

# Comprehensive Guidance and Counseling for Gifted Children

## *Model of Academic Achievement of "Dark Horse"*

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**Keywords:** Model, Achievement, Gifted Children Underachiever.

**Abstract:** This research aims to test the effectiveness of comprehensive guidance and counselling (the model) on improving academic achievement of gifted children "underachiever" is also known as "dark horse". This research uses quasi-experimental design. The experiment condition focused on implementation model by counsellors and through integrated guidance and counselling by the teacher, parent and community. Participants consisted of 15 gifted children at a pioneer "5-year primary school" pioneering inclusive education in Indonesia. The statistical analysis used Wilcoxon Signed Ranks Test, with a one-sided test. The result showed that the implementation of the model does not significantly impact the academic achievement of gifted children. We also found that even though the score is getting down, the quality is still increasing that is not readable by the statistics, but the individual analysis shows that this model has a tangible impact. The tangible impact is shown in the improvement of the categories i.e. From 'mildly gifted' to 'moderately gifted', 'moderately gifted' to 'profoundly gifted', even from 'mildly gifted' to 'profoundly gifted'. This finding is an essential evaluation of the policy to implement acceleration program, and the basic development of guiding and counselling on gifted children program. In conclusion, individually this model proved to have an effect to optimize the academic potential of gifted children "underachiever". The implications of gifted children should be confronted with appropriate activities. The role of parents and society needs to be optimally organized. By utilizing the existing momentum. As in the beginning, mid and end of the semester, as well as extracurricular activities. Momentum can be used as a media sharing experience between school, family, and community.

## 1 INTRODUCTION

Comprehensive guidance and counselling model of gifted children (the model), is the way of thinking of the concept as an approach to understanding the reality. Important aspects that form the basis of development is the challenge of pedagogy for gifted children (Mansfield, 2015) and individualized learner (Lewis and Norwich, 2005; Rojewski et al., 2015; Vitelli, 2015), and the interrelationship task of the teacher and counsellor (Atan, 2013). Pedagogy challenge is how to deal with diversity and equity context (Lang and Evans, 2016). From the perspective of diversity, educational yet to appreciate diversity, while the equity aspect, education is not targeted for all. Linkage task of the teacher and counsellor, deals with the task of developing the whole child as a common task; teachers, counsellors, parents, and the community. In the context of quality education, the model

functions require the attention of teachers and learning function subject areas need counsellor's attention. (Korir and Kipkemboi, 2014; Cross et al., 2014; Bharaj, 2016).

The Model development, aims to facilitate the application of innovation with empirical considerations, which can reveal the picture of the function, purpose, process, and action-oriented effective deployment (Mapfumo and Nkoma, 2013; Manyowa and Ncube, 2013). The Model development aims to provide an alternative for stakeholders (Frederickson and Cline, 2009; Oswald and de Villiers, 2013) to achieve the optimum development of the students, through guidance and counselling's independence and learning to educate (Kartadinata, 2011), a tribute to the uniqueness of the individual and the belief that everyone can learn anything if they are left to do it with a unique style (Dryden and Vos, 2004; Turki, 2014; Gilmour, 2015).

Conceptually, The Model aims to promote success academically gifted children through the optimization of the role of parents, teachers, and community including peer counsellor with the position as the leader (State of Iowa Department of Education, 2001; Ganiron, 2013). Operationally, the model was designed and implemented with the support of the leadership of the school to serve the needs of gifted children, by promoting effective learning, through partnerships of school, home, and community (Coleman, 2014) in what is called Padersen (Kartadinata, 2011) as an inclusive culture. The model is implemented independently through self-development by counsellors and through integrated guidance and counselling by teacher, parent and community as in consultation form, mini-seminar, workshop and independent study through media activity report, counsellor manual, teacher guide, parenting guide, community guide and my independent study for gifted children.

Sisk (1987) proposed a modification of its manifestations through the lessons, and program diversification. Sternberg and Davidson (2005) states that gifted children thrive in extreme conditions, stress (Foley-Nicpon et al., 2012; Abu-Hamour and Al-Hmouz, 2013) and the structure of diverse giftedness (Milgram, 1991), so that the orientation of the model cannot be separated from the context of such diversity. "Milgram: structure of giftedness" depicted in four categories, two categories related to aspects of intelligence and two categories with aspects of original thinking, as well as four levels of ability. Through an understanding of giftedness and settings that influence, counsellors, teachers, parents, and community, can play a role in the implementation of " the Model". This led to the need to adapt and model strategies. Thus, the effectiveness of the model is to increase the academic achievement of gifted children in full day elementary school, becomes interesting to be studied.

Gifted children are unique. In the context of academic achievement, the uniqueness is shown by the absence of gifted children who excel in all aspects. Despite having a score above the average class and above the highest average score, but in certain subjects the score is below the average, even below the lowest average score. The concept of giftedness continues to grow dynamically, thus impacting the definition of gifted children. The definition gives direction to the method of identification and practice of education. Hallahan et al. (2006) suggested variations in definition due to different views expressed in the question; (1) in

what way gifted children are very superior; (2) how giftedness is measured, to where the child should be so superior to be considered gifted; And (3) who is the comparison group.

Giftedness includes both actual and potential ability dimensions. Gray-Fow (2012) states talent as specific, gifted as global. Academics believe giftedness is inherent in all populations, including in persons with disabilities (Silverman, 1988). Dole (2000) reported in a school that 66% of children were identified gifted as well as learning disabilities. Because IQ is high, they do not qualify for children with learning disabilities programs, and because their low-test scores do not qualify for gifted children programs. The existence of prolonged polemics and sporadic educational practices shows that there is no consensus on who and how gifted children are educated. The gifted children's profession is important to understand and to be found to be known for their particular needs. This particular need context underlies the assessment, and based on the diversification program assessment developed for gifted children to develop fully and potentially develop optimally.

The presence of prolonged polemics and sporadic educational practices shows that there is no consensus on who and how gifted children are educated. The profile of gifted children is important to be understood and found to be known for their particular needs. This particular need context underlies the assessment, and based on a diversification of comprehensive guidance and counselling programs. Schools should focus on acceleration for all children, through an approach previously intended for gifted children. Acceleration allows children to move at a level where they feel comfortable. While Schiever (1991) asserted acceleration should be based on high standards, where children engage in active learning, participatory, and understand important ideas. Finally, gifted children's education will be of little value unless directed to adult skills that enrich the community (Heller et al., 2000).

Comprehensive guidance and counselling research recommends that this model be effective and able to improve school counselling and counselling. This model has eligibility applied at all levels of education (Kartadinata, 2011). Although expectations are different, they are important, as they relate to the context of the unity of education. Thus ideally, counsellors serve as leaders in the context of promoting success for all children, including gifted underachiever children who have been neglected, by synergizing the potential of

schools, homes and communities (State of IOWA Department of Education, 2001).

This study will be a reference to the need of how, the developed Model is tested quantitatively by revealing its impact on academic achievement. The target, knowing the impact of the model on the academic achievement of each respondent by comparing the average initial academic achievement score with the end (post-treatment model). Prior to that, the data of both variables were described profiles using the view of Milgram (1991) which divided gift categories into three levels, namely profoundly gifted, moderately gifted and mildly gifted. These three levels of categorization are categorized by looking at the composition of the average scores of individual and group acquisitions. Includes the individual earning score of the lesson gems.

This model was developed based on the unique profile of gifted children, applicability model linked to the leadership support of the principal, the active role of counsellor and teacher in building synergy with parents and community. The key aspects are assessment and counsellor's role as a leader in the context of "promote success for all", and the effort to develop program diversification by counsellors. While the essence of the effectiveness of the model is in the change at the individual level. This is reinforced by the testimony of parents, teachers, and children, regarding the meaning of the model of academic achievement. Thus, the results of this study can encourage teachers' commitment to providing the best learning for all children, encourage motivation to meet the needs of all children and believe that all children can be challenged to learn.

## 2 METHODS

This research uses a descriptive method by quasi-experimental design. The impact analysis of the Model was conducted to determine the effectiveness of the Model of the gifted child's academic achievement. The research was conducted in "full day-5 years old school" which became an example of inclusive education in Bandung-Indonesia. Data is collected from relevant sources. Preliminary data are taken from the academic achievement achieved during the fourth grade, on Islamic religious, civic education, Indonesian language, mathematics, natural science, social sciences, art and culture, physical education and sport, Sundanese, English, information and communication technology, and

Arabic language. The Post-test data is derived from the academic achievement of gifted children at the end of the odd semester of class V, including its portfolio data.

Research is done in this school, as it suits the research needs. The full-day elementary school is unique and is a pilot school of inclusive education, which develops integrated guidance and counselling and accelerated learning in inclusion settings, in line with the context of comprehensive guidance and counselling and the educational essence of gifted children. With the 5-year primary school equivalency assessment and with the vision of building a quality school climate for the success of all children through integrated school, home and community partnerships in smart and leading school systems, as well as the mission of facilitating all children incompetence in academic, personal, and career. Based on ethical living order, this is very different from 6 years old Primary School.

The process of data collecting is done according to the data source and the type of data required. Taking it from class V because of the consideration that grade V in full-day elementary School is the highest-grade equivalent to grade 6 in regular elementary school. The highest grade is in accordance with the needs of research data related to success indicators. Preliminary data are taken from the academic achievement achieved during the fourth grade (final semester), on Islamic religious education - lessons, civic education, Indonesian language, mathematics, natural science, social sciences, art and culture, physical education and sport, Sundanese, English, information and communication technology, and Arabic language. The Post-test data is derived from the academic achievement of gifted children at the end of the odd semester of class V, including its portfolio data. Gifted children who were sampled according to purposive sampling method were 15 children from class V, 5 years primary full day-inclusive school. Consideration; (1) The 15 gifted children were in accordance with the results of identification through non-traditional approaches through teacher nomination, peer nomination, self-nomination (Clark, 1983), including parental information and academic achievements as well as a review of the perspective "Milgram: structure of the giftedness model" (1991), with a prediction of 20-25 percent Munandar (1992) of the class V population and passing the nomination. (2) the adoption of class V because grade in full day-inclusive, 5-year primary school is the highest-grade equivalent to grade 6 in other elementary schools. This high class is also in

accordance with the needs of research data related to success indicators. Furthermore, the 15 participants were described in the profile based on Milgram's point of view, namely profoundly gifted, moderately gifted and mildly gifted. Three levels of giftedness

are categorized by looking at the composition of the average score of individual and group acquisition. Includes individual score of learning gems with criteria; Average profoundly gifted, moderately gifted, and mildly gifted scores.

Table 1: The research respondents.

Respondents	Age	Sex	Note regarding the respondents				Level
			Academic	Teacher Nomination	Peer Nomination	Self-Nomination	
ANRH	11	P	90,8	159	17	17	Moderately Gifted
MZB	11	L	90,0	156	40	40	Moderately Gifted
MAGD	11	L	89,7	155	37	37	Moderately Gifted
MTFM	11	L	87,1	150	5,5	55	Moderately Gifted
MP	11	P	85,5	140	5	5	Mildly Gifted
MNRF	11	L	93,8	159	42,5	42	Profoundly Gifted
FZZ	11	L	90,3	148	5	5	Moderately Gifted
MHS	11	P	90,3	140	17,5	17,5	Moderately Gifted
WRW	11	L	90,2	130	35	35	Moderately Gifted
DAPA	11	P	85,3	134	5	5	Mildly Gifted
AGM	11	P	91,1	135	17	17,5	Moderately Gifted
RAY	11	L	88,6	122	7,5	5	Moderately Gifted
YPZM	11	P	90,8	147	40	40	Moderately Gifted
RA	11	L	87,3	151	5	5	Moderately Gifted
MZ	11	L	84,9	114	5	5	Mildly Gifted

The case consisted of 15 respondents (less than 30) free distribution, so the non-parametric test was used with two dependent samples, so the non-parametric test of two samples was used (dependent). See table 1. Statistical analysis using the Wilcoxon Signed Ranks Test. By  $H_0$ : the median disparate population is equal to or greater than zero, the Model does not have a significant impact on academic achievement.  $H_1$ : the median disparate population is less than zero, or the Model has a significant impact on the development of academic achievement. Tests using one-tailed test, since you are looking for the academic achievement of the respondents have been developed or not. Not test the "achievement differed or not". Decision-making: If the probability  $> 0.05$  then  $H_0$  is accepted. If the probability  $< 0.05$  then  $H_0$  is rejected. Statistical test using SPSS ver.11.

### 3 RESULTS AND DISCUSSION

Academic achievement of gifted children in Sundanese language full day-5 years primary School who were used as research subjects is quite unique. Several subjects were tested: Islamic religion, civics, Indonesian language, sains, art and culture, physical education and sport, Sundanese language and Arabic, which are corresponding to

Islamic religion, civics, Indonesian language, science, art, Sundanese language, and Arabic, respectively. Judging from the average development of the academic achievement of gifted children post-implementation model, in every material covers 12 subjects, described as follows: Math, Social Studies, PJOK, English and information and communication technology is not progressing ( $p > 0.05$ ). Islamic religion, Civics, Indonesian language, art and culture, physical education and sport, Sundanese language, and Arabic are progressing ( $p < 0.05$ ). Conclusion:  $H_0$  is rejected for most subjects. This means that models have a real impact on the development of academic achievement, particularly in Islamic religion, Civics, Indonesian language, science, art and culture, physical education and sport, Sundanese language and Arabic.

Although the statistical test concluded models do not effectively improve the academic achievement of gifted children, but not necessarily be interpreted so, because although the post scores are down, the quality is increased. This is not readable by the average statistics. Analysis of individual, is clearly showing the impact of existing models. This is proven by changes the mildly gifted to moderately gifted, some even rising to the level of profoundly gifted. Facts of moderate and profound levels have not changed, it can be interpreted as an indicator of the impact model. Changes in academic achievement of gifted children in full-day elementary school individually described as the following:

The achievement of ANRH, Civics, Indonesian language Mathematics and Social Studies 0.3 points down, but Islamic religion, sains, art and culture, physical education and sport, English and Arabic 1.4 point increase. Meanwhile, art and culture, physical education and sport, Sundanese, and TI remain. The increase is small, but it changes mildly gifted into moderately gifted and moderately gifted becomes profoundly gifted. "Analysis by subject shows various levels. The rise and decline of small, therefore the level is fixed. Islamic religion, Civics, Math, Social Studies, art and culture, physical education and sport, Sundanese, TI, and Arabic fixed. Except, art and culture, physical education and sport, English up from moderately gifted to profoundly gifted. Quantitatively down, but qualitatively significant achievement ANRH increased.

Overview changes to the academic achievement of the other 14 cases are described below: Achievements MZB rose 2.5 points. The increase was moderately gifted change becomes profoundly gifted. Per-subject analysis shows the level fixed, except PJOK transform mildly gifted into a moderately gifted, Sundanese and English change moderately gifted become profoundly gifted. Qualitatively achievement means MZB increased. Achievement of MAGD went down 0.3 point. A small drop, so that the level remains. Achievement of MTFM went down 0.4 point, Civics and English fixed. Analysis by subject shows levels remain, except sains that transformed mildly gifted into a moderately gifted.

Achievement MP rose 1.3 point, raise mildly gifted to moderately gifted level. Analysis showed levels per subject remained, except for Islamic religion and English change mildly gifted to be moderately gifted and moderately gifted to be profoundly gifted. Qualitatively significant achievement MP increased. Achievement of MRNF went down 1,6 point. Analysis per subject shows that MRNF level fixed, except Indonesia language that changes moderately gifted to be profoundly gifted.

Achievement FZZ went down 0.4 point. Analysis showed levels per subject remained, except Arabic, it changed moderately gifted to be profoundly gifted. Achievement of MHS rose 2.5 points. It changed moderately gifted become profoundly gifted. Analysis showed levels per subject remained, except for Islamic religion, Math, science, social studies, and art and culture, physical education and sport, mildly gifted change into moderately gifted, mildly gifted become profoundly gifted and moderately

gifted become profoundly gifted. Qualitatively achievement means MHS increased. Achievement of WRW fell 0.6 point, per subject analysis shows the level fixed, except science moderately change moderately gifted into profoundly gifted. Achievement of DAPA rose 1.7 points. It transformed mildly gifted into moderately gifted. Analysis showed levels per subject remained, except for science, social studies transformed mildly gifted into a moderately gifted and Sundanese changed moderately gifted into profoundly gifted. Qualitatively, DAPA had a quite meaningful increase. Achievement of AGM rose 0.7 points, to profoundly change the moderately gifted into profoundly gifted. Analysis by subject shows levels "remain, except Math and English transform mildly gifted into moderately gifted and moderately gifted become profoundly gifted. In qualitative achievements, AGM had meaningful increase. Achievement of RAY fell 1.8 point. Analysis showed levels per subject remained, except for art and culture, physical education and sport and Arabic that transform mildly gifted into a moderately gifted. Qualitatively, RAY successfully defended his performance. Achievement of YPZM rose 0.4 point. It changed moderately gifted become profoundly gifted. Analysis showed levels per subject remained, except for science, social studies and art and culture, physical education and sport transform mildly gifted into moderately gifted and moderately gifted become profoundly gifted.

Achievement RA point. Analisis down 0.7 per subjects showed the level fixed, except Indonesia language transform into a moderately gifted mildly gifted. In qualitative RA successfully defended his performance. Achievement MZ rose 1.8 point, change becomes moderately gifted mildly gifted. Analysis showed levels per subject remained, except for Islamic religious education, Social Study, art and culture, physical education and sport and Arabic change into a moderately gifted mildly and moderately gifted become profoundly gifted. Qualitatively achievement means MZ increase. This significant increase is interpreted as the impact of the implementation of the model.

Essential effectiveness is there on the impact of the Model, namely success<sup>4</sup> all, both in academic and personal development. There are two important aspects in defining the effectiveness of the model, first; related to the effective indicator itself, two; of how the quality of the implementation process model in order to reach an effective indicator. The model requires partnerships to realize the family and society, as well as an inclusive culture that is

realized in service that facilitates all children with the diversification program. Dryden and Vos (2004) believes all man in all ages can learn anything if they are allowed to do so with a unique style.

Whitmore (Milgram, 1991) suggested gifted underachievement; unmotivated perform the task, has never been challenged and rewarded. There is a discrepancy between school programs and learning styles of children. Counselors assist gifted children, teachers, and parents to understand the suitability of learning (Dunn, 1987 in Milgram, 1991). Success in school is facilitated, if the parents support their children at home (Milgram, 1991; Mackey, 2014; Thomas et al., 2015).

Learning emphasizes the internalization of what is done so embedded and functioning as a charge conscience and practiced in student life. Effective learning emphasizes on how children learn in their own way. Through the creativity of teachers, learning becomes fun. Some gifted children have low achievement motivation, easily discouraged and unsure as to his ability, so it tends underachieving. Motivation deals with why people behave as they appear. Two important dimensions are activity and direction. Firstly, children are motivated and do something. Secondly, if the children are motivated, their behaviors become focused on what is in the heading.

Students of full-day elementary School are important period in achievement motivation and social motivation. This condition requires children to take a new role that involves greater responsibility. The relationship of children and parents, peers, teachers, the community, can influence achievement. Santrock (2007) states that school with high academic expectations and standards, as well as emotional support, make the children are motivated to excel. As a leader, counselor becomes the main point in the control model, such as how to practice in partnership with experts, in coordination with teachers, parents and the community. Efforts to put counselor as a leader is the core of the idea that the counselor is a leader in the context promotes success for all students. It is done by encouraging the practice of child-centered learning and effective teaching, through a partnership of school, family, and society which took place in a neighborhood called Padersen (Kartadinata, 2011) as an inclusive culture.

## 4 CONCLUSIONS

Individually, the model is proved to give effect to optimize the academic potential of gifted children, especially for gifted children "underachiever" This is evidenced by the change from mildly gifted to moderately gifted, and from moderately gifted to profoundly gifted, even from the aspect of a subject, there are some that have gone from mildly gifted to profoundly gifted level. It is strengthened by the testimony of parents and teachers and the children themselves with regard to the meaning of the Model. Thus gifted children should be exposed to a variety of activities in the appropriate fields. In the framework of cooperation, the teacher should give parents information about the progress of their children, and the parents gave information about the situation at home. The role of parents and the community need to be optimally organized. Potentially, full-day elementary school has a potential resource of parents and communities are valuable in supporting success for all. Judging from the momentum, has been available as at the beginning of the new school year, when a progress report studies the middle and end of the semester, and the momentum of extracurricular and religious celebrations that peak is farewell. Momentum can be utilized as a medium for sharing experiences of schools, families and communities can contributes to the realization of giftedness with more effective parenting, mentoring and counseling and education.

## ACKNOWLEDGEMENTS

Authors acknowledge "Program Hibah Disertasi Doktor" from RISTEK DIKTI.

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