

## The Successful

### This student...

- Achieves
- Gets good grades
- Chooses safe activities
- Is eager for approval
- Has good academic self-concept
- Accepts and conforms
- Is a consumer of knowledge
- Is admired by peers
- Is liked by teachers

### Challenges

- ◊ Fear of failure
- ◊ Self-critical
- ◊ Fixed mindset
- ◊ Avoids risk
- ◊ Dependent
- ◊ Adults tend to overestimate their abilities, and assume they will be fine on their own

### What do these students need?

- To engage in productive struggle
- Challenging activities that push them out of comfort zone
- A safe environment to take risks
- Skill building in assertiveness and independent learning
- Creativity development
- To better understand themselves as learners
- Growth Mindset
- Freedom to make choices
- Subject or grade acceleration
- Time to pursue interests
- In-depth studies
- Mentorships
- Time with intellectual peers

## The Autonomous Learner

### This student...

- Is self-confident
- Has a Growth Mindset
- Is self-directed
- Works independently
- Is intrinsically motivated
- Seeks challenge
- Is ambitious and excited
- Stands up for convictions
- Demonstrates resiliency
- Is willing to take risks
- Is admired and accepted by peers
- Shows tolerance and respect for others
- Viewed as capable and responsible by adults
- Is successful in diverse environments

### Challenges

- ◊ May not view academics as a top priority
- ◊ May feel inhibited by time/space restrictions
- ◊ Susceptible to psychological strain due to success

### What do these students need?

- More support, not less
- Guidance in direction and increased independence
- Support for risk-taking
- Opportunities related to passion areas
- Friends of all ages
- To be listened to
- The removal of time and space restrictions for learning
- Long-term integrated plan of study
- Wide variety of accelerated options
- Facilitation of continual growth
- Mentors and cultural brokers
- Help coping with the psychological costs of success

## The Creative

### This student...

- Is highly Creative
- Can be impulsive
- Is high energy
- Stands up for convictions
- Is honest and direct
- Has a heightened sensitivity
- Perseveres when interested
- Is entertaining to peers
- Is uncertain about social rules
- Questions rules and policies
- Has a developed sense of justice

### Challenges

- ◊ Easily bored and frustrated
- ◊ Impatient and defensive
- ◊ Challenges teacher
- ◊ May have poor self-control
- ◊ Viewed as rebellious
- ◊ May engage in power struggles
- ◊ Adults underestimate their abilities, want them to conform, and do not usually view them as gifted

### What do these students need?

- To be connected with others
- Support for creativity
- Mentorships
- Less pressure to conform
- Respect for their goals and ideas
- Tolerance
- Opportunities to pursue passions
- Affirmation of strengths
- Direct & clear communication
- Permission to express feelings
- Strategies to cope with potential psychological vulnerabilities
- Thoughtful placement with teachers
- To practice tact, flexibility, self-awareness, & self-control
- Direct instruction in interpersonal skills and appropriate behavior

# What Does Giftedness Look Like?

Many people think of gifted children as those who excel in school, are well behaved, and are well liked by their peers and teachers. In reality, very few gifted students actually fit this profile, even though the majority of gifted programs are filled with this type of student. Many adults are under the false assumption that gifted students do not need additional support and will do just fine on their own. Gifted students represent a diverse group with a wide variety of needs. While each gifted child is unique and will have needs specific to their situation, these six profiles highlight the traits, challenges, and needs of gifted students as described by George Betts and Maureen Neihart (2010).

## The Underground

### This student...

- Desires to belong socially
- Is seen as average and successful
- Feels conflicted, guilty, & insecure
- Is ambivalent about achievement
- Internalizes societal ambiguities and conflicts
- Devalues or denies talent
- Drops out of gifted or advanced classes
- Moves between peer groups
- Viewed as compliant

### Challenges

- ◊ Diminished sense of self
- ◊ Views achievement behaviors as betrayal of their social group
- ◊ Unwilling to take risks
- ◊ Not connected to the teacher or the class
- ◊ Feelings of uncertainty and pressure
- ◊ Unsure of their right to feel and express emotions

### What do these students need?

- College and career planning
- Gifted role models
- Mentorship for lifelong learning
- Freedom to make choices
- Not to be compared with siblings
- Build multicultural appreciation
- Concepts framed as societal phenomenon
- Welcoming learning environments
- Develop support groups
- Cultural Brokering
- Open discussions about class, racism, sexism
- Direct instruction of social skills

## The Twice-Exceptional

### This student...

- Seems average or below
- Makes connections easily
- Demonstrates inconsistent work
- Is similar to younger students in social-emotional functioning
- May be disruptive or off-task
- Is a good problem solver
- Thinks conceptually
- Enjoys novelty and complexity
- Is disorganized
- Is slow in information processing
- Has poor academic self-concept
- Learned helplessness
- Intense frustration and anger
- Doesn't know where to belong
- Mood disorders
- Prone to discouragement
- May not be able to cope with gifted peer group
- May be viewed as weird
- Often underestimated in their potential, and not viewed as gifted
- Seen only for disability
- Can be a behavior problem

### Challenges

### What do these students need?

- Focus on strengths while accommodating disability
- Coping strategies
- Recognition and confirmation of gifted abilities
- Skill development
- Monitoring for additional disorders/disabilities
- To learn to self-advocate
- Time with gifted peers
- Work on perseverance
- Challenge in areas of strength
- Provide risk-taking opportunities
- Teach how to set and reach realistic goals
- Direct instruction of self-regulation strategies
- Creative and collaborative problem solving – what will it take for this child to succeed?

## The At-Risk

### This student...

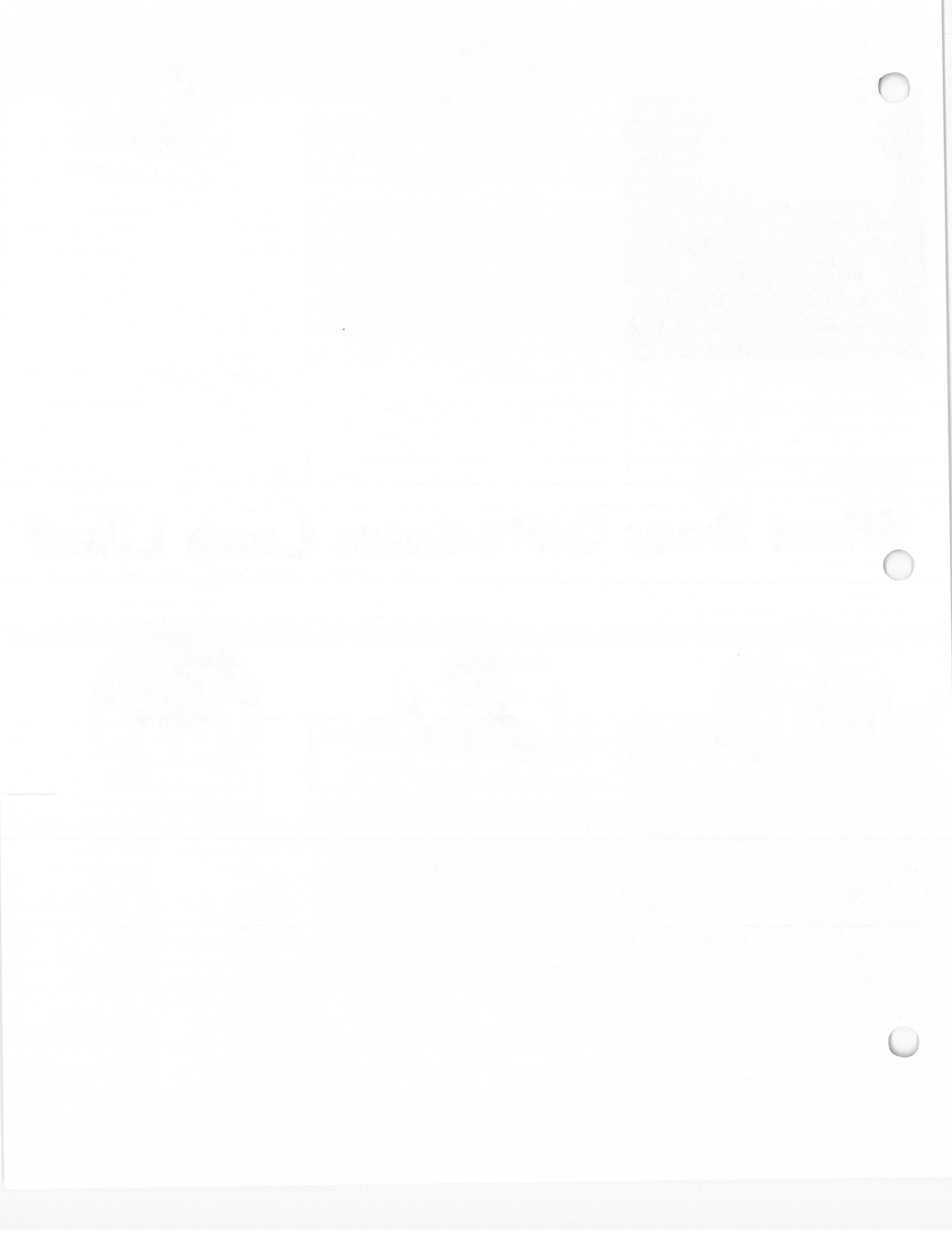
- Is reckless & manipulative
- Has low academic achievement
- Is Defensive
- Pursues outside interests
- Is resentful and angry
- Is thrill seeking
- Produces inconsistent work
- Is often creative
- Criticizes self and others
- Will work for the relationship

### Challenges

- ◊ Poor self-concept
- ◊ Resistive to authority
- ◊ Not motivated by teacher driven rewards
- ◊ Peers are often judgmental
- ◊ Seen as troubled/irresponsible
- ◊ May be depressed
- ◊ Creates crises and causes disruptions
- ◊ Unrealistic expectations
- ◊ Rebellious behaviors
- ◊ May be self-isolating

### What do these students need?

- Safety and structure
- An individualized program
- Accountability
- Direction and short-term goals
- Professional counseling
- Extra-curricular activities
- Mentorships & in-depth studies
- Avoid power struggles
- Minimize punishments
- Open communication
- Confidence in ability to overcome obstacles
- Maintain high expectations
- Diagnostic testing
- Non-traditional study skills
- Positive home and school relationship
- Academic coaching
- Resilience training
- Advocacy for needs



## Characteristics of Gifted English Learners

Table from *Special Populations in Gifted Education: Understanding Our Most Able Students from Diverse Backgrounds* by Jaime A. Castellano and Andrea Frazier

- Strong desire to learn in English and their heritage language
- High interest in certain topics
- Quick grasp of new information
- Evidence of creative ability in problem solving or thinking
- Ability to see relationships and make connections
- Ability to improvise with everyday objects
- Exceptional ability in any of the fine arts
- Exceptional talent in areas valued by their culture
- High standards for themselves
- Curiosity
- Persistence
- Keen power of observation
- Self-direction
- Tendency to dominate peers in situations
- Take on leadership roles with other students from the same culture
- Ability to carry responsibilities well
- Sense of originality and imagination
- Ability to express feelings and emotions
- Articulate in role-playing and storytelling
- Richness in imaginary and informal language
- Eagerly shares culture
- Shows strong desire to teach peers words from heritage language
- Has a strong sense of pride in his or her cultural background
- Eagerly interprets and translates for peers and adults at high levels of accuracy
- Balances appropriate behaviors expected of the heritage culture and the new culture
- Possesses advanced knowledge of idioms and native dialects with ability to interpret and explain meanings in English
- Understands jokes and puns in English

- Had advanced sense of humor
- Reads in heritage language two or more grades above grade level
- Functions at language proficiency levels above that of nongifted peers who are EL
- Ability to code-switch
- Possesses cross-cultural flexibility
- Has a sense of global community and an awareness of other cultures and languages
- Learns a second or third language at an accelerated rate
- Excels in math achievement