

**Section 4: Social and Emotional Development** Districts establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development. **(EC 52212[a][1])**

4:1 Actions to meet the affective needs of gifted students are ongoing.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development.</li> <li>b. Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre college opportunities.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms.</li> <li>b. Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate.</li> <li>b. Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in school, at home or in the community.</li> </ul>
4:2 At risk gifted students are monitored and provided support ( e.g. underachievement, symptoms of depression, suicide, substance abuse).		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel.</li> <li>b. Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed.</li> <li>c. Gifted students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems.</li> <li>d. Information and support are made available to parents regarding at-risk gifted students.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. At risk gifted students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan.</li> </ul>