



KONSELING SISWA BERBAKAT

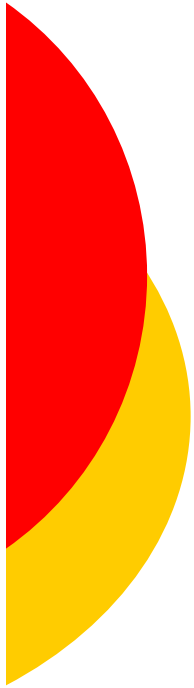
(Counseling the Gifted Student)

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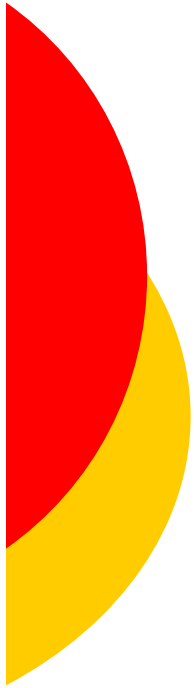


Need for Counseling for the Gifted Population

- Research has consistently found that gifted children, as a group, are as well or **better adjusted** than average-ability children
- Gifted population is **not homogeneous**
- Many counseling issues are the result of a **mismatch between environment and the unique characteristics** of the gifted and talented population (Robinson, 2002)



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- Most common counseling issues for school age gifted children
 - Underachievement, stubbornness, overreactions, peer relationship difficulties, intense sibling rivalry, poor self-concept, perfectionism, and depression (Webb et al., 2005)
 - Asynchrony of skill development, difficulty finding true peers and lack of educational challenge (Boland & Gross, 2007)
 - Need for counseling greatest
 - Early adolescence when many face achievement/affiliation conflicts
 - Points of transition from program to program, particularly if the new one is more challenging than the old one (Moon, 2002)



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- Subgroups that may be more at risk
 - Highly gifted in general education classes
 - Twice-exceptional students
 - Underachievers
 - Gays and lesbians
 - Cultural or ethnic minorities (Moon, 2002)
 - Gifted writers and visual artists are more at risk for mood disorders (Neihart & Olenchak, 2002)
 - Families of gifted children
 - Feelings of parental inadequacy and confusion about the role they should play with school's and other programs (Moon, 2002)



Risk of Misdiagnosis for the Gifted

- Dabrowski's Theory
 - Gifted individuals have heightened sensory and emotional responses labeled "overexcitabilities"
 - Psychomotor
 - Intellectual
 - Sensual
 - Imaginational
 - Emotional (Mendaglio, 2008)



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- Many researchers believe that gifted children are frequently misdiagnosed because of a lack of understanding of their unique characteristics
 - Attention Deficit Hyperactivity Disorder
 - Asperger's Disorder
 - Obsessive Compulsive Disorder
 - Depression
 - Oppositional Defiant Disorder and/or Conduct Disorders (Webb et al., 2005)
 - We also need to balance the real possibility of psychopathology



Individual Counseling Model

- Based on model presented by Boland & Gross (2005)
- Essentially a cognitive-behavioral model
- Attempts to combine evidence-based treatment with knowledge of unique cognitive and social/emotional characteristics of gifted children and adolescents



Role of Counselor

- Research indicates that most change in client's behavior and affect takes place in the first few sessions
 - This makes it doubly important to establish a therapeutic alliance as quickly as possible
 - Warmth and accurate empathy
 - With gifted children the counselor must attune to the mental age, using vocabulary and concepts reflective of the child's intellectual capacities
- Gifted children and adolescents respond better to a dynamic approach than a passive or nondirective one
 - Nodding or "um-hums" not nearly as effective
 - Restating, clarifying, paraphrasing, checking, drawing conclusions, and synthesizing information better techniques



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- Counselor needs to allow the gifted client to engage in questioning and challenging
 - Avoid a defensive or rigid stance
 - Collaborative stance
 - Work together to determine goals
 - Differentiate between problems that can change and those that cannot
 - For those out of client's control, focus is on managing the emotional distress



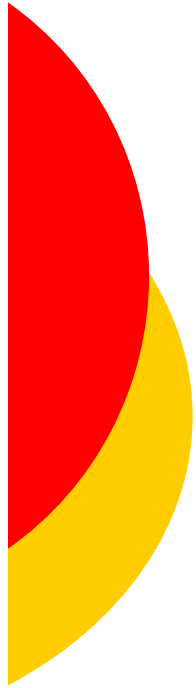
Feedback from gifted clients

- Don't like to feel patronized by simplistic languaging
 - Better to err on the side of overestimating vocabulary and understanding
- Don't like an "overly optimistic" presentation from the counselor
 - "She had this kind of fake smile on her face all the time."
 - "She always wanted me to think positive."
 - "He just wanted to pretend that everything was good"
- Appropriate humor



Process of Counseling

- Assessment
 - Client actively involve in monitoring any symptoms
- Cognitive and behavioral learning phase
 - Explicit instruction of behavioral techniques (progressive muscle relaxation, reward contingencies, pleasant-event scheduling)
 - Client taught how to identify and challenge thought patterns
- Putting into practice
- Relapse prevention and therapy termination



Techniques

- Explicit instruction
- Eliciting automatic thoughts and schema
- Thought-challenging
- Confrontation
- Exaggeration



Automatic Thoughts Over-represented in Gifted Population

- Black-or-white thinking
- Absolutistic thinking
- “Imposter” phenomenon
- Catastrophic thinking
- Perfectionistic thinking
- Effortlessness of others
- Embarrassment about explicit learning



Family Interventions

- Parents of gifted children often report being unable to talk about their experiences with parents of average ability children
- Parents often worry over common gifted characteristics including bossiness, peer relationships, vivid imaginations, intense dreams and nightmares, or unusual emotional or tactile sensitivities
- They are often puzzled by child's extreme curiosity, unusually strong will, or drive to organize and categorize
- Have a need to share with other parents of gifted children to normalize and get ideas



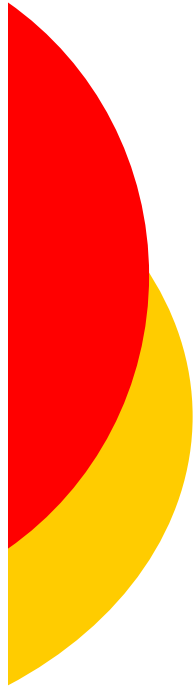
SENG Parent Support Group

- Not a therapeutic, didactic, or advocacy group
- Support group for parents of gifted children
- 10 sessions
- Parents are given *A Parent's Guide to Gifted Children* to read before group starts



Objectives of SENG Parenting Group

- Establish an environment in which facilitators provide support, guidance, and information
- Increase parents' awareness of the gifted individual's special emotional needs
- Developing parenting skills for nurturing gifted/talented child's emotional development
- Provide materials to enhance understanding of characteristics of high potential children, programs and opportunities, relevant books and organizations, and referrals for professional help if needed
- Encourage parental involvement and support of educational opportunities



Weekly Topics

- Characteristics of Gifted Children
- Communication: The Key to Relationships
- Motivation, Enthusiasm, and Underachievement
- Discipline and Self-Management
- Intensity, Perfectionism, and Stress
- Idealism, Unhappiness, and Depression
- Acquaintances, Friends, and Peers
- Siblings and Only Children
- Values, Traditions, and Uniqueness
- Complexities of Successful Parenting



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