Guidance and Counseling for the Gifted

**Resource Manual**

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**Paul R. Smith Middle School**

**School Contacts**

* Guidance Counselor
	+ 6th Grade: Tom McGoldrick 63231
	+ 7th Grade: Julio Cruz 63327
	+ 8th Grade: Pauline Christianson 63233
* Social Worker: Terek Greensberry 63214
* School Psychologist: Amelia Mesada 63217
* Administrator
* Principal: Joel Divincent 63201
* AP: Jimmy Rodriguez 63208
* AP: Monique Garrison 63203
* Compliance Resource Teacher: n/a
* School Nurse: Cristina Martinez 63205
* Guidance Secretary: n/a
* Behavior Specialist: Sara Young 63258
* Career Specialist (Secondary): n/a
* District Gifted Resource Liaison: Liz Hamilton ehamilto@pasco.k12.fl.us

ASYNCHRONOUS DEVELOPMENT

 Students who are out of sync in various aspects of their lives

Facts:

* Students have friendship issues
* Students probably recognize that they are out of sync
* Students may be introverted
* Students may be domineering because they feel that they are the only people who can do a task correctly
* Students may be avid readers
* Students may have a sense of humor or extreme sarcasm without realizing that he/she is being obnoxious
* Intensity may increase with an increase in IQ
* The higher the exceptionality, the greater the risk of asynchronization
* Students may feel out of step with social norms
* Students may have one set of peer friends and another set of intellectual friends.
* Students may act immature when not expected
* Students may “claim” they have lower grades on purpose when they actually don’t understand the information and can’t admit it.

Strategies:

* Don’t forget to treat gifted students at their appropriate age – contests, parties, etc.
* Inclusion with non-gifted students allows them to interact with peers.
* Don’t dismiss their emotional needs (humor. sarcasm, etc.)

ANXIETY

Facts:

* Students have a heightened fear of the unknown

(War, death, violence, disease)

* Students have a fear of unusual experiences that they may feel interfere with their everyday goals (vacations)

Strategies:

* Rubrics
* Agendas
* Focus on the present instead of the future
* Positive thinking
* Find opportunities for students to express feelings
* Grouping
* Allow students to express different points of view.

UNDERACHIEVEMENT

Facts:

* Perhaps the underachievement is my fault
	+ - * + Can students pinpoint reasons why they distrust school or teacher?
				+ Can teachers identify students’ passions?
				+ Is a student’s underachievement based upon MY expectations?
	+ Underachievement has a negative impact on the student
	+ Underachievement is based upon the interactions with peers, family, culture.

Strategies:

* + - Change my attitude towards underachievement
		- Change my vocabulary to eliminate “Laziness” from the speech patterns
		- Provide feedback and support to students

LEADERSHIP DEVELOPMENT

Facts for Gifted in Leadership:

* Desire to be challenged
* Ability to creatively solve problems
* Ability to reason critically
* Ability to see new relationships
* Facility of verbal expression
* Flexibility in thought and action
* Ability to tolerate ambiguity
* Ability to motivate others

Strategies:

* Projects which encourage initiating, planning critical thinking, problem solving, and decision making
* Preparing and presenting speeches
* Leadership courses (such as NYLT or ROTC)

MULTI POTENTIALITY

Facts:

* Students are good at multiple things
* Can be overwhelming for gifted kids (being pulled in multiple directions)
* Students struggle to make a choice

Strategies:

* Show students that they can achieve in multiple talents by making talents hobbies instead of careers.
* Students can have several majors but multiple minors.
* Gifted students have the ability to TRY a bunch of different things – embrace that concept.

CAREER CONSIDERATIONS

Facts:

* A Lifelong process that requires self-awareness and self development
* Gifted students must be shown that their career choice is merely a start.

Strategies:

* Explore interests and activities
* Field Trips
* Job Fairs
* Recognize personal limitations
* Focus on values and needs rather than strengths and weaknesses
* Keep up with trends.

HIGHLY / PROFOUNDLY GIFTED

Facts:

* Highly gifted IQs start at roughly 145
* Exhibit uneven development
* Perfectionism
* Intense sensitivity
* Alienation
* Adult expectations (teachers piling on extra work)
* Self definition – identity crisis
* Inappropriate environments

Strategies:

* Self-Contained classrooms or place with advanced students – avoid general population
* Focus on high level abilities, but don’t forget lower level progress
* Attribute perfectionism failures to a simple lack of ability – provide specific feedback.

DEPRESSION / GRIEF / SUICIDE

Facts:

* Difficulty with relationships
* Refusal to do routine tasks
* Inappropriate criticism of others
* Lack of awareness of impact on others
* Depression
* Anxiety
* Non-conformity
* Excessive Competitiveness
* Isolation
* Low frustration tolerance
* Poor study habits

Strategies:

* Become more aware of needs & issues
* Advocate for appropriate services
* Develop awareness of child’s characteristics
* Re-examine my own attitudes & beliefs about the gifted
* Get training in social, intellectual, and emotional issues

**Existing Policies:**

* Gifted students are placed advanced students. I had three Gifted students in a separate Esembler class last year, but were scheduled in my Advanced class time. This year, I had Gifted students in the same MyStudent schedule as non-Gifted classes and had no easy way of knowing they were Gifted.
* All Gifted students must be seen weekly by the ONE teacher with a Gifted endorsement in the school. She circulates through the building weekly.