gifted Young Men. *Journal of Secondary Gifted Education* 6(3), 208-16.

Kerr, B. (1995). *Smart Girls*. (Revised edition). Scottsdale, AZ: Great Potential Press, Inc.

- Kerr, B. & Cohen, S. (2001). *Smart Boys*. Scottsdale, AZ: Great Potential Press, Inc.
- National Association for Gifted Children (1995). *Addressing the Affective Needs of Gifted Children Position Paper*. Washington, DC: National Association for Gifted Children.
- National Mental Health Consumers' Self-Help Clearinghouse: [www.mhselfhelp.org](http://www.mhselfhelp.org)
- Neihart, M. et. al. (2004). *The Social and Emotional Development of Gifted Children*. Washington DC: NAGC Service Publication.
- Payne, R. (1995). *Poverty: A Framework for Understanding and Working with Students and Adults from Poverty*. Baytown, TX: RFT Publishing.
- Sanborn, M. (1979). Differential Counseling Needs of the Gifted and Talented. Colangelo, N. & Zaffran, R. (Eds.). *New Voices in Counseling the Gifted*. Dubuque, IA: Kendall-Hunt, pp. 154-165.
- Silverman, L. (1986). Parenting Young Gifted Children. Whitemore, J.R. (Ed), *Intellectual Giftedness in your Children*. New York: Haworth Press.
- Silverman, L. (1993). *Counseling the Gifted and Talented*. Denver, CO: Love Pub.
- Silverman, L. (2002). *Upside-down Brilliance: The Visual-Spatial Learner*. Denver, CO: DeLeon Publishing.
- Smutny, J. (1999). Gifted Girls. *Understanding Our Gifted*, 11(2), 9-13. Printed copy: [www.davidsoninstitute.org](http://www.davidsoninstitute.org)
- Webb, J. *Parenting Successful Children*. VHS or DVD 52 minutes (2000). Scottsdale, AZ: Great Potential Press, Inc.
- Webb, J. & DeVries, A. (1998). *Gifted Parent Groups: The SENG Model*. Scottsdale, AZ: Great Potential Press, Inc.
- Webb, J., Meckstroth, E. & Tolan, S. (New Edition Spring 2005). *Guiding the Gifted Child: A Practical Source for Parents and Teachers*. Scottsdale, AZ: Great Potential Press.
- Webb, J., Amend, E., Webb, N., Goerss, J., Beljan, P. & Olenchak, R. (2005). *Misdiagnosis and Dual Diagnoses of Gifted Children and Adults*. Scottsdale, AZ: Great Potential Press.
- Whitmore, J. (1980). *Giftedness, Conflict, and Underachievement*. Boston, MA: Allyn and Bacon.

### **Counseling for Career and College Planning**

- Berger, S. (2001). *College Planning for Gifted Students*. Waco, TX: Prufrock Press Inc.
- Elkind, D. (1984). *All Grown Up with No Place to Go*. Reading, MA: Addison-Wesley.

National Center for College Selection (NCCS): [www.ccnnews.net/college/guide/](http://www.ccnnews.net/college/guide/)

Silber, L. (1999). *Career Management for the Creative Person*. NY: Three Rivers Press.

Wright, A. & Olszewski-Kubilius, P. (1993). *Helping Gifted Children and Their Families Prepare for College; A Handbook Designed to Assist Economically Disadvantaged and First-generation College Attendees*. Evanston, IL: Center for Talent Development.

Wright, B. (2001). *Parents' Perspective of Early College Entrance for Profoundly Gifted Children, Part I and II*. Davidson Institute for Talent Development. Printed copy:  
[www.hoagiesgifted.org/highly-gifted.htm](http://www.hoagiesgifted.org/highly-gifted.htm)

