

AMERICAN UNIVERSITY OF BEIRUT

COUNSELING GIFTED AND TALENTED STUDENTS:  
SCOPING REVIEW (2000-2022)

by  
LIN ZHANG

A thesis  
submitted in partial fulfillment of the requirements  
for the degree of Master of Arts  
to the Department of Education  
of the Faculty of Arts and Sciences  
at the American University of Beirut

Beirut, Lebanon  
November 2023

AMERICAN UNIVERSITY OF BEIRUT

COUNSELING GIFTED AND TALENTED STUDENTS:  
SCOPING REVIEW (2000-2022)

by  
LIN ZHANG

Approved by:

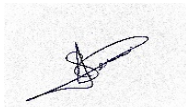
*Anies Al-Hroub*

Signature

---

Dr. Anies Al Hroub, Associate Professor  
Department of Education

Advisor



Signature

---

Dr. Sabine Saade, Assistant Professor  
Department of Psychology

Member of Committee

*Farah El Zein*

Signature

---

Dr. Farah El Zein, Assistant Professor  
Emirates College for Advanced Education

Member of Committee

Date of thesis defense: November 24, 2023



## ACKNOWLEDGEMENTS

I extend my deepest gratitude to Dr. Anies Al Hroub, my thesis advisor, whose unwavering support, invaluable guidance, and continuous encouragement have been pivotal throughout this academic pursuit. Dr. Al Hroub's expertise, patience, and constructive feedback have significantly shaped the direction and quality of this thesis.

My heartfelt appreciation goes to Dr. Sabine Saade and Dr. Farah El Zein for their insightful suggestions, feedback, and contributions, which have profoundly enriched the depth and content of this research.

I am profoundly grateful to my family for their boundless love, unwavering belief in my abilities, and unending support. Their encouragement and sacrifices have been the bedrock of my academic endeavors.

Special thanks to Ralph Hamm and Tingyu Wang, whose shared knowledge and invaluable assistance were instrumental during challenging phases. Their unwavering encouragement and support helped me navigate through the most demanding times.

Lastly, my sincere thanks extend to all individuals, and resources whose direct or indirect contributions played a significant role in completing this thesis.

I express my deepest gratitude for your involvement in this remarkable milestone of my academic journey.

# ABSTRACT OF THE THESIS OF

Lin Zhang

for

Master of Arts

Major: Education (Educational Psychology)

Title: Counseling Gifted and Talented Students: Scoping Review (2000-2022)

Education has a unique program called gifted and talented counseling that focuses on the special requirements of kids with high aptitude levels in one or more areas. These students often face various challenges and stressors that differ from those experienced by their peers, such as intellectual and educational concerns, high expectations and perfectionism, psychological concerns, and underachievement. For this reason, they require a specific approach to counseling that considers their exceptional abilities and needs. Gifted and talented students are different and unique, which makes their needs unique. They need special attention because they have high cognitive ability and socio-emotional conditions. As such, school counselors have a unique role in meeting the needs of gifted students within their schools. Unfortunately, structured and empirically tested effective strategies for counseling these students are lacking.

This scoping review explores the effectiveness of counseling services, interventions, and programs with gifted and talented students by focusing on the concerns associated with them, counseling strategies to address their unique needs, and how counseling improves the quality of their lives. The study used the Arksey and O'Malley framework for the scoping review. This framework allowed the team to specify the research question, identify relevant literature, select studies, map out the data, and summarize, synthesize, and report the results. It also used the PRISMA-ScR (Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews) criteria to identify the relevant articles and publications. The inclusion criteria for studies in this review include published in a peer-reviewed journal between 2000 and 2022, reported original research data, and school counseling services. Non-peer-reviewed articles and secondary sources not written in English, a thesis or a dissertation, book chapters, and conference abstracts were excluded from this review.

The review found that counseling aims to understand the psychological lives of these students by applying mental health and human development principles. Gifted and talented students face various challenges that can be categorized as academic and non-academic. Academic challenges include underperformance, higher expectations, and perfectionism, while non-academic challenges include social, cognitive, and emotional concerns, including uneven development and inability to process their emotions.

Counselors can use different counseling models and techniques based on the student's challenge and the context of the challenge. This population's most common counseling techniques include differentiated therapy, CBT, SFBT, group therapy, and family therapy. Through counseling and therapy sessions, counselors offer empathy, create rapport, improve the student's coping skills, provide psychosocial support, and improve their resilience.

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS .....	1
ABSTRACT .....	2
ILLUSTRATIONS .....	6
TABLES .....	7
INTRODUCTION .....	8
Background .....	8
Problem Statement .....	11
Aims of the Scoping Review .....	13
General Aims .....	13
Research Questions .....	13
The Rationale of the Study .....	13
The Significance of the Study .....	14
LITERATURE REVIEW .....	16
Introduction .....	16
The Gifted Concept .....	16
Academic and Non-Academic Concerns Among Gifted and Talented Students .....	19
Social and Emotional Concerns .....	21
Intellectual and Education Concerns .....	23
High Expectations and Perfectionism .....	25
Psychological Concern .....	27
Underachievement .....	29
Asynchronous Development .....	30

Common Counseling Models for Gifted and Talented Students .....	34
Differentiated .....	34
Group .....	36
Family Model.....	37
Solution-Focused Brief Therapy.....	38
Cognitive Behavioral Therapy .....	39
Benefits of the Counseling Approaches on Gifted and Talented Students .....	40
Empathy and Rapport .....	41
Improve Coping Skills .....	41
Psychosocial Support.....	42
Changing Attributions.....	43
Facilitating Resilience.....	43
Counselors for Gifted and Talented Students .....	44
Chapter Summary .....	46
<b>RESEARCH METHODOLOGY .....</b>	<b>48</b>
Background.....	48
Scoping Review Objective and Research Questions .....	48
Identifying the Relevant Studies.....	51
Search Strategy .....	51
Search Terms .....	52
Study Selection .....	53
Eligibility Criteria .....	54
Screening .....	55
Data Extraction from the Selected Articles .....	56

Collating, Summarizing, and Reporting the Findings .....	58
<b>STUDY SELECTION AND RESULTS.....</b>	<b>60</b>
Introduction.....	60
Study Selection .....	60
Summary of Selected Literature .....	61
Article Publication Years.....	68
Reported Counseling Approaches, Impact, and Challenges.....	69
Original Research .....	70
<b>DISCUSSION AND CONCLUSION .....</b>	<b>71</b>
Discussion.....	71
Conclusion .....	75
Recommendations.....	76
Study Implications .....	78
Limitations of the Review.....	78
<b>APPENDIX .....</b>	<b>79</b>
<b>REFERENCES .....</b>	<b>80</b>



## ILLUSTRATIONS

### Figure

1. Arksey and O'Malley Framework.....	49
2. Data Screening Process.....	61
3. Article Distribution by Year. ....	69

# TABLES

## Table

1. PRISMA-ScR Eligibility Criteria. ....	55
2. Summary of Selected Literature. ....	62

# CHAPTER 1

## INTRODUCTION

### **Background**

The education system is meant to help every child reach their educational potential and influence timely career decision-making. However, current research studies on gifted education and talent development reveal that most students with high potential fail to recognize their abilities, which ultimately go unrecognized (Yeo & Pfeiffer, 2016). Indeed, many schools easily recognize talented students and aim to nurture their skills, but not all gifted students openly express themselves (Ignat, 2011). As a result, this becomes a significant hurdle and requires educators to become talent incubators to identify potentially able students and help them reach their full potential and abilities.

The phrase 'gifted' is a conventional term that is nowadays confused with terms such as 'advanced learners' or 'high ability,' which often makes it complex. Gifted students have the potential for remarkable achievement above their peers. This can be attributed to their advanced development in their capacity to learn, work, and think, much like students in advanced classes (Alelyani, 2021). For instance, a gifted 12-year-old can quickly learn challenging content and possess skills anticipated for students twice or thrice their age. These impressive intelligence or cognitive capabilities can be attributed to advanced brain development than students of the same period.

Nonetheless, the gifted are not only intellectually gifted with a high IQ (Al-Hroub & El Khoury, 2018). They can also be artistically gifted, creatively gifted, interpersonally gifted, or learning disabled gifted (Alelyani, 2021; El-Khoury & Al-Hroub, 2018). The exact percentage of gifted students globally is often unclear because teachers sometimes

substitute as their counselors. They are less likely to encounter exceptionally or highly gifted students daily and can even meet a few across their teaching career.

Nonetheless, this population has its own academic and non-academic needs, and schools have to identify and tailor their counseling strategies to help each student reach high achievement and potential. Counseling gifted and talented students requires specialized knowledge and skills to effectively support their unique needs and challenges (Jie & Hassan, 2019). Gifted and talented students possess exceptional abilities but may also experience social isolation, perfectionism, and a heightened sensitivity to criticism. As counselors, it is essential to understand the specific needs and challenges of gifted and talented students and provide them with appropriate support and guidance (Shaunessy-Dedrick & Lazarou, 2020). Gifted students may be skeptical of adults and authority figures due to their high level of intelligence and perception of adults as unable to understand them. Counselors must establish a trusting relationship with these students by listening to them, understanding their concerns, and being non-judgmental (Alexopoulou et al., 2019). Counselors should also be transparent and honest about their intentions and limitations, which can help build trust and foster a sense of safety.

In most cases, the differences in academic achievement or potential between gifted students and their peers can create emotional and social difficulties, contributing to distress, disengagement, and boredom. Like their non-gifted peers, the gifted and talented also encounter similar development tasks, stages, and stressors linked to giftedness (Casino-García et al., 2021). These may mainly include but are not limited to, asynchronies, unsuitable programming, and hardship in forming long-term relationships. When the gifted experience high stressors preventing them from discovering their full potential, they can withdraw or disassociate themselves. Researchers have found that

gifted students start to think about career options at a very young age than their average peers. The onset of this early emergence of career interests becomes visible in their passion for a single subject (Haberlin, 2015). If their abilities are not nurtured or supported, they can get confused and disengaged, thus ruining effective career decision-making, underlining the need for psychological interventions through counseling.

Gifted and talented students are human and are not immune to hardships related to achievement like their non-gifted peers. They may set impossibly high standards for themselves, leading to anxiety, burnout, and a fear of failure (Shaunessy-Dedrick & Lazarou, 2020). Counselors can help these students develop a growth mindset and recognize the value of taking risks and making mistakes. Fostering a sense of belonging is another essential principle in counseling gifted and talented students (Alelyani, 2021). Addressing social-emotional needs is also critical in counseling gifted and talented students. Gifted students may experience intense emotions and have a heightened sensitivity to criticism (Shaunessy-Dedrick & Lazarou, 2020). Counselors can help these students develop coping skills and strategies for managing their emotions. For example, counselors can teach relaxation techniques such as deep breathing or mindfulness meditation or help students develop social skills and communication strategies to help them better navigate social situations. Additionally, counselors can provide a safe and supportive space for gifted students to express their feelings and work through emotional challenges.

Students with exceptional abilities exhibit various academic abilities, behavioral habits, and personality types. Intellectual talents enjoy better academic accomplishment, emotional maturity, moral integrity, good self-concept, and self-sufficiency. Others feel unhappy and alone and have behavioral difficulties are among these qualities. This

giftedness influences an individual's interpersonal and emotional adjustment and psychological and academic requirements (Ishak & Abu Bakar, 2010). Talented kids are more vulnerable to adjustment issues, while others believe that bright students are more adjusted than their non-gifted counterparts. Therapy can help people attain balanced emotional development because emotional growth is essential to academic performance. This creates room for improved performance and holistic growth and development for these students.

### **Problem Statement**

Gifted children possess exceptional abilities or the potential to exhibit outstanding performance in one or more areas, extending beyond cognitive abilities. Although "giftedness" primarily refers to cognitive abilities, others interested in studying gifted students have also endorsed this definition (Alexopoulou et al., 2019). Gifted students possess cognitive abilities and characteristics where they can comprehend complex mathematical or scientific concepts with ease, innovation, creativity, and originality in their work (Ignat, 2011). Gifted and talented students are divergent thinkers, capable of analyzing issues from different perspectives, and can focus for extended periods when engaged in activities that interest gifted and talented students.

These students set high standards for themselves and are motivated by new ideas. They also possess unique information-processing skills and question abstract ideas, concepts, and theories that may not have clear-cut solutions (Colangelo & Wood, 2015; Ignat, 2011). However, they also exhibit negative traits such as low self-esteem, perfectionism, and extreme competitiveness, which may cause intra- and interpersonal conflicts beyond their learning environment. These negative traits can also result in overwhelming reactions that disrupt other areas of their lives. Therefore, instructors,

parents, and counselors must understand their academic and non-academic needs and observe the slightest cognitive, affective, and behavioral differences outside the norms to facilitate their learning process (Amend & Peters, 2015; Yeo & Pfeiffer, 2016).

Recent research has shown that, by definition, giftedness is an asset and not a risk factor. However, gifted students face the same circumstantial life, family, and social issues as other students, if not more. Like other students, they may experience pain, loss, anxiety, and depression throughout their life. Unfortunately, while school counselors are trained and taught how to deal with normal students, little attention has been accorded to gifted and talented students, considering that they are hard to come by (Alodat & Momani, 2018). With little attention to training, knowledge, and preparedness, these counselors find it challenging to address their unique needs and challenges effectively and efficiently. Given their status and unique students, counselors should not deal with them like normal students, considering that the effect of failure or having little or no impact on their lives is higher (Carlson et al., 2017). For example, when focusing on risks and challenges that gifted students might face, counselors should focus on the social, emotional, and developmental needs, which are often overlooked if the students are performing as expected (Pfeiffer, 2020). In addition, counselors need to pay closer attention to their risks, considering that they might interact with other risk factors, impacting how these students experience events and challenges and how best to deal with them (Amend & Peters, 2015). Against this backdrop, this scoping review will identify and evaluate the common concerns and issues faced by gifted hands, the standard approaches school counselors can use to address the needs of this population, and how this population can benefit from counseling services from their school counselors.

## **Aims of the Scoping Review**

### ***General Aims***

The main objective of this scoping review is to explore the effectiveness of counseling services, interventions, and programs with gifted and talented students. More specifically, to evaluate school counselors' common approaches to counseling gifted and talented students.

### ***Research Questions***

1. What are the common concerns and issues gifted and talented students face in school and home settings that can inhibit their academic success and achievements?
2. What are the standard counseling models for gifted and talented students to ensure they can achieve their full potential in and outside the classroom?
3. How do these gifted and talented children benefit from the counseling approaches their school counselors employ in their respective schools?

### **The Rationale of the Study**

Although gifted and talented students perform better than others, they are considered at risk. Unlike their colleagues, gifted students are vulnerable to multiple issues and circumstances that can inhibit their cognitive development, academic performance, and affective development. In most cases, they find it challenging to deal with underachievement, high expectations, perfectionism, and the inability to process and express emotions and feelings. The outcome of these challenges is always the same, poor performance and social development issues. However, the causes and sources for these issues differ from one student to another. The most common reasons for these issues include social isolation, pressure to conform, under-curriculum, family dynamics,



learning and behavioral disability, and sometimes lack of goals and directions. Irrespective of the sources and reasons for these issues, counseling plays a significant role in helping these students navigate their challenges to meet expectations and achieve their potential. The business of counselors is to assist these students in recognizing who they are, making decisions, and developing their potential. Thus, this study will identify and evaluate school counselors' common approaches to counseling gifted and talented students and their effectiveness in helping them overcome their individual and group challenges.

### **The Significance of the Study**

In general, counseling approaches for gifted and talented students differ from those used for all students. However, minor adjustments may need to be made to these strategies as the unique student's needs and development are accounted for when evaluating their needs and determining areas of support and which and how to apply counseling techniques that will positively impact the students. All qualified school counselors have the core knowledge and skills to work effectively with this population. However, these counselors might need to adjust or modify their perspective and approach slightly to be most effective with these students.

The first theoretical contribution of this scoping review is that it will contribute to the growing body of knowledge of counseling gifted and talented students by providing evidence of how school counselors can adjust their perspectives to adjust to the needs of this population effectively. Even for the counselors, gifted and talented students are hard to come by. As a result, by exploring the counseling approaches, challenges, and perspectives of school counselors towards gifted and talented students, this review will provide a deeper insight into what they have to deal with, how they deal with this issue,

and how best to design their intervention to meet the needs of this population directly. In addition, future schools and researchers would use this review as invaluable reference material for future studies and discussions in this field. Notably, school counselors are psychologists specifically employed to address the counseling needs of a particular institution or a group of students. However, in some cases, teachers often substitute as school counselors, especially when these schools cannot afford a qualified counselor. Finally, the study will provide critical information that school counselors who wish to improve their knowledge and skills in dealing with gifted and talented students can use. These school counselors work with students who need assistance managing their behavior, keeping up academically, or planning their careers. They also work with administrators, educators, and parents to create a conducive and healthy school environment.

## CHAPTER 2

### LITERATURE REVIEW

#### **Introduction**

With the increasing attention diverted to gifted education, numerous counseling programs are available to respond effectively to the emotional and social needs of gifted children. School counselors undoubtedly play a critical role in identifying gifted students, understanding their academic, personal, career, and social needs, and implementing creative strategies to ensure talent development. This chapter explores the existing literature on the effectiveness of counseling services, interventions, and programs with gifted and talented students. It covers empirical literature and a critical review of current articles.

#### **The Gifted Concept**

Education has a special program called gifted and talented counseling that focuses on the unique requirements of kids with high aptitude levels in one or more areas. While counselors and therapists are in private practice or community outreach centers, no counselor is better positioned to interact with, and help gifted and talented students like school counselors (Alodat & Momani, 2018). School is still the place where giftedness will either flourish or fail. This underlines the importance of having qualified and highly effective school counselors who work towards creating a conducive and supportive environment where these students can achieve and attain their goals and objectives.

Multiple definitions of giftedness exist. However, none of them is universally adopted. Many of these definitions rely on the context, which influences school programs adopted by most learning institutions. For example, most definitions compare the gifted

to others of the same age or by needs offered by the normal and standard classroom (Wood & Peterson, 2017). In some cases, gifted students are considered gifted if they score in the top 5% locally in any aptitude area, especially in language arts and mathematics. According to the National Association for Gifted Children, gifted and talented students define students and children with a higher achievement capability and potential in different areas, including intellectual, creative, artistic, and leadership capacities. Children with higher intellectual abilities are categorized as gifted at the primary level. Thus, the term giftedness or talent creates a perspective or an image of people with extraordinary abilities and potential in intellect, creative ability, leadership skills, and visual or performing arts. However, this is not always true (Krayem & Al-Hroub, 2018; Al-Hroub & Krayem, 2020). Gifted and talented students include all the students with a potential to achieve their potential and on and off the class success. Therefore, giftedness is a concept that defines children born with natural abilities above average for their age. Children can be gifted in any area of ability. They can also be gifted in multiple areas or at different levels (Jaber & Al-Hroub, 2023). In other cases, talented children may have better and more advanced abilities than other gifted children.

Gifted students regularly stand out among their peers. In most cases, they are perceived to be different than their peers. They are competent students with varied and multifaceted talents and interests (Al-Hroub, 2012, 2022). The common characteristics of these students include the ability to understand content and materials that are above their age peers, emotional depth and sensitivity at a young age, higher level of curiosity, higher interest in unique topics, and mature sense of humor, creative problem-solving abilities, and imaginative expressions. Unlike their peers, talented and gifted students can concentrate and focus well on tasks, ask sharp questions that deepen their understanding

of a topic, learn very quickly, have extremely good memory, have a higher level of imagination and creativity, and have advanced speech (Wood & Peterson, 2017). Irrespective of these strengths that set them apart, gifted and talented students have multiple weaknesses, which underline the need for counseling. For instance, they experience higher sensitivity and advanced emotional processes, heightened overexcitability, uneven development, perfectionism, and self-concept (Al-Hroub, 2007, 2020; Al-Hroub & Krayem, 2020). These weaknesses may make these students feel unsupported and unaccepted at school, affecting their self-esteem, and they often feel that their giftedness alienates them from their peers (Luor et al., 2022).

Unfortunately, these students face multiple issues and circumstances that can inhibit their cognitive and social development, thus affecting their holistic development and ability to achieve their potential (Peterson, 2006). For example, they face underachievement, widely defined as school attainment well below their capacity. Underachievement leads to performing below expectation, which affects these students psychologically and those close to them (Wikoff et al., 2021). Being gifted can also bring challenges like isolation, boredom, perfectionism, anxiety, or uneven development. Gifted students may benefit from counseling to help them navigate these challenges and reach their full potential. Counselors should work with these students to help them develop coping strategies, improve their self-esteem and confidence, and navigate the social dynamics of their school and peer groups (Wood, 2009). They may also help students identify and pursue their passions and interests and provide guidance on planning for their future educational and career goals.

For this reason, school counselors should work closely with gifted and talented students and their families to identify risk factors and intervene to provide the proper care.

Their role as school counselors is to maximize success, promoting access and equity for all students. They should apply various counseling models and approaches to create an environment where students can trust them and open up. Such methods include differentiated, group therapy, and family models (Wood et al., 2010). Unfortunately, these school counselors receive little specific training on the affective needs of gifted and talented students, which affects their ability to provide the right and effective counseling intervention. Thus, most of them are grounded in counseling but not theories of giftedness and talents.

### **Academic and Non-Academic Concerns Among Gifted and Talented Students**

Teachers and counselors who work with gifted and talented students face challenges in facilitating each student's development due to insufficient appropriate educational programs. Meanwhile, parents play a crucial role in guiding their gifted and talented child, including setting realistic expectations, and making informed decisions about future career choices. Therefore, defining what it means to be gifted and talented is crucial in identifying who best educates these students and what quality educational services must be offered (Alelyani, 2021). While the parents are the first teachers, considering that they have to deal with these students before joining schools and must interact with them after school, and teachers must interact and teach them while in school, defining giftedness allows educators, guardians, and parents to find a way to contribute to the student's academic and non-academic achievement and their holistic growth and development. Ultimately, gifted and talented students have special needs and require specialized services to fully develop and reach their potential.

Giftedness and talent are often associated with the potential for high academic achievement. Students with these qualities do not face any visible obstacles that prevent

them from learning and participating in school and society. They have an extraordinary ability to solve complicated problems and challenges than average students. In some cases, the school curriculum and setting may inhibit their ability to put their gift into practice. However, they may face challenges due to the educational system and societal attitudes. Their exceptional intellectual abilities allow them to achieve high performance and accomplishments (Carlson et al., 2017; Casino-García et al., 2021; Haberlin, 2015). While most of these students receive education in regular or inclusive schools, their advanced cognitive capabilities can create barriers to reaching their full potential.

In a regular classroom, these students often stand out by answering questions quickly and accurately, exhibiting their unique abilities, and defining clear goals for their activities. In inclusive schools, however, counselors may struggle to meet the needs of all students, leaving gifted and talented students underserved by the curricula designed for average students (Ishak & Abu Bakar, 2010). For instance, these students may exhibit creativity in science, writing, or other areas of personal interest. Still, their development can be hindered by curricula that do not cater to their unique needs. Additionally, some gifted and talented students may face challenges due to their rapid development, which may require modifications in their education (Alexopoulou et al., 2019; Wood et al., 2010; Zeidner, 2020). These students are exceptional learners and require special provisions and counseling services to respond to their unique needs.

Gifted students can hide their concerns and may not approach counselors at school for assistance. Parents, unaware of distress, also may not ask for help. Even if they do, they may not know the seriousness of a concern. Therapists, psychologists, psychiatrists, social workers, and community counselors must be alert to problems beyond parents' or guardians' concerns (Ishak & Bakar, 2014). In some studies, not explicitly focused on

reporting concerns, many participants said they did not tell an adult even when they were in great distress. Gifted adolescents and young adults were concerned that revelations about complex concerns would have a toxic impact on their parents (Ishak & Abu Bakar, 2010). Gifted young adults rarely tell their parents about suicidal thoughts; none say to a teacher or counselor. Gifted high school graduates with severe underachievement, suicidal ideation, or severe conflict with parents, none communicated their internal turmoil to parents. The silence is also familiar for targets of bullying. Gifted students may believe they should be able to resolve concerns alone or diligently protect a positive public image.

### ***Social and Emotional Concerns***

Career counseling often focuses on adolescent or emerging adult clients without considering the needs and aspirations of talented adults. Emotional giftedness is a trait that can persist throughout a person's life and may be accompanied by oversensitivity and overexcitability that manifest differently in adulthood than in childhood (Cross, 2011; Yildiz, 2021). While abilities, interests, and values are essential in career development, behavioral manifestations of certain traits can positively or negatively impact the workplace. Adults with overexcitability may exhibit high levels of energy and creativity, which can lead to impressive productivity (Alias et al., 2013). However, they may struggle to complete projects once the initial excitement disappears (Cross, 2011).

Similarly, those dedicated to a cause may demonstrate great Empathy for others but struggle to tolerate those who prioritize differently. Individuals with intense inner strength can benefit others but may feel undervalued and unappreciated (Cross, 2011; Ignat, 2011). Emotionally gifted young adults must learn to manage these traits effectively to achieve success and fulfillment in their chosen career paths. Without proper



guidance and support, their creative production and sense of identity may be continually in flux, causing unnecessary stress and turmoil in the workplace. Therefore, career counselors must consider the unique needs and challenges of emotionally gifted individuals and help them navigate the complexities of the modern job market (Cross, 2011; David, 2017; Turanzas et al., 2018).

Emotional factor considerations when helping gifted students with career planning are essential. This can drive them towards socially meaningful careers that may not offer high salaries but a sense of personal fulfillment and a commitment to a common good (Abu Bakar & Zakaria, 2018; David, 2017). Another emotional consideration is the need for emotional connection, which may lead some gifted individuals to service-oriented careers that provide inner peace and life satisfaction rather than material wealth. It's important to recognize and value the vocational calling or personal mission that some gifted individuals experience when pursuing a particular line of work while acknowledging the sometimes harsh realities of such a calling (Abu Bakar & Zakaria, 2018; David, 2017; Wood, 2009).

Career counselors should address the spiritual issues of identity and purpose during adolescence and the practical aspects of career planning (Alexopoulou et al., 2019). Although a fulfilling occupation is desirable, it may not always be easy to find. Some gifted individuals may find that their intensity of feeling and drive for emotional expression are better suited for leisure, volunteering, or further educational pursuits than their chosen career (Amend & Peters, 2015; Yoo & Moon, 2006). Career counselors can help these students understand and plan for this reality by encouraging them to pursue their passions outside of work and suggesting alternative ways to meet their emotional needs.

Instructors might be unaware that giftedness's social and emotional elements can cause various issues, such as excessive and suppressed social and emotional anxiety (Amend & Peters, 2015). Talented and gifted students may maintain academic accomplishment regardless of these obstacles by developing high-achieving habits (Colangelo & Wood, 2015). Academic accomplishment might be the only thing under control amid violence, turmoil, and post-trauma reactions. Talented adolescents' ability to maintain high-performance levels may distract parents' attention from their significant difficulties (Alexopoulou et al., 2019; Cross, 2011; Haberlin, 2015). The power and emphasis created by exceptional skills in youth may contribute to psychological problems during and after school. If adults are regarded to be apathetic, their lack of understanding of and attention to the expressive needs of talented persons may worsen some difficulties.

Several gifted education specialists feel that talented children suffer additional pressures, such as living to the expectations of their parents, educators, and society or being excellent and successful in everything they try, in addition to the ones that regular children and teenagers face. Nonetheless, research shows talented children experience more anxiety due to their distinctive qualities (Casino-García et al., 2021). The qualities and perceptions of gifted children, such as problem-solving ability, interest, sense of humor, and self-efficacy, give better resistance to worry. Despite this, gifted education scholars have expressed worries about the negative impacts of high anxiety and stress levels (Alodat & Momani, 2018).

### ***Intellectual and Education Concerns***

There are numerous regularly utilized educational methods today to accommodate the unique requirements of talented and gifted kids, such as inclusive practices and co-teaching, which can increase their intellectual talents and provide equitable access to

suitable education (David, 2017; Kaya & Akgül, 2021). Talented and gifted students struggle to study due to their intellectual capacity, especially when they are denied the opportunity to pursue projects that match their interests and abilities. They become bored and disinterested in class and that curriculum in such situations. Like other students, they are to be educated using research-based approaches and must meet the exact requirements of all pupils (Turanzas et al., 2018). As a result, instructors, officials, parents, and other professionals primarily support the requirements of talented and gifted individuals. Inclusionary practices reject labeling students with special needs as it can be damaging and unproductive (Haberlin, 2015). To create effective, inclusive schools, it is essential to have an educational environment that is responsive and accepting of the needs of all students, including those with special needs. The staff involved in the educational process should consider the various factors that shape and contribute to each student's needs (Colangelo & Wood, 2015). Teachers, students, and families must be aware of inclusionary practices. Achieving inclusive schools requires fostering acceptance, awareness, sensitivity, collaboration, and responsiveness to the unique needs of all students.

In inclusive schools, talented or gifted students could encounter several obstacles, including a curriculum that is not customized, a slow instructional tempo, repetition of grasped knowledge and data, a lack of opportunities to study specific interest concepts, and a lack of concentration on thinking ability (Jie & Hassan, 2019; Kennedy, 2018). Meeting the needs of children is a strategic aim for any educational system; consequently, teachers and counselors of gifted and talented kids must be attentive to the populace's particular traits and demands (David, 2017; Levy & Plucker, 2003). Gifted education

instructors require assistance in making resources available, improving programs, and employing excellent planning.

### ***High Expectations and Perfectionism***

Perfectionism is a quality that drives individuals to strive for excellence and meet high personal standards, and it can have positive and negative effects on gifted individuals. Many gifted individuals exhibit perfectionistic tendencies, making perfectionism a significant factor in their career decision-making process (Lee et al., 2019; Zeidner, 2020). Gifted students often devote more time and effort to their areas of expertise than their peers, which can lead to perfectionism. Although perfectionism is not unique to gifted individuals, it has been extensively studied in this population. Most of the literature focuses on dysfunctional perfectionism characterized by intense anxiety, a simultaneous desire for perfection, and a fear of imperfection (Colangelo & Wood, 2015; Ignat, 2011). While striving for high standards is admirable, unrealistic expectations can lead to disabling perfectionistic tendencies that can cause anxiety and underachievement in schools.

However, some scholars caution that dysfunctional perfectionism may not be universal among gifted individuals. Positive perfectionism is more common than negative perfectionism in certain cultures. They suggested that perfectionistic traits may be more beneficial in these cultures and that high expectations of gifted students may be viewed more positively (Kaya & Akgül, 2021). Counseling interventions should aim to help students manage the negative aspects of perfectionism without eliminating it. Given the varied impacts and cultural differences surrounding perfectionism in gifted students, counselors must be careful when interpreting its presence (Yildiz, 2021). Even though underachievement may seem contrary to giftedness, perfectionism may explain some.

Gifted students may withhold work unless perfect, leading to late or unsubmitted work and poor grades. Perfectionism can also cause emotional distress, such as feelings of worthlessness and depression when expectations are unmet (Yoo & Moon, 2006; Wood et al., 2010). As a result, school-based mental health providers must be able to recognize perfectionism in gifted students and develop effective coping mechanisms and interventions to support them.

A healthy drive to achieve and set high yet realistic standards can be beneficial. However, some individuals with unhealthy perfectionism may hold themselves and others to unrealistic expectations, struggle with forgiving themselves or others for mistakes, and feel a strong need for control (Levy & Plucker, 2003). These traits can create career obstacles that require people skills, efficiency, speed, and strict deadlines. For instance, trying to perfect every task without prioritizing or allocating time accordingly can lead to burnout and inefficiency (Peterson, 2006). Therefore, individuals with unhealthy perfectionism must learn how to manage their efforts by considering the significance and urgency of each task. Obsessive perfectionists are described as being preoccupied with making errors, having continual worry, and believing that their peers and family members expect them to be flawless in everything (Amend & Peters, 2015; Colangelo & Wood, 2015). Self-oriented perfectionists establish high expectations for themselves, do not succumb to peer and parent pressure, and attribute their perfectionism to previous triumphs and a lack of disappointment. Socially mandated perfectionists believe that important people hold high expectations for them and that their personality is tied to scholastic performance, so they strive for perfection to avoid upsetting others (Haberlin, 2015; Ishak & Abu Bakar, 2010). Socially dictated perfectionists frequently set performance expectations, which are motivated by a desire to avoid failure.

Moreover, excessive pressure to meet unrealistic expectations may affect career choices and create anxiety and fear of failure, leading to indecision. This may manifest in behaviors such as delaying career decisions or frequently changing majors, resulting in a lack of direction or identity. Especially for gifted or talented individuals, the societal expectation to excel and become leaders of tomorrow can be overwhelming, leading them to prioritize others' expectations over their fulfillment (Haberlin, 2015; Jie & Hassan, 2019; Wood et al., 2010). Parents, teachers, counselors, and other significant adults in the lives of gifted and talented individuals must recognize that success is not only measured by a bachelor's degree or access to the best jobs and economic rewards. Personal fulfillment, happiness, and well-being are equally important (Haberlin, 2015; Moritz-Rudasill & Callahan, 2008). Regardless of societal expectations, encouraging individuals to pursue their passions and interests can lead to a more fulfilling and meaningful life. Suppose talented kids are expected to thrive in a particular sector. In that case, they might acquire a pattern of failure aversion that stops them from adopting professional risks and establishing new hobbies, thereby excluding themselves from alternative career choices that may offer public life. Those with regressive perfectionistic inclinations may accept the misconception that there is just one perfect job for them, putting more pressure on students to make the proper decision (Amend & Peters, 2015; Peterson, 2015).

### ***Psychological Concern***

Whereas much research on exceptional kids has focused on cognitive talents, there is rising concern about psychosocial challenges that many talented and gifted students are likely to encounter. Giftedness and talent were associated with students' psychological health. Research has shown that gifted and talented students seem more likely to face challenges psychologically than their peers (Ishak & Bakar, 2014; Wood et

al., 2010). Their remarkable intellectual abilities and intensity of feelings cause them to respond sensitively to problems that can trigger tension or conflict in the ordinary routine. Parents' and instructors' high expectations for perfectionistic conduct led to increased stress, anxiety, and apprehension about failing (Colangelo & Wood, 2015). Other elements that have been shown to impact students' adjustment issues include their views of their own social competency and social standing regarding peer interactions. Others claim that talented children' psychological sensitivities emerge as undesirable mental signs like nervousness, sadness, eating problems, and suicidal ideation (Alexopoulou et al., 2019; Carlson et al., 2017; Peterson, 2006). Furthermore, these mental symptoms have been linked to a decline in the mental well-being of brilliant kids.

Some analyses have shown links between personality characteristics and psychopathology. Students with introverted inclinations, for instance, had more excellent rates of depression than those with extroverted behavior (Sunde Peterson, 2013). Anxiety and conversion panic were more closely associated with feeling personal traits than thinking personal traits (Peterson, 2013). Personality traits such as perfectionism and overexcitement have been linked to psychological conditions in talented students (Wood et al., 2010). Nonetheless, variations in personality types and mental symptoms were found between intellectually gifted and creatively gifted adolescents and between gifted genders. Academically talented kids, for instance, prioritized thinking over feeling when detecting and interpreting data, but creatively gifted people relied more on instincts than thinking when seeking and discovering answers (Alodat & Momani, 2018; Colangelo & Wood, 2015; Ignat, 2011). Compared with their male counterparts, talented guys chose introversion and thinking types, but gifted girls preferred the reverse and had greater incidences of eating problems and suicidal thoughts.

### ***Underachievement***

Various ecological and biological variables may cause cognitive underachievement in gifted individuals. Inadequate self-confidence levels in talented and gifted students harm cognitive skill development, resulting in anxiety disorders (Peterson, 2015; Peterson, 2006; Wikoff et al., 2021). Underachievement occurs when brilliant students fail unexpectedly despite their cognitive ability. Environmental variables affect both the family and the school. Certain distinct parenting habits might influence or cause underperformance. Parental pressure might result in poor academic achievement, which does not correspond to the student's talent and giftedness (Colangelo & Wood, 2015; Wood et al., 2010; David, 2017). Also, there is a mismatch between the educational environment and the better talents of specific youngsters.

Moreover, instructors do not foster creativity and inventiveness in gifted students, which are characteristics of talented individuals, but instead set low expectations for minimum work and low-level active learning (Shaunessy-Dedrick & Lazarou, 2020; Wood et al., 2010). Some educators believe they are inferior to brilliant children. As a result, the intelligent youngster is not prepared to address issues and cultivate abilities in critical thinking. The insufficiency of the education curriculum and a lack of intellectual stimulation are primary reasons for talented pupils' underachievement. Apart from the abovementioned issues, gifted students must deal with faulty and often multiple diagnoses. Since intervention strategies are founded on miss diagnoses and are improper for them, the psychological and mental effects are devastating (Cross, 2011; David, 2017).

Additionally, it has been discovered that talented and gifted students face various issues, including underperformance, emotional issues, and a lack of interpersonal



abilities. These issues persist throughout maturity, in conjunction with being unemployable, having troubles in the workplace, and being overly reliant on others (Alexopoulou et al., 2019; Moritz-Rudasill & Callahan, 2008). Individuals who are talented and gifted, but underachievers are likely to receive attention from community and educational counselors. Therapists should approach and validate underachievers and concentrate on ability rather than academic accomplishment (Abu Bakar & Zakaria, 2018; Cross, 2011; David, 2017; Wood et al., 2010). Another issue is that problematic, underachieving, talented adolescents were not recognized during assessment or enrolled for specific programming, particularly if an approach to further examination did not elicit family support or student interest.

Counselors should remember that high achievers and underachievers could be developmentally stalled. High achievers, for instance, may rule out job options early on due to their lack of comfort with ambiguity (Cross, 2011; Wood et al., 2010). These students may also believe they have little or no opportunity to discover their personality and direction beyond the standards of their parents or instructors. In comparison, some low achievers may be trying to explore their identities more than high achievers. However, a lack of guidance may impede their drive to succeed academically. If they skip advanced courses, the gifted and talented could miss out on information on their aptitude and competency (Abu Bakar & Zakaria, 2018; Cross, 2011; David, 2017). Underachievers can additionally have a conflict with their parents, either externally or internally.

### ***Asynchronous Development***

Asynchronous development is a high cognitive ability and enhanced intensity to produce internal sensations and awareness fundamentally different from the ordinary.

Columbus group describes giftedness as asynchronous development in which advanced cognitive abilities and heightened intensity integrate to develop unique inner experiences and unique awareness (Kaya, 2015). Most people believe gifted students are inherently awkward, especially in social situations. However, this is not the case, and this myth and belief make it impossible for these students to integrate and develop meaningful situations with their peers. Their inability to socialize with peers can be attributed to asynchrony and education settings (McCormick & Plucker, 2013). For instance, they might have -age capabilities and understanding but are still teenagers regarding their social skills. As a result of this asynchrony or uneven development, it becomes extremely challenging for them to meet and make friends with the same interests or express themselves in a social setting (McCormick & Plucker, 2013). Given their capabilities and uneven development, they are often seen as bossy, snobbish, or anti-social. However, it is worth noting that their inability to connect with their peers socially stems from a lack of like-minded peers whom they can connect with.

This asynchrony rises with increasing intellectual capability, and the gifted distinctiveness makes them more susceptible, necessitating changes in parenting, education, and counseling to grow optimally (Kaya & Akgül, 2021; Lee et al., 2019). Talented children may feel unique, which may be frustrating. Talented students frequently have cognitive talents and passions that exceed those of their counterparts their age. Still, they lack the social and physical growth required to be appreciated by older kids. Gifted children may display more incredible social skills than their classmates their age, prompting them to disguise their abilities and talents (Abu Bakar & Zakaria, 2018; Cross, 2011; David, 2017). The exceptionally gifted may experience even more discomfort, resulting in decreased social acumen, isolation, and increased introversion.

The uneven development among gifted students can be attributed to factors such as overexcitability and positive disintegration. According to Dabrowski, overexcitability is characterized by increased sensitivity and intensity for gifted children in psychomotor, sensual, emotional, intellectual, and imaginal (Mendaglio & Tillier, 2006). Unlike their peers, these students have more energy and movement, are more sensitive to smell and touch, have a rich inner experience, and have a higher degree of curiosity and desire to search for knowledge and vivid imagination. Their unique characteristics make them more likely to react differently to significant stimuli, making other people feel and believe they have a problem or are awkward (Mendaglio & Tillier, 2006). For example, their overexcitability makes them more likely to disrupt classes by asking questions, exhibit signs of frustration or sorrow, and sometimes isolate themselves when they do not fit in.

According to Dabrowski's theory of positive disintegration, this concept defines how development occurs, where children develop into adults. According to this theory, growth takes a series of psychological disintegration and reintegration, leading to a change in individual conceptions of themselves and the environment in which they live (Harrison & Van Haneghan, 2011). The theory defines the factors necessary for the development of an autonomous personality. This theory identified two factors that influence personality development and that can explain the personality of gifted students. These factors include biological impulses and adherence to social conventions, representing level 1 of personality development. At this level, children do not have individual expression of themselves. The first factor forces them to focus on self-serving goals, while the second factor focuses on the social environment, including societal values and morals. At this level, the children exhibit group thinking and mob mentality (Harrison & Van Haneghan, 2011). However, as the development continues, they develop

an individualized personality. As gifted students continue developing, they realize they are different from their peers, forcing them to isolate themselves. As they exhibit strong developmental potential, they start to exhibit characteristics such as overexcitability, unique abilities and talents, and a drive toward personal growth and autonomy, which are absent from their peers (Al-Hroub & Krayem, 2020). As they continue focusing on their growth and development, they develop interests in unique subjects and topics, start asking more questions, and find it challenging to interact or make meaningful connections with the rest of their peers. They only find comfort in other gifted students as they can easily make a connection and develop a meaningful connection.

Cultural and social variations may also add stress to specific groups of exceptional kids who may feel objective stress or conflict between objectives that were formerly thought to be historically unattainable but are now deemed within reach. Talented students stand out cognitively from their classmates due to their outstanding speed and interest (Wikoff et al., 2021). These children require extensive educational opportunities and assistance unavailable through standard programs. Unfortunately, myths about brilliant and talented children's schooling have muddied the difficulties, resulting in significant dissatisfaction for exceptional children and losing their gifts (Turanzas et al., 2018; Yildiz, 2021). Although parents can frequently provide stimulating activities for their brilliant children, provision for gifted students who are socially challenged is lag. Talented children should continue using their exceptional abilities to strengthen their learning and superior capabilities (Kennedy, 2018). Students should develop their fundamental cognitive abilities to prepare for future difficulties.

## **Common Counseling Models for Gifted and Talented Students**

Establishing the counseling relationship, creating knowledge of giftedness and the consequences of managing, and working with parents are often used in counseling. The counseling encounter differs significantly from the ways marketed as beneficial, with some stating that their issues were rejected or misinterpreted (Turanzas et al., 2018). Counselors must have access to a repertory of evidence-based practices tailored for talented kids and acknowledge their specific skills and limits. When dealing with perfectionism that negatively affects students, it may be helpful to use strategies and interventions developed for anxiety. It is important to remember that each gifted student's perfectionism and academic anxiety are unique, so interventions should start with getting to know the student individually. The cognitive model is effective in helping students bring their thoughts to the surface and evaluate them, as these thoughts significantly impact their feelings and behavior (Wood, 2009). The goal is to strengthen helpful thoughts and modify distorted or unhelpful ones. The relationship between emotions, thoughts, and behavior can be demonstrated through an ongoing cycle.

### ***Differentiated***

Counseling can be a crucial method for encouraging talented children's complete development. A differentiated therapy strategy for talented kids that practically utilizes correct terminology and degree of abstraction during the interaction, the quantity and kind of psycho-educational material supplied, the counselor 'posture,' and comfort with gifted children (Ishak & Abu Bakar, 2010). First, it is crucial to establish a counselor-client connection based not only on compassion, coherence, and tolerance but also on understanding the talented child's nature and growth. Secondly, use greater self-disclosure and take on a mentor position rather than a teacher, counselor, or doctor. Third,

acknowledge brilliant pupils' originality requirements (Kaya & Akgül, 2021). This was the essential counselor attribute that gifted students' value. Counselors must know that talented children frequently have high requirements for autonomy and participation in the relationship regarding adaptation. Talented youngsters are likelier to reap advantages from a mentorship relationship that acknowledges their desire for independence.

Talented youngsters share qualities and traits that indicate their ability. But, within this homogenous group, a wide range of differences distinguish each talented student from the rest, and each has the necessary academic, interpersonal, and emotional requirements (Kaya & Akgül, 2021). When their family history is considered, the intricacy grows. Talented and gifted teenagers require specific counseling services to cope with challenges connected to their giftedness and the issues that all adolescents face. Parents, instructors, and counseling experts feel talented adolescents require specific counseling services. Talented children are also considered more aware of their surroundings, which has implications for developing counselor-client cooperation (David, 2017). Counselors must also focus on curriculum design, specific learning abilities requirements, and career preparation. The service must also assist pupils in dealing with psychological concerns. When delivering solutions, the counselor must stay imaginative and have original requirements. Notably, they must be more alert to dismissal because brilliant children are also believed to have considerable self-criticism and anxiety (Ishak & Abu Bakar, 2010). The sudden release will only result in harmful separation. As a result, it needs a gifted counselor to assist talented students in achieving their maximum potential.

## ***Group***

Group discussions focused on prevention and growth are regarded to be helpful with talented kids in resolving issues of identity and interpersonal conflict. Group therapy programs help talented children learn reflective thinking, establish their boundaries and personalities, accept themselves for who they are, and communicate effectively by creating a safe space to share with others with similar experiences. Conversation groups for talented teenagers focused on emotional development regarding mental well-being, school comfort, and drive to succeed (Kennedy, 2018). Gifted children learn via group therapy that their cognitive classmates have similar emotional and social challenges. Group therapy methods geared to the requirements of talented adolescents can assist students in dealing with the social issues that come with giftedness and asynchronous maturity. Counseling sessions with other talented kids can provide a one-of-a-kind encounter for gifted individuals who are accustomed to being different from their peers in terms of ability, skills, or interests (Lee et al., 2019). Such approaches might assist pupils in developing social networks by exposing them to other students with comparable talents or disabilities. Shy people benefit from exposure to peers and help for their social and emotional growth.

High performers and underachievers may work together to dispel prejudices, uncover commonality, and learn from one another. With gifted students, group therapy is beneficial (Peterson, 2006). Gifted children's health is enhanced by group learning programs tailored to their preferences, including cognitive and emotional challenges, with the help of their parents, instructors, and counselors. Instructor training is critical for identifying pupils' potential and meeting their requirements (Peterson, 2015). The influence of emotional maturity on psychological discomfort was mediated by

socializing. More social connection with colleagues has been shown to improve emotional maturity. Helping talented children self-reflect, educate others about gifted and talented students, explore giftedness issues, and establish common ground may help gifted students feel more at ease socially and internally (Cross, 2011). Group therapy can be more beneficial than psychological therapy since students can obtain unique insight and more significant support, acceptance, and appreciation from their colleagues.

### ***Family Model***

Therapists interacting with talented children must constantly tackle parenting and families. The family is a practical setting for progressive change. Families of talented children have a significant role in molding their children's attitudes regarding their gift and giving comfort and support when their kids face challenges. As a result, a good counselor must mediate between the talented kid and their parents by providing a communication channel through which opinions may be expressed and appreciated (Peterson, 2015). Considering parents' propensity to respect and follow the advice of a counseling expert, guidance counselors serve a moderating function. Counselors in multicultural settings must know the interpersonal connection concepts that characterize any civilization. Ordinary parents are quite interested in the students' lives and place a high priority on education. While offering solutions for the kid, knowing the dynamics of the parent-gifted student connection assists the counselor in negotiating the counselor-student interaction (Ignat, 2011). Psychoeducation and pragmatic help for parents of talented students will be widely appreciated, given their great desire to be involved in their children's educational endeavors.

Parents value advice on developmental challenges common to talented children and worry about the unique elements of parenting gifted students. Families would



appreciate assistance in discovering possibilities that will allow them to extend their children's talents (Peterson, 2006; Peterson, 2015). Personalized therapy can also be provided to parents needing help with specific concerns about their talented students. Parents must know that they may unwittingly fuel the student's perfectionism and that over-involvement may impede their problem-solving abilities (Levy & Plucker, 2003). Appreciation, as the ultimate emotional quality, will inspire gifted people to remember the less privileged people in their community.

### ***Solution-Focused Brief Therapy***

As mentioned throughout this review, gifted and talented students are vulnerable to various challenges and problems. Finding a suitable counseling model allows them to lead an everyday life and fulfill their potential. One such model is solution-focused brief therapy (SFBT). This strength-based counseling model helps these students identify possible solutions to their problems to reconceptualize and solve their performance (Kim, 2007). This approach prioritizes the student's present and future situations and objectives instead of their past. Thus, the counselor does not focus on the signs, symptoms, or issues that force the student to seek therapeutic intervention (Kim, 2007). Instead, the counselor is mainly interested in encouraging the student to develop a vision of the future and supports them as they identify the skills, resources, and abilities necessary to attain this vision.

This therapy is based on the belief that the student may already have the skills and knowledge to change their situations or achieve their goals and objectives but needs a little guidance to identify and develop these skills. It also assumes that the students already know the necessary changes to improve the quality of their lives and achieve their full potential (McCormick & Plucker, 2013). Therefore, the counselor helps students

expand their thinking about the problem and potential solutions by evaluating hints of variations and flexibility. This involves developing a new vision for their future and designing a path to achieve these objectives. The path starts by identifying how students can improve their internal abilities to achieve the desired results. The counselor's role is to help the students establish what is working for them, the best practices, and identify and recognize little success. This often motivates the students to continue enhancing their internal abilities to achieve more significant and favorable results (Muratori & Smith, 2017). In addition, the therapist may help the students to identify new problem-solving models to cope with their challenges by improving their resilience.

### ***Cognitive Behavioral Therapy***

Another major counseling model counselors should use to counsel gifted and talented students is cognitive behavioral therapy (CBT). This approach emphasizes that people learn to be their therapists. It is founded on the concept that individual thoughts, feelings, physical sensations, and actions are interconnected. Thus, negative thoughts and feelings can trap individuals in a negative cycle (Muench et al., 2022). Thus, the primary objective of this approach is to help individuals deal with overwhelming challenges more positively. It is based on five elements: psychoeducation, cognitive restructuring, somatic management, gradual exposure to difficult situations, and behavioral activation.

When counselors use this approach, they help gifted students break down their problems into different and separate parts, including their thoughts, feelings, and actions. In conjunction with the students, the counselors evaluate these areas separately to establish if they are realistic or unhelpful and their impact on the student. After the analysis, counselors help the students identify and work out negative and unhelpful thoughts and behaviors, often the source of their problems (Muench et al., 2022). After

establishing what they can change, the counselor should encourage the students to practice these changes for positive outcomes. For instance, when it comes to perfectionism challenges, counselors can help the students break down the thoughts that facilitate perfectionist behavior. They evaluate these thoughts together to strengthen positive thoughts and modify negative thoughts. Thus, CBT helps to alter the thought cycle that may make the student feel like a failure, which is part of the perfectionism challenge. Therapy creates a desirable outcome by helping the students manage their physical responses, exercise relaxation techniques, and identify and counter these negative thoughts (Kaya, 2015). This helps the students to see themselves through a critical lens and develop more healthy thoughts.

### **Benefits of the Counseling Approaches on Gifted and Talented Students**

Like other students, gifted and talented students require counseling as a continuous discovery process concerning emotional and social development. It is also essential in career decision-making. Counseling these students on career development can ensure the extension of talent development. This scheme needs accurate perceptions of capability, achievement, and potential: student dedication, self-reflection, and educators' collaborative efforts (Ishak & Abu Bakar, 2010). Before, traditional career counseling mainly concentrated on discovering a person-career match based on existing interests and capabilities instead of considering potential and innovation over time.

Nonetheless, contemporary career counseling focuses less on searching for a perfect job match and more on assisting in creating a satisfying life. Career counseling is significant, accepting that career preferences, competencies, and interests might change, specifically during the identity generation phases of adolescence (Ishak & Abu Bakar, 2010). Talented students can use the help of school counselors to find the perfect career

based on their abilities and interests and the holistic development of these students, including their cognitive, emotional, and social development. Thus, counseling these students offers a wide range of benefits that positively contribute to their growth, development, and success, underlining the effectiveness of counseling services to this population (Casino-García et al., 2021).

### ***Empathy and Rapport***

The gifted are often competent in two or more domains, which can create feelings of envy and jealousy, among others. Such gifts are never perceived as depressing or negative but rather a blessing. These gifts can make one highly regarded and even seen as a role model. With such emphasis and perception in most eyes, the gifted can feel stressed and lack an outlet to vent when they experience commitments that can be confused with bragging or elitism (Kennedy, 2018). Counseling is vital to offer understanding and Empathy that they cannot find among others.

### ***Improve Coping Skills***

Counseling helps the gifted work with school counselors on ways to manage personality attributes and temperamental challenges so they can express them positively. For example, the gifted can tend to hold themselves to a higher standard, which can nurture perfectionism. Philosophers and psychologists believe perfectionism does more harm than good to a person, but one can learn to use it effectively or healthily (Colangelo & Wood, 2015). Since gifted cannot learn this by themselves, they need support to understand both the positive and negative aspects of perfectionism. Failure to meet the set standards makes gifted individuals feel worthless and distressed when they fail to achieve them (Yildiz, 2021). School counselors can help them to develop positive perfectionism, which helps them to strive for excellence and nurture their talent, all while

accepting any inevitable failure. Ultimately, teaching the gifted to reach their potential while acknowledging limitations and remaining content with the best performances is critical to bolstering healthy perfectionism.

### ***Psychosocial Support***

The gifted and talented are the main stakeholders in counseling services. According to some researchers, the gifted need psychosocial, educational evaluations, and participation in counseling. Gifted students are physically and mentally healthier than the general population but have more significant needs (David, 2017). Gifted education literature implies the application of psychosocial support to fulfill the diverse needs of the gifted and talented. As the gifted continue to understand their advanced skills and abilities, they must have psychosocial skills such as metacognition, coping mechanisms, task management, self-monitoring, and persistence to continuously manage setbacks and challenges in a competitive domain (Kennedy, 2018).

Building psychosocial skills proves difficult; therefore, the gifted need psychologists to provide strategies and guidance to implement such practices. A school psychologist is a critical component in any counseling services since they understand the various needs of the gifted and can facilitate understanding of psychosocial support among educators and devise suitable curriculum and instruction (; Lee et al., 2019; Sundepeterson, 2013). Essentially, psychologists can assess a gifted' abilities and understand their level of competency functioning. The results help to determine an effective educational match based on the assessment findings. For instance, a psychologist can conduct an intelligence test to determine the developmental level and determine programming suggestions and curricular placement. Hence, the psychologist appears as

a convenient advocate for promoting a positive school environment by nurturing development and learning (Lee et al., 2019; Wood, 2009).

### ***Changing Attributions***

The gifted who have openly expressed their abilities and potential are termed 'smart' or 'talented.' These phrases are positive and give them confidence. Still, the school system tends to invisibly praise abilities more than effort, which can be harmful once they experience setbacks or failures (Moritz-Rudasill & Callahan, 2008). Feeding the gifted the notion that they are smart can make them more reluctant to take risks that challenge their intellectual level or capacities. For example, an intelligent student can take the same course thrice or prefer relatively easy schedules to get the same grade rather than concentrating on expanding their abilities with more complex tasks or courses where their fear of a lower grade becomes possible (Ishak & Bakar, 2014). The consequence of this is that it can lead to underachievement. School counselors can help the gifted to challenge and rethink such schemas by changing the language or slang used to describe such students. Counseling services can help recognize the gifted with their abilities and weaknesses as part of the learning process requirements. Nonetheless, this does not generalize all gifted students, as some recognize their ability and put long-term effort into preparing themselves to manage any setbacks during the learning process.

### ***Facilitating Resilience***

For a long time, scientists have struggled to devise interventions based on pathologies to fix emotional and psychosocial issues. Nonetheless, a considerable research body highlights the protective impacts of resilience, which helps shift counselors' efforts from setting deficits to evaluating personal strengths and then creating effective interventions on existing capabilities (Abu Bakar & Zakaria, 2018). Researchers

believe the gifted must acquire resiliency as a relevant dynamic mental process featured by engaging in adaptive, positive behaviors that enable successful social and emotional improvement in events of immense distress or adversity (Greene, 2006). Resilience enables a rigid presence in people who showcase adaptive functioning during life events, placing them at risk of contracting maladaptive behaviors.

The resiliency model is a strength-based concept essential to the continuous development of children and young adults. It highlights contextual and personal variables that interfere with developmental intersects from risk to undesirable outcomes and challenges (Turanzas et al., 2018). In this case, individual variables are aspects within persons, such as self-efficacy. On the other hand, contextual variables are aspects outside persons, like community support. Essentially, the resilience model framework suggests a conceptual model addressing ways personal and contextual variables maximize resilience and how this resilience ultimately helps cope with emotional and psychosocial problems among the gifted and talented (Wood et al., 2010).

### **Counselors for Gifted and Talented Students**

Due to their talents and growth, gifted students can provide a problem for school counselors. Typical counseling procedures designed for most children in the facility may not fulfill the requirements of the talented kid; therefore, counseling the talented student necessitates modifying conventional school counseling procedures to match the new understanding, expertise, and critical competencies (Ignat, 2011). Counselors should be cognizant of this populace's distinctive psychology and needs and be competent in counseling practices, approaches, and plans that can address these requirements. This might also necessitate the counselor differentiating their service instructional strategies to thrive with their talented children. The area of gifted education has already produced

several programs and service delivery methods to assist gifted instructors and counselors in scheduling services supporting the talented academic, individual, and vocational requirements (Levy & Plucker, 2003). Unfortunately, only a handful of them have made it into the regular school counseling body of literature, and the bulk of these best practices have not been experimentally validated to determine their levels of efficacy.

Minimal outcome research on the effectiveness of specific counseling modalities, techniques, or tactics with talented individuals and their families is available. Another unavoidable prerequisite for assisting the talented kid is that the counselor understands the nature and growth of the talented and gifted student. The Talented students share features across all domains (Zeidner, 2020). As a result, school counselors need to know the developmental characteristics of giftedness, like asynchrony and a strong desire to learn. With this understanding and awareness of exceptional ability, school counselors should be better equipped to fulfill their kids' issues as they emerge. Talented and gifted education professionals emphasize that school counselors must have the required tangible competencies and create venues to foster self-awareness in selected aspects. A lack of practical assessment and placement inappropriately demanding classrooms usually causes social-emotional and academic issues (Yıldız, 2021).

Frustration, disengagement, and underachievement are expected outcomes of a shortage of challenge and rigor. Nonetheless, for some students, accurate placement is their first encounter with difficulty or the requirement to have abilities for accomplishment that were never associated with academics but are now essential (Sunde-Peterson, 2013). Fundamental abilities like time organization and decision-making or prioritizing are standard requirements for academic achievement; instructors and parents may mistakenly believe that gifted kids have these necessary competencies. Social



interactions may be complex for talented children due to their asynchronous growth, a limited pool of like-minded colleagues, and possible discrimination (Wood, 2009). It may be assumed that brilliant kids have grasped skills such as effective communication, but this is not always the situation. School counselors might offer a secure environment for talented children to explore and practice these abilities in individual and group situations. School counselors may also assist talented adolescents in building positive coping strategies to deal with a lack of comprehension from their classmates and prevent unpleasant peer interactions like bullying (Abu Bakar & Zakaria, 2018). Other abilities may be difficult to identify by area and are more general life skills.

### **Chapter Summary**

This literature review shows that giftedness can be a blessing and a challenge. Gifted and talented students have unique abilities that distinguish them from their peers. Unfortunately, they face multiple challenges that affect their ability to reach their full potential. These challenges can be categorized as academic and non-academic. Academic challenges include underperformance, higher expectations, and perfectionism, while non-academic challenges include social, cognitive, and emotional concerns, including uneven development and inability to process their emotions. These challenges often result from interactions between the student's particular traits and an ill-fitting school and home environment (Kaya, 2015). Another explanation is gifted children do not get special accommodations to accommodate their giftedness. Their environment dramatically impacts the lives of brilliant and exceptional young people. To create a conducive environment for these students, there is a need for improved peer relationships and support, a school environment for talented students, and counseling services that

accommodate their giftedness and help them address the unique challenges they face at school and home.

Gifted and talented students receive a comprehensive educational course early in their schooling. They may accept that being gifted implies that studying should be easy. This may cause problems for these pupils when they are ultimately presented with an academic level and must adjust. Dealing with disappointments is a crucial skill for all students to develop. Counselors should closely work with the students to identify a challenge before designing and implementing the right counseling approach to address this problem (Kim, 2007). Counselors can use different counseling models and techniques based on the student's challenge and the context of the challenge. The most common counseling techniques for this population include differentiated therapy, CBT, SFBT, group therapy, and family therapy. Through counseling and therapy sessions, counselors offer empathy, create rapport, improve the student's coping skills, provide psychosocial support, and improve their resilience (Muratori & Smith, 2017). Since counseling methods have developed drastically in the past two decades, this literature review has identified the current counseling models for gifted and talented students. It has also identified and evaluated the common concerns and issues gifted and talented students face and the benefits of counseling services to gifted and talented students.

# CHAPTER 3

## RESEARCH METHODOLOGY

### **Background**

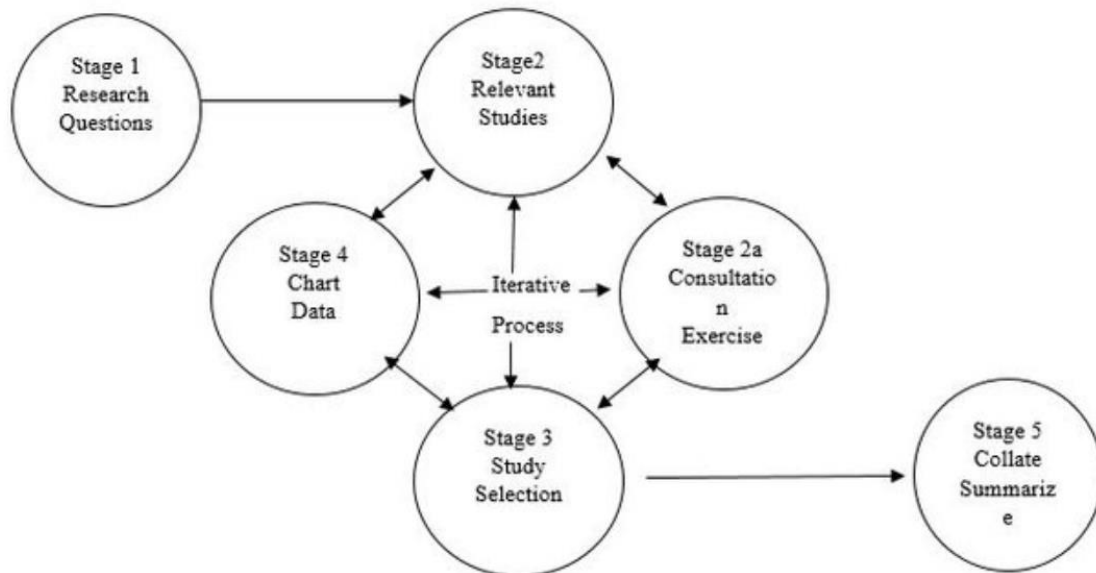
This chapter will focus on the research methods of this review by providing its general framework. It will highlight the objectives of this review, the research questions, and the process used to identify relevant studies and articles for analysis and review. It will also focus on search strategy and terms, study selection, inclusion and exclusion criteria, eligibility criteria, and the screening process. The chapter will conclude with the data extraction process, the collating, summarizing, and reporting of the findings processes.

### **Scoping Review Objective and Research Questions**

This scoping review adopted the Arksey and O'Malley six-stage methodological framework to select and evaluate high-quality articles. These stages included developing high-quality and relevant research questions, searching for relevant articles, selecting relevant articles, charting the data obtained, and collating, summarizing, and reporting the results.

Figure 1

*Arksey and O'Malley Framework.*



Multiple definitions and descriptions of scoping reviews have been developed over the years. According to Pham et al. (2014), a scoping review assesses the possible size and extent of an accessible literature review to lay out and assess the nature and level of research evidence. Munn et al. (2018) characterized a scoping review as a type of exploration synthesis zeroing in on mapping the writing on a specific research subject or region. According to these authors, a scoping review offers the opportunity and platform to distinguish key ideas, gaps in research, types, and sources of evidence to illuminate practice and policymaking. Through scoping reviews, researchers can map evidence from multiple study designs in an area to inform future research practices and programs.

This scoping review aimed to analyze the scope of literature that has already been published relating to gifted and talented children and how counseling has guided them in navigating their emotions in school and at home. It explored the different counseling

strategies, interventions, and approaches to address their unique needs and challenges. Its objective is to identify the key themes, trends, and research gaps in the field and to provide a comprehensive summary of the current state of knowledge. By systematically analyzing and summarizing a broad range of literature, the review aimed to deepen our understanding of how best to support the social, emotional, and academic development of gifted and talented students through counseling interventions. Ultimately, this review provided a detailed overview of the existing literature in this area, which helped generate a research question that could address any gaps or unanswered questions identified in the literature.

This research focuses on a subject that has been ignored for a considerable time despite its compelling nature. The scoping review focuses on gifted and talented students' concerns, approaches to counseling gifted and talented students, and benefits of these approaches to ensure they can achieve their full potential in and outside the classroom and identify gaps within this literature. Despite the significant research conducted to investigate counseling tactics, interventions, and approaches for this student group, there is a need to identify, evaluate, and update gifted and talented students' subjective experiences and impressions of counseling services. By diving into the personal experiences of gifted and talented children who have interacted with counseling services, this study intends to address an important void in the existing body of research. This study has the potential to significantly increase the efficacy of counseling services for these students who are frequently neglected since it will uncover any areas in which counseling treatments could be made more effective.

The questions that will be addressed through this review also include the following:

1. What are the common concerns and issues gifted and talented students face in school and home settings that can inhibit their academic success and achievements?
2. What are the standard counseling models for gifted and talented students to ensure they can achieve their full potential in and outside the classroom?
3. How do these gifted and talented children benefit from the counseling approaches their school counselors employ in their respective schools?

The review results will provide a better understanding of the relationship between counseling services and better performance from gifted and talented students within the existing literature to create a conducive and supportive environment where these students can achieve their academic and off-class objectives.

### **Identifying the Relevant Studies**

#### ***Search Strategy***

The researcher will use the PRISMA-ScR (Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews) criteria to identify the relevant articles and publications for this review. This review identified and used some of the best healthcare databases, such as PAP PsycINFO, Education Research Complete, ERIC, Scopus, International Encyclopedia of Education Jstor, Web of Science, Proquest, Academic Search Complete, Psycho info, EBSCO host, and Google Scholar to analyze relevant articles. Other databases that will provide high-quality articles for this review and will be helpful include PubMed, Cochrane Open Access, Emerald Insight, SAGE Journals, and PLOS ScienceDirect. These databases have a wide range of articles and resources that were instrumental in improving the researcher's understanding of school counseling services, especially when counseling gifted and talented students.

Original peer-reviewed and systematic review articles published in English between 2000 and 2022 were obtained from systematic searches and included in this review. The selection criteria focused on English language since it is a universal language understood by a significant percentage of the population, especially those who will benefit from this study. In addition, since English is a universal language, it is easy to find more and diverse articles for analysis and evaluation. This time period allows the researcher to use the most recent research and studies, improving the quality of the findings. In addition, counseling methods have developed drastically in the past two decades, and more researchers, schools, and stakeholders in the education sector are more interested in providing suitable programs and learning environments for gifted students. All the relevant articles obtained from the search were transferred to the reference manager for further sorting and to ensure that only those that met the criterion were used in the review. For example, all articles in other languages except English were excluded from the review.

### ***Search Terms***

To conduct a comprehensive and in-depth scoping assessment, a specific list of search phrases selected with care was utilized to locate studies pertinent to the study's question. Some keywords used in the search gifted\* OR talented OR genius\* OR creative OR "highly able," prodigious OR superior OR exceptional OR bright OR "mentally advanced," "high IQ," OR "high ability," OR "skilled" OR "skillful" OR "accomplished" OR "competent" OR "smart" OR "intelligent" OR "high achieve\*" OR "intellectually advanced" OR "academically advanced" OR "intellectually able." Other keywords critical to this study include "counseling" OR "guidance," OR "orientation," OR "advice," OR "consulting," OR "consultative," OR "advisory" OR "cautioning," OR "assisting" OR

"aiding" OR "discussing" OR "coaching" OR "tutoring" OR "teaching" OR "tutoring" OR "mentoring" OR "instructing" OR "supervising" OR "steering" OR "nurturing" OR "suggesting" OR "recommending" OR "advocating." The researcher chose these terms because of their potential to produce a wide variety of papers and publications and their relevance in guiding academically gifted and talented adolescents. With a psychology background, the researcher has the skills and knowledge to identify and validate the keywords that will result in the most relevant articles for analysis. In addition to examining numerous databases, the study's reference lists were scanned to find any other studies that the initial search may have overlooked. This methodology allowed a thorough search of the available literature on the subject.

### **Study Selection**

A detailed search concentrated on school counseling services for gifted and talented students. However, to improve the quality of the review findings, the researcher developed inclusion and exclusion to filter out more articles and select the ones that offer an opportunity to meet the review objectives. The inclusion and exclusion criteria below ensured that the review selected the most relevant and recent articles for analysis. This was to improve the findings' quality and account for the increased interest in school counseling, especially counseling gifted and talented students. In addition, the criteria ensured the selected articles were of high quality and directly answered the research questions, thus improving the outcome's reliability, generalizability, and validity.

The inclusion criteria for studies in this review are:

- a. All articles were in English.
- b. Published in a peer-reviewed journal,
- c. Published between 2000 and 2022,



- d. Reported original research data,
- e. Targeted school-aged students

Exclusion criteria:

- a. A book
- b. Policy paper
- c. Non-peer reviewed articles
- d. Articles are written in languages other than English
- e. A thesis or a dissertation
- f. Book chapter
- g. Conference abstracts
- h. Narratives
- i. Commentaries

**Eligibility Criteria**

PRISMA-ScR eligibility criteria specify the characteristics of the evidence that was included or excluded from the scoping review (Tricco et al., 2016). The PRISMA-ScR has 20 items, which should be reported, and two optional items, including critical appraisal of individual sources and within sources of evidence.

Table 1

*PRISMA-ScR Eligibility Criteria.*

Abstract	Structured summary
Introduction	Rationale Objective
Methods	Protocol and registration Eligibility criteria Information sources Search Selection of sources of evidence Data charting process Data items Critical appraisal of individual sources of evidence Summary measures Synthesis of results Risk of bias across studies Additional analysis
Results	Selection of sources of evidence Characteristics of sources of evidence Critical appraisal within sources of evidence Synthesis of results Risks of bias across studies Additional analysis
Discussion	Summary of evidence Limitation Conclusions
Funding	Funding

**Screening**

The screening process consisted of multiple steps, each methodically and diligently. This was done to ensure the scoping review was thorough and pertinent. After identifying the best databases to obtain relevant articles and data search, the next step was to screen the right and relevant articles for inclusion and review. The above criteria were instrumental in evaluating the articles for selection. For example, the identified time period allowed the researcher to focus on new counseling methods, which have developed drastically in the past two decades to focus on students' needs and wants. The first selection process focused on identifying and assessing the title and abstract. The title is

the first to see and is critical in grabbing attention and enticing readers to read the article. For example, for an article to be included in the review, the researcher had to ensure that the title and the abstract focused on counseling gifted and talented students. The title and the abstract had to contain at least one of the keywords identified earlier. For instance, the article *Counseling Gifted Students: School-based Considerations and Strategies* by Kennedy, K. (2018) contains two keywords, counseling and gifted words, and was included in the analysis. The title portrays the work, making it easier to establish whether an article focuses on the review objectives. At the same time, the abstract summarizes, describes, sorts, and indexes the critical points from the significant sections of the paper. It also explains what the document includes, allowing the researcher to establish whether the articles are relevant to the review.

The second screening was a full-text screening. During the full-text screening, each article was evaluated according to the inclusion and exclusion criteria to determine whether it was eligible for inclusion in the scoping review. For example, the researcher had to deeply dive into the article and research process. The researcher had to read the full text and decide whether to include the article in the study. Apart from seeking the help of the research team in identifying whether the article meets the inclusion criteria, the researcher engaged the librarian to help exclude articles that did not meet the criteria. The researcher, the librarian, and the review team discussed any conflicts and disagreements concerning the articles until they agreed on each article's relevancy, credibility, reliability, and validity.

### **Data Extraction from the Selected Articles**

After initially eliminating specific papers based on their abstracts or full texts, additional articles were considered for inclusion in the scoping review. After selecting

sufficient and relevant articles, the next step was evaluating and synthesizing the information obtained. In a scoping review, the data extraction process, widely known as data charting, involves creating logical and descriptive summaries of the articles. This is instrumental in evaluating if these articles align with the review objectives (Tricco et al., 2016).

Charting the data for this scoping review involves gleaning relevant information from the entire collection of articles considered for inclusion. This information includes the author of the study, the year that the study was published, the study's design, purpose, research methodology, the population's characteristics, counseling strategies, interventions, and critical findings. For example, Alias, Rahman, Abd Majid, and Yassin (2013) wrote an article on Dabrowski's over excitabilities profile among gifted students. Its main objective was to establish the over excitabilities profile of gifted students. The study focused on 335 students on a holiday camp for gifted children ranging between 10 and 15. The authors found that although gifted children have the same level of intelligence, they have different characteristics of overexcitability.

Charting data was evaluated and synthesized to provide a complete overview of the available literature on counseling gifted and talented students. This process was beneficial in identifying significant themes and gaps in the existing literature and helping develop recommendations for subsequent studies. In addition, this was instrumental in bringing together results and examining the findings to identify relevant agreement, convergence, or discrepancy patterns. The exact charting procedure ensured that the scoping review was relevant to the overall purpose of the research and produced insightful information that may be used to develop counseling tactics and treatments for gifted and talented students.

## **Collating, Summarizing, and Reporting the Findings**

The primary role of this review is to examine research discoveries and present an outline of all material assessed concerning school counseling services and consoling gifted and talented students. This is the final step in this process. The first step was to analyze quantitative data to evaluate the results of individual studies to be tabulated. An analysis of the qualitative data in all the selected studies followed this. This analysis helped identify patterns, themes, and keywords to quantify the reported results narratively or classified. Moreover, a further narrative portrayal of all results was given to improve and assist with interpreting the review discoveries as they connect with the review objectives and targets by showing how the review answered the research questions and successfully answered the research objectives.

Therefore, this review used content analysis to analyze and evaluate the qualitative data obtained from the articles. This approach helped to identify specific vocabulary, themes, and perspectives in the articles related to the research questions (Beck, 2019). Using the content analysis process, it was easier to identify important topics, including strategies and techniques for counseling gifted students. This is critical to providing conclusive findings on school counseling services and how counselors can best manage gifted and talented hands to ensure they achieve their full potential.

The review used narrative summaries to report the results, represented by categories that depicted how the results related to the points of inquiry and goals. In the results extraction process, results are sorted into major plausible categories. Explicit variables affecting fulfillment and usefulness were categorized by domain, which is still in progress and addressed in the final list of procedures and methods. The final synthesis is presented in tables, charts, or outlines, supplemented by narrative descriptions. Finally,

this scoop writing applies meaning to the results and provides narrative clarification of gaps in the current proof of exploration.

## CHAPTER 4

### STUDY SELECTION AND RESULTS

#### **Introduction**

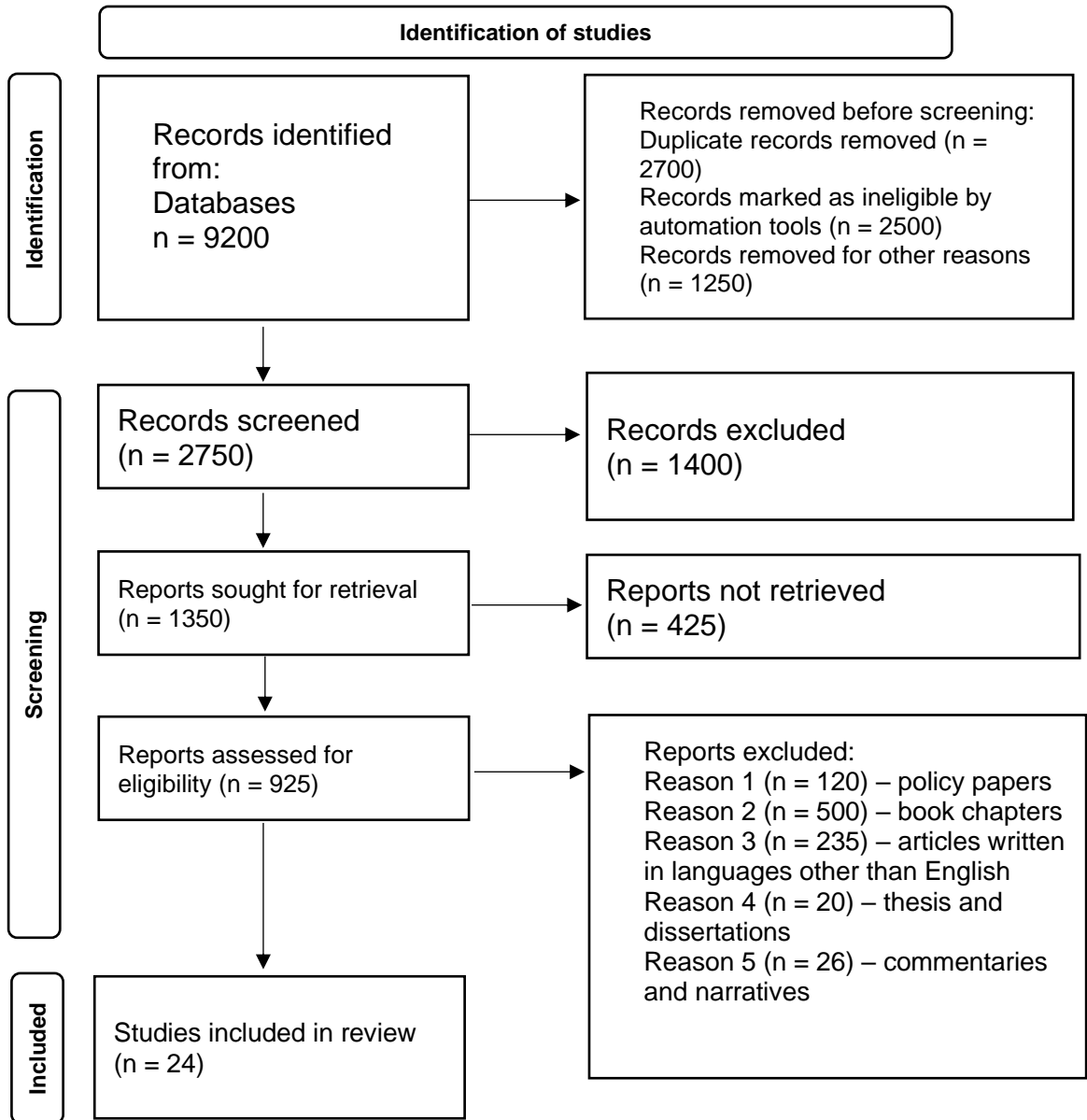
This study has identified and analyzed the common concerns and issues gifted and talented students face in school, and home settings, the standard counseling models for gifted and talented students, and the benefit gifted and talented students enjoy from the counseling approaches their school counselors employ in their respective schools. This chapter presents the findings from the data obtained from analyzing the existing literature and articles. It will evaluate the study selection process, the summary of the selected literature, reported counseling approaches, impact and challenges, and original research.

#### **Study Selection**

The initial search resulted in 9200 articles before duplicates were removed. At the duplication screen stage, 2700 articles were excluded, 2500 articles were ineligible, and 1250 articles were removed for not meeting the criteria. Thus, 2750 articles were screened. However, at the title and abstract screening stage, 1400 were excluded for using other methodologies except for scoping review or primary data to obtain relevant data for study and analysis. The researcher had 1350 articles for retrieval. Unfortunately, 425 articles were not retrieved, with 925 assessed for eligibility. Of the 925 remaining articles, 120 were rejected because they were policy papers, 500 were rejected because they were book chapters, 235 were rejected in languages other than English, 20 were dissertations, and 26 were commentaries and narratives. Thus, the researcher identified and included 24 articles that met the criteria in this scoping review.

Figure 2

*Data Screening Process.*



**Summary of Selected Literature**

This table provides a summary of the selected literature. It provides an overview of the 24 articles selected for this study. It focuses on the author, year of publication, title of the article, research participants, aims and objectives, counseling models, interventions and the main findings.



Table 2

*Summary of Selected Literature.*

No	Author / Year	Title of the article	Participants	Aims and objectives	Counseling models	Interventions	Main findings
1	Alexopoulos, Batsou, and Drigas (2019)	Resilience and Academic Underachievement in Gifted Students: Causes, Consequences and Strategic Methods of Prevention and Intervention.	Analysis and evaluation of 24 articles obtained from the current literature.	The study investigated the social personality traits of the resilient gifted, focusing on developing strategic prevention and intervention approaches to enhance the resilience of those at higher risk of academic underachievement.	Differentiated therapy	Schoolwide Enrichment Model, the total talent portfolio, and Coolabah Dynamic Assessment (CDA).	Improving resilience among gifted children is critical to helping them overcome family, school, and social challenges, resulting in better physical and mental health.
2	Alias, Rahman, Abd Majid, and Yassin (2013)	Dabrowski's overexcitabilities profile among gifted students.	The study focused on 335 students on a holiday camp for gifted children ranging between 10 and 15.	To establish the overexcitabilities profile of gifted students.	Differentiated therapy	The Self-Assessment Overexcitabilities instrument	Although gifted children have the same level of intelligence, they have different characteristics of overexcitability.
3	Alodat, and Momani (2018)	Gifted Syrian refugee students in Jordanian schools: Have we identified them?	42 school principals and educational supervisors participated in semi-structured interviews	Identify and evaluate educational services provided in Jordanian schools to establish the gifted Syrian refugee students.	Differentiated	Descriptive coding analytical strategies	The gifted identification services provided for Syrian students are poor and insufficient despite school principals and education supervisors working towards providing gifted

							education services.
4	Carlson, Holcomb-McCoy, and Miller (2017).	School counselors' knowledge and involvement concerning gifted and talented students.	328 school counselors and members of the American School Counselor Association (ASCA)	Evaluating school counselors' self-reported knowledge and involvement with gifted and talented students.	Group therapy	Oblimin rotation	General gifted and talented knowledge is influenced by involvement, and identification of knowledge is influenced by advocacy.
5	Casino-García, Llopis-Bueno, Gómez-Vivo, Juan-Grau, Shuali-Trachtenberg and Llinares-Insa, (2021)	Developing Capabilities". Inclusive Extracurricular Enrichment Programs to Improve the Well-Being of Gifted Adolescents	The research population included 47 students from the first and second years of compulsory secondary school.	Analyzing the impact of an inclusive extracurricular enrichment program for gifted secondary school students on adolescent well-being.	Group therapy and solution-focused brief therapy through enrichment clusters and talent portfolio development	Enrichment Programs including Schoolwide Enrichment Model	Supporting gifted students to promote their well-being through collaborative activities leads to positive moods and reduced fear.
6	David (2017)	Seeking help for young gifted children with emotional or educational problems: Who looks for counseling? Part I: Between the telephone call and the meeting.	Four hundred parents and other members of the gifted between 2014-2017 in Summa.	To fill the gap on why few psychologists of the gifted are also theoreticians of giftedness, do both and establish why they sometimes refuse to help these students.	Group and family models where parents seek interventions on behalf of their children.	Helping parents who want to diagnose their children, helping parents decide which classes are critical for their children, and helping parents in the middle of the custody battle.	Most of the time, students who need immediate assistance do not access it, and while it is easy to find a counselor to help such children, most of them prefer not to address the needs of these students.
7	Ignat (2011).	The school counselor and the gifted children's education.	A sample of 641 participants included 556 teachers and 85 parents of the gifted.	Presenting the degree of the school counselor's contribution to gifted children's education.	CBT, differentiated, family, and group therapy as counselors bring teachers and parents	Counselors emphasize empathy and unconditional acceptance. They use reflections, reframing, and the	The counselor is viewed positively as an integral agent of gifted education.

					together to find the proper intervention for their children.	clarification of answers.	
8	Ishak and Bakar, (2010)	Counseling for Gifted students: Implication for a differentiated approach.	One hundred eighty students between 13 and 15 years old attended an enrichment school holiday program.	Exploring the counseling needs of Malaysia's gifted students	Differentiated counseling approach	Adequate psychological and counseling support based on the unique needs of each patient	Gifted students find it challenging to ask for help as they want to save face, others' views towards those who seek help, lack of time, ineffective counseling services, and the counselor's personality.
9	Ishak and Abu Yazid Abu Bakar (2014)	Counseling services for Malaysian gifted students: An initial study.	180 gifted students enrolled in the Malaysian Gifted Centre's School Holiday Camp' in 2011	Identify and explore the tendency to seek a counselor's help to solve problems among gifted students.	Differentiated therapy	Providing emotional psychological support and career counseling.	Only 7% of the students frequently sought help. Their willingness to seek help was influenced by the counselor's personality, student issues, therapeutic environment, approaches used, and the counselor's role among these students.
10	Jarosewich and Stocking (2002)	Medication and counseling histories of gifted students in a summer residential program.	One thousand nine hundred twenty-eight students participate in a residential enrichment	Identifying the effectiveness of medication and counseling histories in addressing social, emotional, and behavioral characteristics	Group therapy, CBT, and solution-focused brief therapy	Residential academic programs	Low rates of psychological disorders, medication use, and counseling among gifted students.

			t program for academically gifted youths.	among gifted youths			
1 1	Jie, and Hassan (2019)	School counseling services for gifted and talented students: a systematic literature review. Malaysian	Ten articles on counseling talented and gifted students were selected and reviewed.	Assess the school counseling services for gifted and talented students.	Group therapy, CBT, and solution-focused brief therapy.	School counseling services	School counselors are vital to gift and talented students but must be equipped with the right skills and knowledge to be more effective.
1 2	Kaya and Akgül (2022)	Evaluating online education for gifted students: Parents' views.	15 parents who participated in a telephone interview	Examining the experiences of the gifted students during the online process from their parents' perception	Family therapy	Parental support	Reflection on education, benefits, limitations, psychological effects, solutions, observed emotions, and suggestions were the primary experiences of the participants.
1 3	Lee, An, and Choe (2020)	Predicting psychiatric symptoms by personality types for gifted students	Two hundred thirty-two gifted middle-school students in South Korea.	Examining if personality types of gifted students forecasted their psychiatric symptoms and if the type of giftedness and gender moderated the correlation between personality and psychiatric manifestations.	Differentiated therapy	School counseling services	Personality characteristics partly accounted for the symptoms of psychological distress among these students.
1 4	Moritz Rudasill and Carolyn (2008)	Psychometric characteristics of the Harter Self-Perception	Five hundred sixty students, 260	Replicate the reliability studies of the Harter self-perception	Solution-focused brief and group therapy	Harter Self-Perception Profiles for Children and Adolescents	Harter self-perception profiles are valid and reliable for

		Profiles for Adolescents and Children for use with gifted populations.	between grades 8-11 and 300 between grades 5-7.	profiles for children in a sample of gifted students.			use with gifted students.
15	Sunde Peterson (2013)	School Counselors' Experiences with a Summer Group Curriculum for High-Potential Children from Low-Income Families: A Qualitative Study.	Seven school counselors from five district schools	Exploring how counselors experienced being involved with gifted children	Group therapy	Group guidance	Counselors are unprepared to deal with the noticeable behavioral differences among gifted and talented students.
16	Turanzas, Córdón, Choca and Mestre (2018)	Evaluating the APAC (Mindfulness for Giftedness) program in a Spanish sample of gifted children: A pilot study	Twenty-two gifted children in Spain.	Exploring the effectiveness of (APAC, Mindfulness	Group therapy, CBT, and solution-focused brief therapy.	APAC; Mindfulness for Giftedness	APAC programs improve emotional abilities and reduce adverse symptoms.
17	Wikoff, Lane, and Beck (2021)	We Need to Feel Safe: Experiences of Gifted LGBTQ+ Students and Implications for School Counselors	Seventy-five participants identify as both gifted and members of the LGBTQ community.	For giftedness in addressing existential anguish, anxiety, depression, experiential avoidance, and cognitive fusion.	Group and differentiated therapy	Interpretive phenomenological analysis	School counselors lack the experience and knowledge to help such students.
18	Wood (2009)	Counseling Concerns of Gifted and Talented Adolescents: Implications for School Counselors	153 students participating in a summer residential program	Exploring the development of individuals who hold intersecting identities as part of the gifted and talented students	Group therapy	School counseling services	The main counseling concerns among the gifted include social acceptance, perfectionism, and fear of failure.
19	Wood (2009)	Best practices in counseling the gifted in schools: What's happening?	One hundred fifty-three gifted and talented adolescents in the	To establish the counseling concerns that affect gifted students.	Group therapy, CBT, differentiated therapy, and solution-	School counseling services	There are no best-tested best practices for gifted students.

			southern state.		focused brief therapy.		
20	Wood, Portman, Cigrand, and Colangelo (2010).	School counselors' perceptions and experience with acceleration as a program option for gifted and talented students.	One hundred forty-nine practicing school counselors are American School Counselor Association members.	Identify the experience of gifted and talented adolescents regarding counseling techniques, strategies, and approaches cited in gifted education literature.	Group and family therapy	Research-based practices of acceleration	School counselors do not have the proper training and accurate information concerning the acceleration program.
21	Yazid Abu Bakar and Zakaria (2018)	Counseling services for gifted students in Malaysia: A qualitative exploration.	Thirty students from the first and second cohorts in a lab school that provides a special needs education program for the gifted.	Identifying school counselors' perceptions of and experiences with acceleration as a program option for gifted students.	Group therapy	School counseling services	Challenges affecting the local gifted and talented students relate to their career, academic pathway, and psychosocial well-being.
22	Yıldız (2021)	A Case Study Review on Social-emotional Problems Affecting Gifted and Talented Students.	A case study of a 12-year-old female student.	Identifying and analyzing issues concerning the perception and experience of local gifted and talented students towards guidance and counseling services in their school environment.	CBT	Research-based practices of acceleration	Identifying intervention strategies to address these students' social and emotional needs is essential to improve their holistic health.
23	Yoo and Moon (2006)	Counseling needs of gifted students: An analysis of intake forms at a university-based counseling center.	120 student intake forms completed between 1997 and 2000	Exploring how to respond to gifted and talented students' social and emotional issues.	Family therapy	Fee-based counseling services, including educational and career guidance.	There is no consensus concerning the counseling needs of gifted students at any level, especially

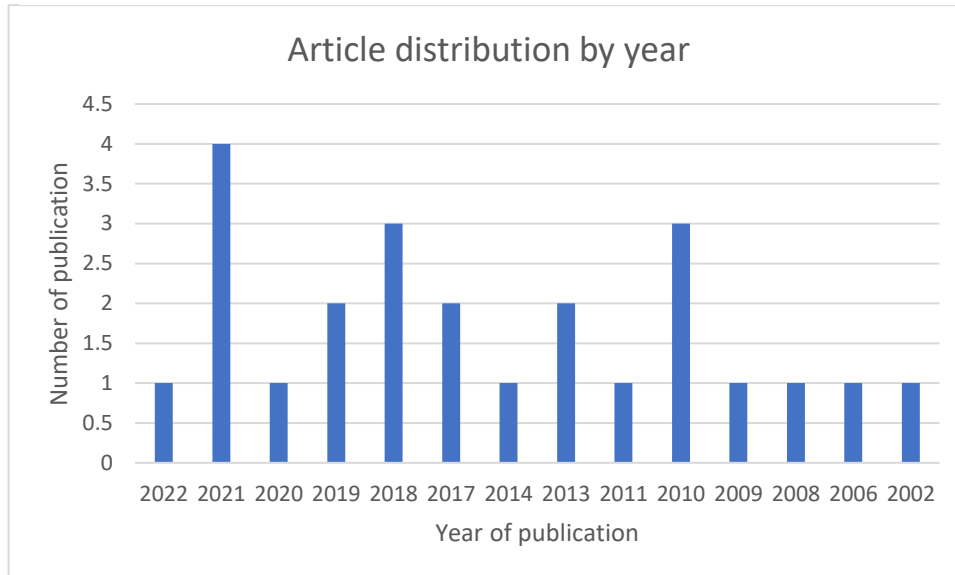
							among adolescents.
24	Zeidner (2021)	Don't worry—be happy: The sad state of happiness research in gifted students.	One thousand six hundred thirty-two participants, 713 gifted and 919 non-identified boys.	Investigating perceptions of the counseling needs of gifted children from the parent's perspective seeking fee-based counseling for their gifted children	Group therapy	School counseling services	Gifted students who are happy and feel they are contributing to the greater good and improving lives are more likely to succeed and benefit themselves and society.

### Article Publication Years

The study identified 24 credible articles for analysis. Based on the figure below, the year of publication of these articles is distributed across the 22 years between 2000 and 2022. The figure below shows that most publications (16.7%) were published in 2021. Figure 3 below also shows that the majority % of the publications, 80.33%, were published after 2010, which presents the most recent data and information concerning counseling gifted and talented students.

Figure 3

*Article Distribution by Year.*



*Note.* This figure based on the above statistics and table based on the year of publication of the articles included in this review.

### **Reported Counseling Approaches, Impact, and Challenges**

The articles provided a detailed insight into the counseling techniques and strategies widely used in both school and home settings for students, their effect on these students, and the main challenges the counselors face in performing their duties. According to the summary of results obtained from the articles, multiple approaches and techniques are applied to address this population's different and unique needs. Such strategies include differentiated therapy, group therapy, and family therapy. Each therapeutic session and each model is tailored to match the needs of the target population. The articles also showed that properly utilizing and implementing these approaches is critical in enhancing the students' resiliency, effectively and efficiently addressing their



social, academic, and cognitive needs, and allowing them to live fulfilling lives both in and outside their classrooms.

The articles were also quick to note that counseling gifted and talented students poses a unique threat that counselors need to address if they are to deliver quality services that make a difference in the lives of these children. For instance, these children find it challenging to ask for help and assistance from their counselors and even parents, which makes it challenging to understand their struggles or design the proper intervention to address their needs on time. Besides, most school counselors are unprepared to deal with the obvious behavioral, cognitive, emotional, and even academic differences among gifted and talented students, creating an uncondusive environment for them to share and share their struggles.

### **Original Research**

This scoping review included 22 original studies, representing 91.7% of all the articles selected for this study. These original studies provided firsthand information concerning the counseling of gifted and talented students. This guaranteed that the information obtained from the articles was up-to-date and relevant, allowing the researcher to control and organize the control of the data to inform the research question. Among the 22 studies, one was a case study of a 12-year-old female student where the authors sought to explore how talented and gifted students respond to social and emotional issues. The remaining two articles, representing 8.3%, were systematic literature reviews on counseling gifted and talented students. They identified, evaluated, and summarized findings of relevant individual studies on the research topic, making the available evidence more accessible and providing a deeper insight into the research topic.

## CHAPTER 5

### DISCUSSION AND CONCLUSION

#### **Discussion**

In this detailed scoping review of counseling gifted and talented students, the researcher examined 24 research articles. The primary finding from this analysis is the sophisticated relationship between school counselors and gifted students. From the analysis of the articles, counseling aims to understand the psychological lives of these students by applying mental health and human development principles. As a result, a counselor should listen to these students and help them address or solve their adjustment challenges by applying specific and applied procedures and processes (Greene, 2003). Unfortunately, this task and responsibility is more complex for counselors dealing with gifted and talented students, given their unique needs and wants. Talented and gifted students face unique challenges such as sensitivities and overexcitability, social skills, perfectionism, and self-concept (Reis & McCoach, 2002). As a result, counseling services and approaches for such students should be tailored towards creating a safe and flexible learning environment, proper academic rigor, and a dual focus on social-emotional learning.

Therefore, in counseling gifted and talented students, the counselor must be skilled, trained, and have the potential to deeply understand this group's inner life and differentiated counseling needs. In most cases, especially in an education setting, these students feel neglected as most people, including their parents, educators, peers, and counselors, fail to understand them (Heller, 2005). Such feelings significantly impact their motivation, social development, emotional development, and self-worth. In most

cases, they find it challenging to ask for help as they feel their needs will not be fully addressed. Sometimes, they do this to save face, while others feel that the counselor's personality makes it challenging to open up. As a result, such students often find ways to cope with their giftedness and problems, affecting their holistic lives. However, for improved quality of life, counselors and educators must be aware and sensitive enough to respond to the needs of this population (Moon, 2021). To optimize the progress and growth of this population, the counselors must keep an open mind, provide emotional support to the students themselves and their parents, and work with educators to provide a conducive learning environment and counseling groups. A deeper understanding of these students makes it easier for the counselors to design and implement counseling interventions that teach and show them empathy, improve their ability to cope with unique challenges such as perfectionism, and offer emotional, social, and psychological help while facilitating resiliency.

According to the articles, gifted and talented students have their unique needs as individuals, away from group needs as unique and talented students. As a result, counselors should not assume the needs of their students but instead should examine their needs and wants independently to establish the root cause and design the proper intervention. This group faces academic and non-academic concerns that need counseling intervention like other students. One of the leading problems they face daily is social and emotional concerns, as they find it challenging to express themselves (Peterson, 2009). As mentioned, they have higher levels of over-sensitivity and over-excitability than average students, and the personality and characteristics of the counselors may discourage them from opening up. As a result, they find unhealthy ways to deal with these concerns, which only negatively affect the quality of their lives. In other cases, they face intellectual

and educational concerns, higher expectations and perfectionism, psychological issues, underachievement, and asynchronous development. To address their needs, counselors must understand their unique issues and adequately introduce the proper intervention (Smith & Wood, 2018) effectively and efficiently. Each problem should be examined independently and, in each context, to give the counselors a better understanding of the problem and the right solution.

Despite having already established procedures or processes for helping these students, providing patient-centered therapy that directly addresses their needs increases the probability of success and establishes a long-term relationship between the counselor and the students. This means there are no best-tested best practices or counseling approaches for gifted students (Chen & Wong, 2013). However, the main approaches to address their needs and wants in any setting include differentiated, group, and family therapy. In differentiated therapy, the counselor provides an opportunity for the student to define themselves, reveal themselves, clarify boundaries, and manage the anxiety associated with uniqueness. It is vital to build resilience as the counselor allows the students to define themselves and who they want to be (Chen & Wong, 2013). This gives them a better understanding of their client, which is crucial in designing and implementing the proper intervention to address their anxiety and other challenges.

In group therapy, students with similar problems and characteristics are grouped for conversations concerning their emotional, social, and cognitive development. The common understanding of a challenging experience among the group is critical to nurturing their trust by encouraging them to share their feelings with the group while also allowing them to relieve pain and stress (Siegle & Schuler, 2000). It creates a safe space to discuss their pain and challenges while facilitating giving and receiving support, crucial

to their holistic growth and development. Finally, family therapy brings together the students and their families. A student's giftedness is a challenge to them and their families, especially when the family does not understand their uniqueness. However, through family therapy, the counselor improves family dynamics and relationships by providing strength and coping tools on an individual and family level. It allows the student to understand that other family members are not gifted or talented and may sometimes fail to understand them (Bourdeau & Thomas, 2002). It also allows the family members to understand the student's giftedness and how best to create a supportive environment. As a result, family therapy helps to improve the family's problem-solving abilities and relationships.

Career planning and career counseling are critical in responding to the counseling needs of different market target groups, including talented and gifted students. Advanced training and education are vital in matching the students' interests, abilities, and aptitudes to work to facilitate the provision of high-quality services that directly address and meet their needs and wants (Carlson et al., 2017). Thus, poor training and education among school counselors and the lack of assessment tools in areas of interest and aptitudes make it challenging for these counselors to understand these students or create the proper intervention. To adequately address the needs of these students, it is essential for school counselors to regularly train and educate themselves on the changing needs of these students and collaborate with their respective schools to have the right tools to deliver the proper intervention (Casino-García et al., 2021). Such collaboration and approach will ensure the school environment is conducive enough to stimulate and address gifted students' cognitive, physical, emotional, and social needs.

## **Conclusion**

There is an increasing global awareness of the need for counseling gifted and talented students. Unfortunately, there is no one generally accepted definition of giftedness. Most definitions compare the gifted to others of the same age or by needs offered by the average and standard classroom. In some cases, gifted students are considered gifted if they score in the top 5% locally in any aptitude area, especially in language arts and mathematics. In other cases, giftedness or talent creates a perspective or an image of people with extraordinary abilities and potential in intellect, creative ability, leadership skills, and visual or performing arts.

This population stands out among their friends. They have a better ability to understand content and materials than other students, have emotional depth and sensitivity at a young age, and have a higher level of curiosity and interest in unique topics. This makes them special and sets them apart from their peers. They also learn quickly, have extremely good memory, have a higher level of imagination and creativity, and have advanced speech. These unique abilities make it easier for them to perform better than their peers in and outside the class. Unfortunately, this group of children is particular but requires special attention given the uniqueness of the challenges and issues they face in their home and school settings. Unlike standard students, gifted and talented students struggle with underachievement, isolation, boredom, perfectionism, anxiety, or uneven development. Seeing things differently, being unusually gifted, and having a better understanding than normal students makes their challenges unique. In most cases, they have different interests and are unevenly developed, making it impossible for them to process their accurately and successfully emotions. This makes it hard for them to emotionally and socially connect with their peers.

Given the uniqueness of their challenges and their unique abilities, this review underlines the importance of ensuring school counselors can assess their problems and implement the right solution effectively. Such challenges require the counselors to be better informed on how to respond to their sensitivity and problems to encourage them to seek help. They require the counselors to use the right counseling approach based on the student's unique needs. The most common counseling models include group therapy, CBT, differentiated therapy, family therapy, and solution-focused brief therapy. If applied appropriately, the counselors find it easy to offer empathy and create rapport, improve their coping skills and mechanisms, offer psychosocial support, and improve their resilience, which improves their academic performance and holistic health.

The review outcomes show that these students grow and develop holistically with the right environment and support and can achieve and fulfill their potential while benefiting society. However, they need help in school and home setting to achieve this goal and objective. Thus, the school setting should provide the much-needed support that addresses their cognitive, physical, emotional, and social needs through high-quality counseling services. In addition, the home setting should improve family dynamics and support their needs by learning more about their uniqueness, their challenges, and how best to offer support. Additionally, parents and relatives should work hand in hand with counselors to create a better and more supportive environment for these students. Thus, counseling services should focus beyond their school environment to the home environment to increase their opportunity to succeed.

### **Recommendations**

- i. Design and develop school-based counseling programs to address gifted students' developmental and academic needs. School programs, especially in counseling,

are essential for this population's development and academic achievement. These programs should use remedial and developmental approaches. In remedial, the counselors should act as therapists who intervene in problem situations to help solve the challenges or minimize the adverse effects (Mendaglio & Tillier, 2006). Using the developmental approach, counselors act as therapists who help students overcome challenges other than academic problems. Such an approach helps with the holistic development of the students.

- ii. Develop remedial work for counselors to improve their knowledge and ability to deal with this population. Minimal attention the counseling field pays to gifted students inhibits counselors' ability to address their needs effectively and efficiently. Unfortunately, there is more attention offered to the needs of this population by educators and educators' training programs than counselor's training programs (McCormick & Plucker, 2013). As a result, counselors are not fully equipped to deal with this population's needs. As a result, individual schools and stakeholders in the education sector need to invest more in training and educating school counselors on how to understand and deal with this population. Improved skills and knowledge will result in better counseling activities, improving this population's quality of life.
- iii. Introduce group therapy for gifted students. Given their unique abilities and interests, gifted students find it challenging to emotionally or socially connect with their peers. However, they easily connect with other gifted students. Thus, group therapy sessions will allow them to connect with other gifted students and develop meaningful relationships by sharing perceptions and learning more effective interpersonal skills (Harrison & Van Haneghan, 2011). Giftedness is not



a problem that counselors must resolve, but it is a unique challenge that should be nourished for personal and societal benefits.

### **Study Implications**

The scope and approaches to counseling gifted students are significantly changing. As a result, the review outcome will improve the existing knowledge on counseling gifted students and how to address their unique needs and challenges. The study result will provide instrumental information that school counselors and institutions can use to understand better the challenges faced by gifted and talented students, different counseling approaches to address these problems, and the benefits of addressing the needs of this population. These school counselors work with students who need assistance managing their behavior, keeping up academically, or planning their careers. Thus, the results will help institutions develop the right school programs to address this population's needs, create a conducive environment for their growth, and develop and help them achieve their full potential.

### **Limitations of the Review**

One limitation of this study is the type and form of articles selected for the study. The review only focuses on peer-reviewed journals published between 2000 and 2022. This limits the researcher to this time frame and type of studies included in the review. Other secondary materials, such as books or book chapters, have relevant and quality information to contribute to this date. Besides, other articles published before 2000 have information that would have improved the quality of the study outcome. Considering that the review only focuses on English articles published between 2000 and 2022, it is missing a significant and high number of quality articles published before 2000 and after 2022 and those published in any other language except English.

## APPENDIX

### DATA EXTRACTION FORM FOR SELECTED ARTICLES

Author /Year	Title of the article	Origin/country of origin (where the study was published or conducted)	Participants	Aims/purpose and objectives	Counseling models	Interventions	Key findings that relate to the scoping review question/s

+ |

## REFERENCES

- Al-Hroub, A. (2007). Parents' and teachers' contributions to identifying the unusual behavioural patterns of mathematically gifted children with learning difficulties (MG/LD) in Jordan. *The Psychology of Education Review*, 31, 8-16.
- Al-Hroub, A. (2012). Theoretical issues surrounding the concept of gifted with learning difficulties. *International Journal for Research in Education*, 31, 30-60.  
[http://www.cedu.uaeu.ac.ae/journal/issue31/ch2\\_31ar.pdf](http://www.cedu.uaeu.ac.ae/journal/issue31/ch2_31ar.pdf)
- Al-Hroub, A. (2020). Use of the Jordanian WISC-III for twice-exceptional identification. *International Journal for Talent Development and Creativity (IJTDC)*, 1&2, 121-144.
- Al-Hroub, A. (2022). Gifted education in Lebanon: Re-examining the role of educational and learning capitals. *Cogent Education*, 9(1).  
<https://doi.org/10.1080/2331186x.2022.2073644>
- Al-Hroub, A., & El Khoury, S. (2018). Definitions and conceptions of giftedness around the world. In S. El Khoury, & A. Al-Hroub, *Gifted education in Lebanese schools: Integrating theory, research, and practice* (pp. 9-38). Switzerland: Springer International Publishing.
- Al-Hroub, A., & Krayem, M. (2020). Overexcitabilities and ADHD in gifted adolescents in Jordan: Empirical evidence. *Roeper Review*, 42(4), 258-270.  
<https://doi.org/10.1080/02783193.2020.1815264>
- Alexopoulou, A., Batsou, A., & Drigas, A. (2019). Resilience and academic underachievement in gifted students: Causes, consequences and strategic methods of prevention and intervention. *International Journal of Online and*

*Biomedical Engineering (iJOE)*, 15(14), 78.

<https://doi.org/10.3991/ijoe.v15i14.11251>

Aleyani, S. O. (2021). Special educational need of the gifted and talented students in Saudi Arabia: A review paper. *International Journal of Educational Research Review*, 6(2), 124-133. <https://doi.org/10.24331/ijere.854926>

Alias, A., Rahman, S., Majid, R. A., & Yassin, S. F. (2013). Dabrowski's Overexcitabilities profile among gifted students. *Asian Social Science*, 9(16), 120-125. <https://doi.org/10.5539/ass.v9n16p120>

Alodat, A. M., & Momani, F. A. (2018). Gifted Syrian refugee students in Jordanian schools: Have we identified them? *Gifted and Talented International*, 33(1-2), 52-63. <https://doi.org/10.1080/15332276.2019.1665484>

Amend, E. R., & Peters, D. (2015). The role of clinical psychologist: Building a comprehensive understanding of 2e students. *Gifted Child Today*, 38(4), 243-245. <https://doi.org/10.1177/1076217515597286>

Beck, C. T. (2019). Theory development using secondary qualitative data analysis. *Secondary Qualitative Data Analysis in the Health and Social Sciences*, 71-78. <https://doi.org/10.4324/9781315098753-9>

Bourdeau, B., & Thomas, V. (2002). Counseling gifted clients and their families: Comparing clients' and counselors' perspectives. *Journal of Secondary Gifted Education*, 14(2), 114-126. <https://doi.org/10.4219/jsge-2006-415>

Carlson, N. N., Holcomb-McCoy, C., & Miller, T. R. (2017). School counselors' knowledge and involvement concerning gifted and talented students. *Journal of Counselor Leadership and Advocacy*, 4(2), 89-101. <https://doi.org/10.1080/2326716x.2017.1294122>

- Casino-García, A. M., Llopis-Bueno, M. J., Gómez-Vivo, M. G., Juan-Grau, A., Shuali-Trachtenberg, T., & Llinares-Insa, L. I. (2021). “Developing capabilities”. Inclusive extracurricular enrichment programs to improve the well-being of gifted adolescents. *Frontiers in Psychology, 12*, 731591.  
<https://doi.org/10.3389/fpsyg.2021.731591>
- Chen, C. P., & Wong, J. (2013). Career counseling for gifted students. *Australian Journal of Career Development, 22*(3), 121-129.  
<https://doi.org/10.1177/1038416213507909>
- Colangelo, N., & Wood, S. M. (2015). Counseling the gifted: Past, present, and future directions. *Journal of Counseling & Development, 93*(2), 133-142.  
<https://doi.org/10.1002/j.1556-6676.2015.00189.x>
- Cross, T. L. (2011). Social emotional needs. *Gifted Child Today, 34*(4), 64-65.  
<https://doi.org/10.1177/1076217511418068>
- David, H. (2017). Seeking help for young gifted children with emotional or educational problems: Who looks for counseling part I: Between the telephone call and the meeting. *Journal for the Education of Gifted Young Scientists, 5*(1), 57-70.  
<https://doi.org/10.17478/jegys.2017.54>
- El Khoury, S., & Al-Hroub, A. (2018). Identification of gifted students: History, tools, and procedures. In S. El Khoury, & A. Al-Hroub, *Gifted education in Lebanese schools: Integrating theory, research, and practice* (pp. 39-59). Switzerland: Springer International Publishing.
- Greene, M. J. (2003). Gifted adrift? *Career counseling of the gifted and talented. Roeper Review, 25*(2), 66-72. <https://doi.org/10.1080/02783190309554201>

- Greene, M. J. (2006). Helping build lives: Career and life development of gifted and talented students. *Professional School Counseling, 10*(1\_suppl), 2156759X0601001. <https://doi.org/10.1177/2156759x0601001s05>
- Haberlin, S. (2015). Don't stress: What do we really know about teaching gifted children to cope with stress and anxiety? *Gifted and Talented International, 30*(1-2), 146-151. <https://doi.org/10.1080/15332276.2015.1137465>
- Harrison, G. E., & Van Haneghan, J. P. (2011). The gifted and the shadow of the night: Dabrowski's Overexcitabilities and their correlation to insomnia, death anxiety, and fear of the unknown. *Journal for the Education of the Gifted, 34*(4), 669-697. <https://doi.org/10.1177/016235321103400407>
- Heller, K. A. (2005). Education and counseling of the gifted and talented in Germany. *International Journal for the Advancement of Counselling, 27*(2), 191-210. <https://doi.org/10.1007/s10447-005-3181-7>
- Ignat, A. (2011). The school counselor and the gifted children education. *Procedia - Social and Behavioral Sciences, 29*, 591-595. <https://doi.org/10.1016/j.sbspro.2011.11.280>
- Ishak, N. M., & Abu Bakar, A. Y. (2010). Counseling for gifted students: Implication for a differentiated approach. *The International Journal of Learning: Annual Review, 17*(6), 377-392. <https://doi.org/10.18848/1447-9494/cgp/v17i06/47102>
- Ishak, N. M., & Bakar, A. Y. (2014). Counseling services for Malaysian gifted students: An initial study. *International Journal for the Advancement of Counselling, 36*(4), 372-383. <https://doi.org/10.1007/s10447-014-9213-4>

- Jaber, F., & Al-Hroub, A. (2023). School counselors' perceptions of virtual counseling in Lebanon: A qualitative study. *Frontiers in Psychology, 13*, 1-13.  
<https://doi.org/10.3389/fpsyg.2022.1083644>
- Jarosewich, T., & Stocking, V. B. (2002). Medication and counseling histories of gifted students in a summer Residential program. *Journal of Secondary Gifted Education, 14*(2), 91-99. <https://doi.org/10.4219/jsge-2003-423>
- Jie, Z. L., & Hassan, A. S. (2019). School counseling services for gifted and talented students: a systematic review of literature. *Malaysian Journal of Medicine and Health Sciences, 15*(101), 128-133.  
<https://myjurnal.mohe.gov.my/public/article-view.php?id=142774>
- Kaya, F. (2015). Teachers' conceptions of giftedness and special needs of gifted students. *TED EĞİTİM VE BİLİM, 40*(177).  
<https://doi.org/10.15390/eb.2015.2885>
- Kaya, N. G., & Akgül, G. (2021). Evaluating online education for gifted students: Parents' views. *Gifted Education International, 38*(1), 138-158.  
<https://doi.org/10.1177/02614294211065089>
- Kennedy, K. (2018). Counseling gifted students: School-based considerations and strategies. *International Electronic Journal of Elementary Education, 10*(3), 361-367. <https://doi.org/10.26822/iejee.2018336194>
- Kim, J. S. (2007). Examining the effectiveness of solution-focused brief therapy: A meta-analysis. *Research on Social Work Practice, 18*(2), 107-116.  
<https://doi.org/10.1177/1049731507307807>
- Krayem, M., & Al-Hroub, A. (2019). Gender differences in teachers' recognition of overexcitabilities among gifted adolescents: An experimental vignette study of

- twice-exceptionality. *International Journal for Talent Development and Creativity (IJTDC)*, 7, 113-124.
- Lee, S., An, D., & Choe, S. (2019). Predicting psychiatric symptoms by personality types for gifted students. *High Ability Studies*, 31(1), 93-114.  
<https://doi.org/10.1080/13598139.2019.1589428>
- Levy, J. J., & Plucker, J. A. (2003). Theory and practice: Assessing the psychological presentation of gifted and talented clients: a multicultural perspective. *Counselling Psychology Quarterly*, 16(3), 229-247.  
<https://doi.org/10.1080/09515070310001610100>
- Luor, T., Al-Hroub, A., Lu, H., & Chang, T. (2021). Scientific research trends in gifted individuals with autism spectrum disorder: A bibliographic scattering analysis (1998-2020). *High Ability Studies*, 33(2), 169-193.  
<https://doi.org/10.1080/13598139.2021.1948394>
- McCormick, K. M., & Plucker, J. A. (2013). Connecting student engagement to the academic and social needs of gifted and talented students. *Creatively Gifted Students are not like Other Gifted Students*, 121-135.  
[https://doi.org/10.1007/978-94-6209-149-8\\_9](https://doi.org/10.1007/978-94-6209-149-8_9)
- Mendaglio, S., & Tillier, W. (2006). Dabrowski's theory of positive disintegration and giftedness: Overexcitability research findings. *Journal for the Education of the Gifted*, 30(1), 68-87. <https://doi.org/10.1177/016235320603000104>
- Moon, S. M. (2021). Theories to guide affective curriculum development. *Social-Emotional Curriculum With Gifted and Talented Students*, 11-39.  
<https://doi.org/10.4324/9781003238065-2>



- Moritz Rudasill, K., & Callahan, C. M. (2008). Psychometric characteristics of the Harter self-perception profiles for adolescents and children for use with gifted populations. *Gifted Child Quarterly*, 52(1), 70-86.  
<https://doi.org/10.1177/0016986207311056>
- Muench, A., Vargas, I., Grandner, M. A., Ellis, J. G., Posner, D., Bastien, C. H., Drummond, S. P., & Perlis, M. L. (2022). We know CBT-I works, now what? *Faculty Reviews*, 11. <https://doi.org/10.12703/r/11-4>
- Munn, Z., Peters, M. D., Stern, C., Tufanaru, C., McArthur, A., & Aromataris, E. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. *BMC Medical Research Methodology*, 18(1), 1-7. <https://doi.org/10.1186/s12874-018-0611-x>
- MURATORI, M., & SMITH, C. K. (2017). Academic advising and career planning for gifted and talented students. *Counseling Gifted Students*.  
<https://doi.org/10.1891/9780826136558.0008>
- Peterson, J. (2006). Addressing counseling needs of gifted students. *Professional School Counseling*, 10(1), 43-51.  
<https://doi.org/10.5330/prsc.10.1.b76h32717q632tqn>
- Peterson, J. S. (2009). Myth 17: Gifted and talented individuals do not have unique social and emotional needs. *Gifted Child Quarterly*, 53(4), 280-282.  
<https://doi.org/10.1177/0016986209346946>
- Peterson, J. S. (2015). School counselors and gifted kids: Respecting both cognitive and affective. *Journal of Counseling & Development*, 93(2), 153-162.  
<https://doi.org/10.1002/j.1556-6676.2015.00191.x>

- Pfeiffer, S. I. (2020). Optimizing favorable outcomes when counseling the gifted: A best practices approach. *Gifted Education International*, 37(2), 142-157.  
<https://doi.org/10.1177/0261429420969917>
- Pham, M. T., Rajić, A., Greig, J. D., Sargeant, J. M., Papadopoulos, A., & McEwen, S. A. (2014). A scoping review of scoping reviews: Advancing the approach and enhancing the consistency. *Research Synthesis Methods*, 5(4), 371-385. <https://doi.org/10.1002/jrsm.1123>
- Reis, S. M., & McCoach, D. B. (2002). Underachievement in gifted and talented students with special needs. *Exceptionality*, 10(2), 113-125.  
[https://doi.org/10.1207/s15327035ex1002\\_5](https://doi.org/10.1207/s15327035ex1002_5)
- Shaunessy-Dedrick, E., & Lazarou, B. (2020). Curriculum and instruction for the gifted: The role of school psychologists. *Psychology in the Schools*, 57(10), 1542-1557. <https://doi.org/10.1002/pits.22379>
- Siegle, D., & Schuler, P. A. (2000). Perfectionism differences in gifted middle school students. *Roeper Review*, 23(1), 39-44.  
<https://doi.org/10.1080/02783190009554060>
- Smith, C. K., & Wood, S. M. (2018). Career counseling for the gifted and talented: A life span development approach. *Handbook of Giftedness in Children*, 315-333.  
[https://doi.org/10.1007/978-3-319-77004-8\\_18](https://doi.org/10.1007/978-3-319-77004-8_18)
- Sunde Peterson, J. (2013). School counselors' experiences with a summer group curriculum for high-potential children from low-income families: A qualitative study. *Professional School Counseling*, 16(3), 194-204.  
<https://doi.org/10.1177/2156759x1701600304>

- Tricco, A. C., Antony, J., Zarin, W., Strifler, L., Ghassemi, M., Ivory, J., Perrier, L., Hutton, B., Moher, D., & Straus, S. E. (2015). A scoping review of rapid review methods. *BMC Medicine*, *13*(1), 1-15. <https://doi.org/10.1186/s12916-015-0465-6>
- Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K., Colquhoun, H., Kastner, M., Levac, D., Ng, C., Sharpe, J. P., Wilson, K., Kenny, M., Warren, R., Wilson, C., Stelfox, H. T., & Straus, S. E. (2016). A scoping review on the conduct and reporting of scoping reviews. *BMC Medical Research Methodology*, *16*(1), 1-10. <https://doi.org/10.1186/s12874-016-0116-4>
- Turanzas, J. A., Cordón, J. R., Choca, J. P., & Mestre, J. M. (2018). Evaluating the APAC (Mindfulness for giftedness) program in a Spanish sample of gifted children: A pilot study. *Mindfulness*, *11*(1), 86-98. <https://doi.org/10.1007/s12671-018-0985-1>
- Wikoff, H. D., Lane, E. M., & Beck, M. J. (2021). “We need to feel safe”: Experiences of gifted LGBTQ+ students and implications for school counselors. *Journal of LGBTQ Issues in Counseling*, *15*(3), 268-289. <https://doi.org/10.1080/15538605.2021.1914277>
- Wood, S. (2009). Best practices in counseling the gifted in schools: What’s really happening? *Gifted Child Quarterly*, *54*(1), 42-58. <https://doi.org/10.1177/0016986209352681>
- Wood, s. (2009). Counseling Concerns of Gifted and Talented Adolescents: Implications for School Counselors. *Journal of School Counseling*, *7*(1), 1-47. <http://www.jsc.montana.edu/articles/v6n4.pdf>

- Wood, S., Portman, T. A., Cigrand, D. L., & Colangelo, N. (2010). School counselors' perceptions and experience with acceleration as a program option for gifted and talented students. *Gifted Child Quarterly*, *54*(3), 168-178.  
<https://doi.org/10.1177/0016986210367940>
- WOOD, S. M., & PETERSON, J. S. (2017). Counseling gifted and talented students. *Counseling Gifted Students*. <https://doi.org/10.1891/9780826136558.0001>
- Yazid Abu Bakar, A., & Zakaria, Z. (2018). Counselling services for gifted students in Malaysia: A qualitative exploration. *International Journal of Engineering & Technology*, *7*(2.10), 66-69. <https://doi.org/10.14419/ijet.v7i2.10.10957>
- Yeo, L. S., & Pfeiffer, S. I. (2016). Counseling gifted children in Singapore. *Gifted Education International*, *34*(1), 64-75.  
<https://doi.org/10.1177/0261429416642284>
- Yıldız, N. G. (2021). A case study review on social-emotional problems affecting gifted and talented students. *Education Quarterly Reviews*, *4*(3), 533-540.  
<https://doi.org/10.31014/aior.1993.04.03.359>
- Yoo, J. E., & Moon, S. M. (2006). Counseling needs of gifted students: An analysis of intake forms at a university-based counseling center. *Gifted Child Quarterly*, *50*(1), 52-61. <https://doi.org/10.1177/001698620605000106>
- Zeidner, M. (2020). “Don’t worry—be happy”: The sad state of happiness research in gifted students. *High Ability Studies*, *32*(2), 125-142.  
<https://doi.org/10.1080/13598139.2020.1733392>