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Developing a Model for Identifying the Talents in Elementary schools: A Case study of Schools in Tehran

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Abstract: The purpose of this study was to develop a model for identifying talents in elementary schools in Tehran using a qualitative approach. The sample consisted of 22 experts in the field, chosen through purposive sampling. Data was collected through interviews, and triangulation was used to validate the results. Reliability was established using a Kappa test of 0.651. Analysis of the data involved open, axial, and selective coding. The study resulted in the identification of 126 indicators, 21 components, and 5 dimensions. These dimensions are: students' talent (observing intellectual and behavioral habits, preparing checklists, organizing friendly competitions, conducting aptitude tests), multiple intelligences (logical and mathematical intelligence, physical and motor intelligence, verbal intelligence, naturalistic intelligence, musical intelligence, individual/social intelligence, visual/spatial intelligence), individual differences and learning (learning abilities, students' interests and hobbies, personality traits), quality of executive processes (employing professional teachers, improving the curriculum, supplementary and extracurricular education, guidance and counseling), and effective interaction between home and school (holding meetings with families, building trust, empowering parents). The findings could be useful for school counselors and psychologists in guiding students academically in the future.

Keywords: Talents, elementary school, individual differences, qualitative study

Introduction

Over the past few decades, the education industry has experienced significant growth and increasing competition to discover and nurture top talents has emerged. It is expected that the education system should demonstrate a set of new competencies in the field of teaching and learning processes to train and develop top talents (Khalid, 2019). In fact, the main goal of all successful education systems in the world is to educate individuals equipped with knowledge, skills, and behaviors that are in line with the values and competencies of society (Gelen, 2020).

Talent is something that some individuals possess in a remarkable way (Hoskins & Sallah, 2011). The concept of talent is defined as a person's ability to understand or perform a task (Kaynar, 2018). A person with outstanding talent is someone who has the potential to reach the "elite" stage based on their inherent characteristics, but the necessary grounds for the complete identification and development of their special talents have not yet been provided (National Elite Foundation, 2020). According to the new policies adopted by the National Elite Foundation, a student with outstanding talent is not just an

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intelligent student, but a student who can excel in various fields and benefit from creativity and perseverance.

According to the results of Cengel and Alkan (2018) studies, students with outstanding talents require support and guidance. Peters and Engerrand (2016) have stated that the education and guidance of top talents should be such that students can meet their needs. Students with outstanding talents are considered national assets of any country, and neglecting them can cause psychological damage to them (Jafarkhani et al., 2014). However, researchers have acknowledged that schools that pay less attention to students' talents produce low-quality graduates who work in low-skilled jobs and find it difficult to develop their skills and careers (Yohana et al., 2020). Essentially, identifying top talents is one of the most important tasks of the education system, and to achieve this, planning in the educational structure should be such that various talents can be identified in this system. Every student has unique characteristics and abilities that need to be identified and guided towards growth and flourishing. The first person responsible for identifying and nurturing top talents in the school structure is the pillar of this system, the teacher. According to the results of studies, teachers in schools with top talents are one of the key components of the curriculum and should have intrinsic, professional, scientific, belief-based, and ethical qualifications to perform their role properly in these schools (Moafi & Ron, 2013).

The United States was the pioneer country in the field of identifying and guiding gifted and talented individuals, followed by Canada, Australia, Mexico, Brazil, England, Italy, Russia, China, Japan, Egypt, India, and Singapore, among other countries, which are actively engaged in educating and nurturing their gifted and talented individuals. In Iran, the identification, attraction, and support of gifted and talented individuals are emphasized in high-level documents. The "Comprehensive Scientific Map of the Country" in its first chapter emphasizes the development of talents. In the third chapter of the "Fundamental Transformation Document of Education and Training," the capacity to accept individual differences, discovering and guiding diverse natural talents, and responding to the needs, interests, and desires of students in line with the country's interests are mentioned. The national strategic document on elite affairs emphasizes various national measures such as establishing a system for identifying and guiding gifted and talented individuals through coach-centered, incremental, and imperceptible methods, emphasizing simultaneously on the three educational, training, and research aspects to achieve the overarching strategy of "establishing a system for identifying and guiding elite communities." Accordingly, in Iran, the plan for identifying and guiding gifted and talented individuals, which is the most important program for identifying talents in the public education field and aims to provide educational, training, and moral guidance from elementary to high school, was approved by the National Foundation Board on November 25, 2007. The objectives of the national program for identifying and guiding gifted and talented individuals include:

Identifying, guiding, educating, training, and providing moral guidance to gifted and talented individuals from elementary to high school.

Nurturing gifted and talented individuals and creating suitable mechanisms for their growth and development as national and divine assets.

Strengthening and internalizing the religious and national identity of gifted and talented individuals in educational periods to make them feel responsible for playing a constructive role in the development of the country.

Establishing decision-making and implementation structures for the national program of identifying and guiding gifted and talented individuals (National Elite Foundation, 2020).

In general, the program for identifying and guiding gifted and talented individuals aims to identify those students with potential who have been left unnoticed due to their families' or teachers' unfamiliarity with the characteristics of gifted children, or due to the lack of access to processes such as festivals, which would enable them to showcase their talents. Identifying and guiding gifted and talented individuals is considered an effective measure in advanced countries that has a significant impact on human resource development. This action should be taken within the education system, and after identifying the talents of students, a suitable platform should be provided for curriculum development to increase cognitive, personality, and entrepreneurial empowerment. However, a review of the global experiences of schools for gifted and talented individuals and comparative studies show that countries such as Germany, Poland, Australia, and Ireland use criteria such as teacher opinion, parental feedback, performance observation checklists, and psychological tests for identifying and recognizing gifted and talented students (Timuri & Najafi, 2013). In Iran, however, the teacher's opinion based on filling out checklists is the only criterion for identifying talented individuals, and no other tools are used in this area. In terms of guiding and educating gifted and talented students, countries such as Germany and Poland have various programs such as competitions, summer camps, special schools, and extracurricular activities. However, in Iran, the guidance of gifted and talented individuals is limited to admission to gifted schools based solely on academic ability and passing entrance exams, which poses a serious problem for students with talents in other areas such as music, culture, and art (Alipour & Aiti, 2017).

Moreover, Iranian teachers believe that if talent identification and recognition are not carried out in the early years, students' enthusiasm and ability to learn will diminish over time. We have all seen many enthusiastic and talented students whose passion for learning fades during their school years. All students have specific abilities that need to be discovered and provided with a conducive environment for growth. Success in any field requires the discovery of talents at an early stage. Therefore, one of the most important tasks of schools is to discover the talents of students in various fields and guide them in

the direction of their particular abilities in life. Discovering gifted and talented individuals in the early years leads to a better and clearer future for the student. If this is not done, it can lead to irreparable problems and failures in the future. By discovering gifted talents, individuals are provided with a platform for success and become efficient and useful people.

However, studies have shown that the cultural and economic context currently in place is not conducive to implementing a program for identifying and guiding high-potential individuals. Additionally, the centralized approach of the official education system and emphasis on implementing pre-planned programs is not compatible with the talent-based education and training approach proposed within the framework of identifying and guiding high-potential individuals (Navidi, 2019). Based on this, the lack of various relevant programs to identify and guide Iranian students with high potential led the researchers to conduct the present study. Additionally, another factor that led the researchers to choose the present research topic was based on the views of researchers such as Reis and Renzulli (2004) who stated that identifying and utilizing high-potential individuals is a relatively complex issue that requires effective management throughout all stages of the talent life cycle. Accordingly, the main question of this research is what model can be designed to identify talented students in elementary schools in Iran?

Material and Methods

The present study is categorized as applied research in terms of objective and is qualitative in its implementation. The participants were individuals with opinions and thoughts on the subject of the research. The sampling method was purposive, and the sample size was determined based on the theoretical saturation principle, which is 22 people for qualitative studies. Interviews were used to identify the dimensions, components, and indicators. The time of each interview was between 45 minutes to 1 hour, and due to the COVID-19 pandemic and individuals' lack of willingness to attend in-person interviews, all conversations were conducted over the phone and recorded. The validity of the research interviews was examined using the triangulation method, while the reliability was examined using the Cohen's kappa method. Given that there were 6 interview questions, a reliability coefficient of 0.651 was obtained at a significant level of less than 0.05. The Strauss and Corbin (1993) proposed coding method was used for data analysis.

Results and Discussion

What are the dimensions, components and indicators that are effective in identifying the best talents in the elementary school in Tehran?

Table 1. Coding results from interviews

Selective codes: dimensions	Axial codes: components	Open codes: indicators
Talent identification of students	Observing the thinking and behavioral habits of students	1. Observing students' daily activities and habits
		2. Observing students and their real activities
		3. The student's intellectual concentration on certain subjects for a longer period of time than his peers
		4. The student's interest in careful and curious observations and remembering them
	Preparation of behavioral checklists for students	5. Discovering top talents by identifying and screening and nominating them
		6. Observing how the student deals with the surrounding environment and various issues
		7. Observing and recording the student's outstanding interest and skill in painting, music and other artistic activities
		8. Examining the number of purposeful actions by the student
	Organizing friendly and pressure-free competitions between students	9. Holding art competitions for students
		10. Holding scientific Olympiads for students
		11. Holding sports competitions for students
		12. Organizing science camps for students
	Performing aptitude tests	13. Using psychological aptitude tests
		14. Conducting personality tests
		15. Taking new psychological tests
		16. Implementation of entrance tests by a psychologist
		17. Implementation of standardized intelligence tests
		18. Taking counseling tests and evaluations done during the year
Aspects of multiple intelligences	Logical and mathematical intelligence	19. Awareness of the student's ability in the field of mathematics talent
		20. Considering the student's ability to perform mathematical calculations and create logical relationships
		21. Attention to the level of students' talent in logic
	Physical and motor intelligence	22. Discovery of sensory, motor and mental dimensions in students
		23. Attention to the student's achievements and successes in sports
		24. Attention to the student's ability and enjoyment of sports activities and manual work
	verbal intelligence	25. Attention to the student's mastery of different languages
		26. Attention to the student's enjoyment of verbal activities
		27. Considering the intellectual and verbal aspects of gifted students
		28. Student's ability to explain problems and remember information
		29. Knowing the student about his weaknesses and abilities
	Natural intelligence	30. Taking into account the student's verbal, motor, environmental talent
		31. Student's interest and passion for nature, plants, animals, etc.
		32. The student's attention to recycling and separation of waste and sometimes raising ideas about this matter
		33. The degree of students' concern for the environment, nature and animals
	Musical intelligence	34. Having musical intelligence in students
		35. Student's skill in learning music
		36. The student's skill in playing the instrument
		37. Student's skill in learning and memorizing songs and songs
	Individual (social) intelligence	38. Identifying internal and external talents in students

		39. The student's ability to create positive relationships with his classmates
		40. Student's curiosity about different cultures and different lifestyles
		41. The student's skill in suppressing the differences created between his friends
	visual (spatial) intelligence	42. The student's enjoyment of design; Space paintings and visualizations
		43. The student's desire to make 3D products
		44. Student attention to visual details
Attention to individual differences and student learning	Learning abilities	45. Paying attention to students' inherent abilities in doing or learning things
		46. Paying attention to students' ways of taking notes
		47. Attention to students' study strategies and methods
		48. Knowing the preferences and learning styles of students
		49. The rate of learning in a student
		50. Paying attention to the gender of students in the learning rate
	Interests and hobbies of students	51. Attention and respect for the individual disorders of learners
		52. Asking students about their preferences and interests
		53. Attention to the hobbies chosen by the student
		54. Attention to students' interest and motivation to learn
		55. Knowing the student's interests in the future job field
		56. Paying attention to the student's interest in the subject or subjects of interest
	Personality characteristics	57. Paying attention to the moral characteristics of students
		58. Attention to the level of energy and positivity in students
		59. Attention to the level of creativity of students
		60. Attention to the level of skill and initiative of the student in problem solving
		61. Attention to the level of responsibility and conscientiousness in students
		62. Attention to the level of understanding of social affairs in students
		63. Observing the level of perseverance and searching in students
Improving the quality of executive processes	Employing professional teachers	64. Attention to the behavioral and psychological characteristics of students in the classroom
		65. Teacher awareness of new techniques and methods of teaching and learning
		66. The ability of the teacher to know each and every student
		67. The teacher's knowledge about the way and type of students' learning
		68. Teacher's skill in continuous evaluation of students
		69. Teachers use their art and teaching technique to provide opportunities for students to express themselves
		70. Teacher's skill in asking and answering students
		71. The teacher's use of active strategies in the teaching and learning process
		72. Observance of justice and respect for all students, far from paying attention to their level of intelligence and talent
		73. The teacher's ability to strengthen the learning skills of students
		74. The teacher's skill in guiding students without separating and labeling them
	Raising the quality level of the curriculum	75. Adjusting textbook activities based on educational goals
		76. Attention to the direct involvement of students in learning experiences
		77. To provide a context for the development of desirable human attitudes and behaviors in students
		78. Planning to raise the level of school education
		79. Relating the contents and activities of the course to the students' daily life and social environment
		80. Synchronization of curriculum content with scientific developments

		81. Paying attention to the suggested materials and activities on motivating and stimulating the curiosity of students
		82. Preparing the content of educational programs in various fields of talent (art, sports, cinema, music, etc.)
		83. Compatibility of the content with the age group and mental ability of the students
		84. Appropriateness of the contents in the textbook with the abilities and talents of the students
	Supplementary and extracurricular trainings	85. Provision of motivational training for students
		86. Preparation of educational activities according to students' talents and capabilities
		87. Designing educational programs with the aim of creating active participation in students
		88. Development of out-of-school education & Providing an opportunity for students to learn human relations and collective work
		89. Preparing reasonable educational programs in order not to be time-consuming and boring for elementary school students.
		90. Provision of appropriate training in line with the content of the curriculum
		91. Preparation of trainings consistent with the age of intellectual, emotional and social development of students
	Guidance and counseling system	92. Holding regular and continuous meetings with students and their parents
		93. Helping gifted students who are distracted and confused in the classroom
		94. Providing counseling services to students in choosing a field according to the level of their talents and abilities
		95. Creating an electronic consultation file for students
		96. Helping students with family, emotional, social, academic, etc. problems
		97. Developing counseling programs to guide and interact with gifted children
		98. Informing the school staff and parents about talent and its issues
		99. Professional guidance of students
		100. Helping to implement the school curriculum
		101. Guiding talented students on the elite path
		102. Lesson planning for students
		103. Identifying the strengths and weaknesses of students
Effective interaction between home and school	Holding periodic meetings	104. Establishing continuous communication between the student's parents and school officials
		105. Familiarizing parents with school rules and regulations
		106. Thinking together and cooperating with parents to achieve educational goals
		107. The need to get familiar with the culture and values of the student's family environment
		108. Sharing the academic and behavioral conditions of the student with the parents
		109. Knowing the moral and psychological characteristics of each student at home and school
		110. Dividing tasks between home and school to solve the academic shortcomings of students
		111. Sharing family problems with the school to better understand the situation
	Building trust between home and school	112. Arranging meetings with parents of students every month in order to think together and even criticize the teacher and other school staff.
		113. Compassion of the school staff towards the education and future of the students
		114. Forming the financial council of the school with the presence of selected parents

		115. Holding criticism meetings with the presence of parents, teachers, and school staff in order to express criticism and answer openly.
		116. Respecting the school staff to understand families
		117. Encouraging effective and constructive suggestions from parents
		118. Keeping the secrets of parents and students confidential
		119. The school appreciates the activities and compassionate cooperation of parents
	Empowering parents	120. Holding practical training courses for parents
		121. Necessity of communication between school staff and parents by phone and sometimes online
		122. Informing parents about their rights towards the school
		123. Planning for students' educational affairs at home
		124. Coordination of parents and school with necessary educational methods
		125. Using parents of students as teacher's help

According to Table 1, 126 indices were identified as effective factors in identifying elementary school top talents in Tehran, based on 5 dimensions and 21 components (open coding), 21 effective components were identified as effective factors in identifying elementary school top talents in Tehran (axial coding), and 5 dimensions were identified as effective dimensions in identifying elementary school top talents in Tehran (selective coding). These dimensions and components include:

1. Student talent identification dimension:
- Observing students' cognitive and behavioral habits
- Preparing behavioral checklists for students
- Organizing friendly and pressure-free competitions among students
- Conducting talent assessment tests

2. Multiple Intelligence aspects dimension:
- Logical and mathematical intelligence
- Physical and kinesthetic intelligence
- Verbal intelligence
- Naturalist intelligence
- Musical intelligence
- Intrapersonal intelligence
- Visual-spatial intelligence

3. Attention to individual differences and student learning:
- Learning abilities
- Students' interests and hobbies
- Personality traits

4. Quality improvement of executive processes:
- Employing professional teachers

- Improving the quality level of the curriculum
- Supplementary and extracurricular training
- Counseling system

5. Effective interaction between home and school:

- Holding periodic meetings
- Building trust between home and school
- Empowering parents

The dimension of students' talent identification

The student talent identification dimension refers to schools' ability to identify and discover students' talents through components such as observing students' cognitive and behavioral habits, preparing behavioral checklists for students, organizing friendly and pressure-free competitions among students, and conducting talent assessment tests. Renzulli (2012) emphasized the importance of proportional program planning with students' capacities in his three-ring model of top talents. Sebera and Sedlacek (2012) acknowledged the discovery, identification, and consolidation of top talents in his own model. Conejeros-Solar and Smith (2021) emphasized teaching top talents at home through motivational teaching experiences in Australia. Gagné (2015) listed natural abilities and personality factors as formative and nurturing factors of talent in his model. Duff (2020) considered student talent identification under the influence of supportive measures to identify and guide top-talented students. Abolghasemi et al. (2019) emphasized the implementation of continuous testing and Cengel and Alkan (2018) also stated that students need support and guidance.

Observing the cognitive and behavioral habits of elementary school students is an effective component in identifying exceptional talents. In fact, cognitive habits are details that have been recorded in the human subconscious and are effortlessly remembered and reflected in behavior and actions. It is crucial for schools to observe the cognitive and behavioral habits of students in order to discover exceptional talents. Developing behavioral checklists for students is another effective component in identifying exceptional talents in elementary school. These checklists, which are essentially a record of a student's behavior and performance, enable teachers to record repetitive behaviors, mistakes, interests, skills, goals, or behavioral objectives that the teacher expects from the student or that the student demonstrates in various situations, and thereby discover students' talents in different areas. Organizing friendly competitions free from peer pressure is another effective component in identifying exceptional talents in elementary school. Competition, especially healthy competition, plays an important role in work and life. Schools can discover students' talents by organizing various competitions. Administering achievement tests is the final effective component in identifying exceptional talents in elementary school. Achievement tests are an effective tool for identifying talent in individuals and are essentially

considered a safe, reliable, and quick solution for individuals seeking success. Administering these tests requires scientific and methodological interpretation, and schools can help discover exceptional talents by conducting these tests correctly and timely (which are numerous in number) and guiding students in the right direction.

Multiple intelligences dimension

The term "multiple intelligences aspect" refers to schools' ability to identify students' types of intelligence, including logical and mathematical intelligence, bodily and kinesthetic intelligence, linguistic intelligence, naturalistic intelligence, musical intelligence, interpersonal intelligence, and spatial intelligence. The findings obtained through the well-known model of multiple intelligences by Howard Gardner are relevant in the extensive use of talent identification and assessment. Gardner's model emphasizes the importance of curriculum content in identifying students' types of intelligence and emphasizes the cultivation of emotional, social, ethical, and creative growth ((Cathcart, 2018) The Renzulli (2012) model is also noteworthy in this regard, as it places special emphasis on the nature of behavior development, such as creativity and task performance, and considers highly intelligent and creative individuals as being active in terms of initiative, originality, and processing new ideas. As Gardner stated in his theory, humans have eight different types of intelligence (multiple intelligences), and each of these intelligences should be used in assessing students' talents. Logical and mathematical intelligence is used for logical analysis of problems, effective use of mathematical operations, and scientific problem-solving. Bodily and kinesthetic intelligence is the ability to use the body to express thoughts, emotions, and other aspects. Linguistic intelligence refers to the ability to use language effectively for expression (thoughts, emotions, etc.). Naturalistic intelligence is the ability to recognize and understand the relationship between humans and nature. Musical intelligence is the ability to perform, compose, and understand musical patterns. Interpersonalintelligence is the ability to understand the intentions, motivations, and desires of oneself and others, and ultimately spatial intelligence is the ability to use and interpret images and patterns and to create or rearrange objects in three dimensions. Each of these intelligences should be observed and evaluated in students to determine in which type of intelligence each student has skills and abilities, and how they can be more successful in their personal and professional lives based on their specific type of intelligence.

Paying attention to individual differences and students' learning

Paying attention to individual differences and students' learning refers to the ability of schools to identify individual differences and components such as learning abilities, student interests and hobbies, and personality traits. Learning refers to the acquisition of knowledge, attitudes, behaviors, achievements, values, and skills, while learning abilities refer to an individual's skill in acquiring knowledge, attitudes, behaviors, achievements, values, and skills. Each individual has unique characteristics in learning,

which differ from person to person due to factors such as gender, inheritance, and so on. Essentially, every student has a special learning ability that arises from the individual and intra-individual differences, and identifying outstanding talents in elementary school students should be considered, according to Renzulli (2012), emphasizing the need for a program that is appropriate to the capacity of the students. Yohana et al. (2020) also referred to quality learning activities for the growth of students' talents. Kanevsky (2011) mentioned the features of a differentiated curriculum for outstanding students in cases such as individual speed movement, collaborative learning, learning complex and deep subjects. One of the issues that can be used in identifying students' talents is asking about their interests. If parents or teachers ask young children about their interests, their answers will be sincere, and they will respond with greater confidence. The earlier the age, the more their answers are based on their own preferences and without any external influence. The system for identifying outstanding talents must be fluid and use different methods to accommodate students with different speeds or changing interests as they reach maturity. According to Schiemann (2014), the component of attention to students' interests and hobbies has been mentioned, and the research findings confirm this. Gagné (2015) also considered needs, interests, internal motivators, and values as factors that shape and nurture talent. Cengel and Alkan (2018) stated that Australian families with talented children consider home schooling to be very valuable for encouraging their children's abilities and interests because of its freedom and flexibility. Abolghasemi et al. (2019) considered attention to personal interests and talents to be highly influential in the curriculum of students with outstanding abilities. Personality traits are a set of thoughts, opinions, beliefs, and attitudes of each individual. Personality is derived from a combination of environmental and genetic factors. Although personality is changeable, some of its main characteristics remain relatively stable in adulthood. To identify outstanding talents in elementary school students, attention should be paid to what type of personality traits and talents the student possesses. In the direction of harmony, Yohana et al. (2020) referred to the need to strengthen students' personalities for their talent growth. Gagné (2015) states in his model that giftedness is transformed through "individual factors" (motivation, personality) and motivation includes desires and interests.

Improving the quality of the executive processes

By improving the quality of the executive processes", it is meant that schools' ability to identify components such as the deployment of professional teachers, improving the quality of the curriculum, complementary and extracurricular trainings, and the guidance and counseling system. The executive processes in schools refer to all activities that the school employs to improve its performance in implementation. One of these activities is paying attention to the quality of the curriculum, which should be seriously considered in schools and reviewed and fundamentally changed by curriculum planners to be in line with the changing world and enriched based on skill-oriented design, development, and

enrichment, as Gross (2015) pointed out, gifted students are looking for complex curricula. A professional teacher is someone who has knowledge, commitment, and a principled approach to their profession and has skills in classroom management, teaching methods, assessment, and interaction with students. As Altintas and Ozdemir (2012) noted, teachers and their qualifications, as well as the interaction they have with gifted students, play a significant role in the primary education and development of gifted students. Abolghasemi et al. (2019) considers the scientific and ethical dimension of the teacher to be very influential in the curriculum of gifted students. CheraghMollaei (2018) also acknowledges that teachers' teaching methods are effective in improving the quality of the course. Complementary and extracurricular trainings are primarily trainings designed to prepare students to face life's problems and issues (problem-solving skills) and need to be considered by the educational system to teach students the methods they need to use in situations that require them. According to Gross (2015), gifted students are looking for extracurricular activities, and according to Pomortseva (2014) theoretical perspective, such students should benefit from activities that are different from those designed for ordinary students. Therefore, in determining programs, activities, and complementary and extracurricular trainings, local and regional conditions and facilities should be taken into account while focusing on learning objectives in the cognitive, attitudinal, and skill areas. According to CheraghMollaei (2018), scientific content is effective in improving the quality of the course. The guidance and counseling system is an important and necessary component of schools, and in fact, counseling in schools has evolved to reflect changes in society and the needs of students. In transformative and foundational documents, the high position of guidance and counseling in the all-around growth of students and preparing them for a logical and informed choice of study and career path has been emphasized and stated from the elementary to the high school level. Essentially, policy-making in providing guidance and counseling services affects the identification of students' talents in various academic, artistic, athletic, scientific,and literary dimensions. Yohana et al. (2020) also acknowledges this and states that the growth of students' talents is influenced by guidance and counseling.

The effective interaction between home and school

The effective interaction between home and school refers to schools' ability to identify components such as holding periodic meetings, building trust between home and school, and empowering parents. Holding periodic meetings is a useful tool for parents' intellectual participation with the school. Since home and school are complementary to each other in performing educational tasks, in order to have harmony in methods and attitudes between these two institutions, the school must hold periodic meetings and parents must attend them to achieve coordination, harmony, and similarity in introducing and discovering students with superior talents. Building trust between home and school is the main factor in strengthening the bond between these two institutions. Especially in the new era, which is the post-

COVID-19 era, the responsibility of building trust is much heavier and trust-building between home and school should be targeted and opportunities should be taken to discover talents by seeking help from parents. This is because parents can identify their children's talents and share them with teachers, and then discuss the growth and development of talents together. Yohana et al. (2020) has also concluded that the growth of students' talents is influenced by parents' participation. Conejeros-Solar and Smith (2021) has also emphasized the important role of families in facilitating the education of students with superior talents. Empowering parents is a component that involves examining and educating parents on how to communicate with their children and discover their abilities and talents, and it helps parents on this path. According to Lockhart and Mun (2020), students have the opportunity to develop theirunique talents provided that more attention is paid to the vital roles of parents/families and society in shaping the future of talented children. According to the findings of the present study, the following suggestions are provided:

- Pay attention to the special abilities and talents each student has
- Observe students' behaviors and their performance
- Create competition to discover students' talents and intelligence
- Pay attention to students who show a keen interest in details
- Use standard intelligence and academic progress tests
- Pay attention to the degree of students' talents in different areas
- Pay attention to study and reading methods in students
- Pay attention to learning styles in students
- Pay attention to their chosen interests and hobbies
- Pay attention to their career aspirations
- Use qualified and trained teachers
- Enrich the content of the elementary curriculum
- Use electronic platforms to provide online counseling to parents and students
- Justify school administrators' role in parental participation in achieving school goals
- Legalize the development of parental participation in school affairs.

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