

# TYPE 1 THE SUCCESSFUL

## FEELINGS and ATTITUDES

- 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

## BEHAVIOURS

- Achieves
- Seeks teacher approval
- Avoids risks
- Doesn't go beyond the syllabus
- Accepts and conforms
- Chooses safe activities
- Gets good grades
- Becomes a consumer of knowledge

## NEEDS

- To be challenged
- To see deficiencies
- To take risks
- Assertiveness skills
- Creativity development
- Incremental view of intelligence
- Self-knowledge
- Independent learning skills

## IDENTIFICATION

- Use many multiple criteria
- Grades
- Standardised test scores
- Individual IQ tests
- Teacher nominations
- Parent nominations
- Peer nominations

## ADULT & PEER PERCEPTIONS

- Liked by teachers
- Admired by peers
- Generally liked and accepted by parents
- Overestimate their abilities
- Believe they will succeed on their own

## HOME SUPPORT

- 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

## SCHOOL SUPPORT

- Subject and grade acceleration
- Needs more than AP, IB and 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

## **TYPE 2 THE CREATIVE**

### **FEELINGS and ATTITUDES**

- Highly creative
- Bored and frustrated
- Fluctuating self-esteem
- Impatient and 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

### **BEHAVIOURS**

- Expresses impulses
- Challenges teacher
- Questions rules and policies
- Is honest and direct
- Emotionally liable
- May have poor self-control
- Creative expression
- Perseveres in area of interest (passions)
- Stands up for convictions
- May be in conflict with peers

### **NEEDS**

- To be connected with others
- To learn tact, flexibility, self-awareness and self-control
- Support for creativity
- Contractual systems
- Less pressure to confirm
- Interpersonal skills to affirm others
- Strategies to cope with potential psychological vulnerabilities

### **IDENTIFICATION**

- Ask: In what ways is this child creative?
- Use domain specific, objective measures
- Focus on creative potential rather than achievement

### **ADULT & PEER PERCEPTIONS**

- 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

### **HOME SUPPORT**

- Respect for their goals
- Tolerate higher levels of deviance
- Allow them to pursue interests (passions)
- Model appropriate behaviour
- Family projects
- Communicate confidence in their abilities
- Affirm their strengths
- Recognise psychological vulnerability and intervene when necessary

### **SCHOOL SUPPORT**

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| <ul style="list-style-type: none"> <li>• Tolerance</li> <li>• Reward new thinking</li> <li>• Placement with appropriate teachers</li> <li>• Direct and clear communication</li> <li>• Give permission for feelings</li> </ul> | <ul style="list-style-type: none"> <li>• Domain specific training</li> <li>• Allow nonconformity</li> <li>• Mentorships</li> <li>• Direct instruction in interpersonal skills</li> <li>• Coach for deliberate practice</li> </ul> |
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## TYPE 3

## THE UNDERGROUND

### FEELINGS and ATTITUDES

- Desire to belong socially
- Feel unsure and pressured
- Conflicted, guilty and insecure
- Unsure of their right to their emotions
- Diminished sense of self
- Ambivalent about achievement
- Internalise and personalise societal ambiguities and conflicts
- View some achievement behaviours as betrayal of their social group

### BEHAVIOURS

- Devalue, discount or deny talent
- Drops out of GT and advanced classes
- Rejects challenges
- Moves from one peer group to the next
- Not connected to the teacher or the class
- Unsure of direction

### NEEDS

- 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 and acceptance
- An audience to listen to what they have to say (to be heard)

### IDENTIFICATION

- Interviews
- Parent nominations
- Teacher nominations
- Be cautious with peer nominations
- Demonstrated performance
- Measures of creative potential
- Nonverbal measure of intelligence

### ADULT & PEER PERCEPTIONS

- Viewed as leaders or unrecognised
- Seen as average and successful
- Perceived to be compliant
- Seen as quiet/shy
- Seen as unwilling to risk
- Viewed as resistant

### HOME SUPPORT

- Cultural brokering
- Normalise their dissonance
- College and career planning
- Provide gifted role models
- Model lifelong learning
- Give freedom to make choices
- Normalise the experience
- Don't compare with siblings
- Provide cultural brokering
- Built multicultural appreciation

### SCHOOL SUPPORT

- 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

## **TYPE 4**

## **THE AT-RISK**

### **FEELINGS and ATTITUDES**

- Resentful and angry
- Depressed
- Reckless and manipulative
- Poor self-concept
- Defensive
- Unrealistic expectations
- Unaccepted
- Resistive to authority
- Not motivated for teacher driven rewards
- A subgroup is antisocial

### **BEHAVIOURS**

- 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
- Criticises self and others
- Produces inconsistent work

### **NEEDS**

- Safety and structure
- An “alternative” environment
- An individualised program
- Confrontation and accountability
- Alternatives
- Professional counselling
- Direction and short term goals

### **IDENTIFICATION**

- Individual IQ testing
- Achievement subtests
- Interviews
- Auditions
- Nonverbal measures of intelligence
- Parent nominations
- Teacher nominations

### **ADULT & PEER PERCEPTIONS**

- Adults may be angry with them
- Peers are judgemental
- Seen as troubled or irresponsible
- Seen as rebellious
- May be afraid of them
- May be afraid for them
- Adults feel powerless to help them

### **HOME SUPPORT**

- Seek counselling for family
- Avoid power struggles
- Involvement in extracurricular activities
- Assess for dangerous behaviour
- Keep dialogue open
- Hold accountable
- Minimise punishment
- Communicate confidence in ability to overcome obstacles
- Preserve relationships

### **SCHOOL SUPPORT**

- Don't lower expectations
- Diagnostic testing
- Non-traditional study skills
- In-depth studies and mentorships
- G.E.D.
- Academic coaching
- Home visits
- Promote resilience
- Discuss secondary options
- Aggressive advocacy

## **TYPE 5 TWICE/MULTI EXCEPTIONAL**

### **FEELINGS and ATTITUDES**

- Learned helplessness
- Intense frustration and anger
- Mood disorders
- Prone to discouragement
- Work to hang on
- Poor academic self-support
- Don't see themselves as successful
- Poor academic self-concept
- Don't know where to belong

### **BEHAVIOURS**

- 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
- Are good problem solvers
- Behaviour problems
- Thinks conceptually
- Enjoys novelty and complexity
- Is disorganised
- Slow in information processing
- May not be able to cope with gifted peer group

### **NEEDS**

- Emphasis on strengths
- Coping strategies
- Monitoring for additional disorders – especially ADHA
- To learn to persevere
- Environment that develops strengths
- To learn to self-advocate

### **IDENTIFICATION**

- 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

### **ADULT & PEER PERCEPTIONS**

- 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

### **HOME SUPPORT**

- Focus on strengths while accommodating disability
- Develop will to succeed
- Recognise and affirm gifted abilities
- Challenge in strength areas
- Provide risk-taking opportunities
- Assume college is a possibility
- Family involvement
- Nurture self-control
- Teach how to set and reach realistic goals

### **SCHOOL SUPPORT**

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|---|--|
| <ul style="list-style-type: none"> <li>• Challenge in area of strength is first priority</li> <li>• Acceleration in area of strengths</li> <li>• Accommodation for disability</li> <li>• Ask: What will it take for this child to succeed here?”</li> </ul> | <ul style="list-style-type: none"> <li>• Direct instruction in self-regulation strategies</li> <li>• Give time to be with GT peers</li> <li>• Teach self-advocacy</li> <li>• Teach SMART goal setting</li> </ul> |
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# TYPE 6      AUTONOMOUS LEARNER

## FEELINGS and ATTITUDES

- Self-confident
- Self-accepting
- Hold incremental view of ability
- Optimistic
- Intrinsically motivated
- Ambitious and excited
- May not view academics as one of their highest priorities
- Willing to fail and learn from it
- Shows tolerance and respect for others

## BEHAVIOURS

- Appropriate social skills
- Works independently
- Set SMART goals
- Seek challenge
- Strongly self-directed
- Follows strong areas of passion
- Good self-regulators
- Stands up for convictions
- Resilient
- A producer of knowledge
- Possesses understanding and acceptance of self

## NEEDS

- More support, not less
- Advocacy for new directions and increasing independence
- Feedback about strengths and possibilities
- Facilitation of continuing growth
- Support for risk-taking
- On-going, facilitative relationships
- Become more adept as managing themselves
- A support team

## IDENTIFICATION

- Demonstrated performance
- Products
- Nominations
- Portfolios
- Interviews
- Standardised test scores
- Awards

## ADULT & PEER PERCEPTIONS

- Admired and accepted
- Seen as capable and responsible by parents
- Positive influences
- Successful in diverse environments
- Psychologically healthy
- Positive peer relationships

## HOME SUPPORT

- Advocate for child at school and in the community
- Provide opportunities related to passion areas
- Allow friends of all ages
- Remove time and space restrictions for learning
- Help them build a support team
- Include in parents' passions
- Include in family decision making
- Listen
- Stay out of their way

## SCHOOL SUPPORT

- Allow development of long-term, integrated plan of study
- Remove time and space restrictions
- Develop multiple, related in-depth studies, including mentorships

- Wide variety of accelerated options
- Mentors and cultural brokers
- Waive traditional school policies and regulations
- Stay out of their way
- Help them cope with psychological costs of success