

Characteristics of High Ability/High Potential Students (page 1 of 2)

Type	Feelings & Attitudes	Behaviors	Needs	Adults' and Peers' Perceptions	Identification	Home Support	School Support
The Successful	<ul style="list-style-type: none"> • Complacent • Dependent • Good academic self-concept • Fear of failure • Extrinsic motivation • Self-critical • Works for the grade • Unsure about the future • Eager for approval • Entity view of intelligence 	<ul style="list-style-type: none"> • Achieves • Seeks teacher approval • Avoids risks • Doesn't go beyond the syllabus • Accepts & conforms • Chooses safe activities • Gets good grades • Becomes a consumer of knowledge 	<ul style="list-style-type: none"> • To be challenged • To see deficiencies • To take risks • Assertiveness skills • Creativity development • Incremental view of intelligence • Self-knowledge • Independent learning skills 	<ul style="list-style-type: none"> • Liked by teachers • Admired by peers • Generally liked & accepted by parents • Overestimate their abilities • Believe they will succeed on their own 	<ul style="list-style-type: none"> • Use many multiple criteria • Grades • Standardized test scores • Individual IQ tests • Teacher nominations • Parent nominations • Peer nominations 	<ul style="list-style-type: none"> • Parents need to let go • Independence • Freedom to make choices • Risk-taking experiences • Allow child to be distressed • Affirm child's ability to cope with challenges 	<ul style="list-style-type: none"> • Subject & grade acceleration • Needs more than AP, IB & honors • Time for personal curriculum • Activities that push out of comfort zone • Development of independent learning skills • In-depth studies • Mentorships • Cognitive coaching • Time with intellectual peers
The Creative	<ul style="list-style-type: none"> • Highly creative • Bored & frustrated • Fluctuating self-esteem • Impatient & defensive • Heightened sensitivity • Uncertain about social roles • More psychologically vulnerable • Strong motivation to follow inner convictions • Wants to right wrongs • High tolerance for ambiguity • High Energy 	<ul style="list-style-type: none"> • Expresses impulses • Challenges teacher • Questions rules, policies • Is honest and direct • Emotionally labile • May have poor self-control • Creative expression • Perseveres in areas of interest (passions) • Stands up for convictions • May be in conflict with peers 	<ul style="list-style-type: none"> • To be connected with others • To learn tact, flexibility, self-awareness and self-control • Support for creativity • Contractual systems • Less pressure to conform • Interpersonal skills to affirm others • Strategies to cope with potential psychological vulnerabilities 	<ul style="list-style-type: none"> • Not liked by teachers • Viewed as rebellious • Engaged in power struggle • Creative • Discipline problems • Peers see them as entertaining • Want to change them • Don't view them as gifted • Underestimate their success • Want them to conform 	<ul style="list-style-type: none"> • Ask: In what ways is this child creative? • Use domain specific, objective measures • Focus on creative potential rather than achievement 	<ul style="list-style-type: none"> • Respect for their goals • Tolerate higher levels of deviance • Allow them to pursue interests (passions) • Model appropriate behavior • Family projects • Communicate confidence in their abilities • Affirm their strengths • Recognize psychological vulnerability & intervene when necessary 	<ul style="list-style-type: none"> • Tolerance • Reward new thinking • Placement with appropriate teachers • Direct & clear communication • Give permission for feelings • Domain specific training • Allow nonconformity • Mentorships • Direct instruction in interpersonal skills • Coach for deliberate practice
The Underground	<ul style="list-style-type: none"> • Desire to belong socially • Unsure & pressured • Conflicted, guilty & insecure • Unsure of their right to their emotions • Diminished sense of self • Ambivalent about achievement • Internalizes & personalizes societal ambiguities & conflicts • Views some achievement behaviors as betrayal of their social group 	<ul style="list-style-type: none"> • Devalues, discounts or denies talent • Drops out of GT & advanced classes • Rejects challenges • Moves from one peer group to the next • Not connected to the teacher or the class • Unsure of direction 	<ul style="list-style-type: none"> • Freedom to make choices • Conflicts to be made explicit • Learn to code switch • Gifted peer group network • Support for abilities • Role models who cross cultures • Self-understanding & acceptance • An audience to listen to what they have to say (to be heard) 	<ul style="list-style-type: none"> • Viewed as leaders or unrecognized • Seen as average & successful • Perceived to be compliant • Seen as quiet/shy • Seen as unwilling to risk • Viewed as resistant 	<ul style="list-style-type: none"> • Interviews • Parent nominations • Teacher nominations • Be cautious with peer nominations • Demonstrated performance • Measures of creative potential • Nonverbal measures of intelligence 	<ul style="list-style-type: none"> • Cultural Brokering • Normalize their dissonance • College & career planning • Provide gifted role models • Model lifelong learning • Give freedom to make choices • Normalize the experience • Don't compare with siblings • Provide cultural brokering • Build multicultural appreciation 	<ul style="list-style-type: none"> • Frame the concepts as societal phenomena • Welcoming learning environments • Provide role models • Help develop support groups • Open discussions about class, racism, sexism • Cultural brokering • Direct instruction of social skills • Teach the hidden curriculum • Provide college planning • Discuss costs of success

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Characteristics of High Ability/High Potential Students *(continued, page 2 of 2)*

	Feelings & Attitudes	Behaviors	Needs	Adults' and Peers' Perceptions	Identification	Home Support	School Support
The At-Risk	<ul style="list-style-type: none"> Resentful & angry Depressed Reckless & manipulative Poor self-concept Defensive Unrealistic expectations Unaccepted Resistive to authority Not motivated by teacher driven rewards A subgroup is antisocial 	<ul style="list-style-type: none"> Creates crises and causes disruptions Thrill seeking Will work for the relationship Intermittent attendance Pursues outside interests Low academic achievement May be self-isolating Often creative Criticizes self & others Produces inconsistent work 	<ul style="list-style-type: none"> Safety and structure An "alternative" environment An individualized program Confrontation and accountability Alternatives Professional counseling Direction and short term goals 	<ul style="list-style-type: none"> Adults may be angry with them Peers are judgmental Seen as troubled or irresponsible Seen as rebellious May be afraid of them May be afraid for them Adults feel powerless to help them 	<ul style="list-style-type: none"> Individual IQ testing Achievement subtests Interviews Auditions Nonverbal measures of intelligence Parent nominations Teacher nominations 	<ul style="list-style-type: none"> Seek counseling for family Avoid power struggles Involvement in extracurricular activities Assess for dangerous behavior Keep dialogue open Hold accountable Minimize punishments Communicate confidence in ability to overcome obstacles Preserve relationships 	<ul style="list-style-type: none"> Don't lower expectations Diagnostic testing Non-traditional study skills In-depth studies & mentorships G.E.D. Academic coaching Home visits Promote resilience Discuss secondary options Aggressive advocacy
The Twice/Multi Exceptional	<ul style="list-style-type: none"> Learned helplessness Intense frustration & anger Mood disorders Prone to discouragement Works to hang on Poor academic self-concept Doesn't see self as successful Doesn't know where to belong 	<ul style="list-style-type: none"> Makes connections easily Demonstrates inconsistent work Seems average or below More similar to younger students in some aspects of social/emotional functioning May be disruptive or off-task Good problem solver Behavior problems Thinks conceptually Enjoys novelty & complexity Is disorganized Slow in information processing May not be able to cope with gifted peer group 	<ul style="list-style-type: none"> Emphasis on strengths Coping strategies Skill development Monitoring for additional disorders - especially ADHD To learn to persevere Environment that develops strengths To learn to self-advocate 	<ul style="list-style-type: none"> Requires too many modifications because of accommodation Seen as "weird" Underestimated for their potential Viewed as helpless Seen as not belonging in GT Perceived as requiring a great deal of structure Seen only for disability 	<ul style="list-style-type: none"> Measure of current classroom functioning Achievement test scores Curriculum based assessment Examine performance over time Look for pattern of declining performance paired with evidence of superior ability Do not rely on IQ scatter analysis or test discrepancy analysis 	<ul style="list-style-type: none"> Focus on strengths while accommodating disability Develop will to succeed Recognize & affirm gifted abilities Challenge in strength areas Provide risk-taking opportunities Assume college is a possibility Advocate at school Family Involvement Nurture self-control Teach how to set & reach realistic goals 	<ul style="list-style-type: none"> Challenge in area of strength is first priority Acceleration in area of strengths Accommodations for disability Ask, "What will it take for this child to succeed here?" Direct instruction in self-regulation strategies Give time to be with GT peers Teach self-advocacy Teach SMART goal setting
The Autonomous Learner	<ul style="list-style-type: none"> Self-confident Self-accepting Hold incremental view of ability Optimistic Intrinsically motivated Ambitious & excited May not view academics as one of their highest priorities Willing to fail and learn from it Shows tolerance and respect for others 	<ul style="list-style-type: none"> Appropriate social skills Works independently Sets SMART goals Seeks challenge Strongly self-directed Follows strong areas of passion Good self-regulator Stands up for convictions Resilient A producer of knowledge Possesses understanding & acceptance of self 	<ul style="list-style-type: none"> More support, not less Advocacy for new directions & increasing independence Feedback about strengths & possibilities Facilitation of continuing growth Support for risk-taking On-going, facilitative relationships Become more adept at managing themselves A support team 	<ul style="list-style-type: none"> Admired & accepted Seen as capable & responsible by parents Positive influences Successful in diverse environments Psychologically healthy Positive peer relationships 	<ul style="list-style-type: none"> Demonstrated performance Products Nominations Portfolios Interviews Standardized Test scores Awards 	<ul style="list-style-type: none"> Advocate for child at school & in the community Provide opportunities related to passion areas Allow friends of all ages Remove time & space restrictions for learning Help them build a support team Include in parent's passions Include in family decision making Listen Stay out of their way 	<ul style="list-style-type: none"> Allow development of long-term, integrated plan of study Remove time & space restrictions Develop multiple, related in-depth studies, including mentorships Wide variety of accelerated options Mentors & cultural brokers Waive traditional school policies & regulations Stay out of their way Help them cope with psychological costs of success

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