

Type	Feelings & Attitudes	Behaviors	Needs	Adult/Peer Perceptions	Identification	Home Support	School Support
The At-Risk	<p>Resentful & Angry</p> <p>Depressed</p> <p>Reckless & Manipulative</p> <p>Poor self-concept</p> <p>Defensive</p> <p>Unrealistic expectations</p> <p>Unaccepted</p> <p>Resistive to authority</p> <p>Not motivated for teacher driven rewards</p> <p>A subgroup is antisocial</p>	<p>Creates crises and causes disruptions</p> <p>Thrill seeking</p> <p>Will work for the relationship</p> <p>Intermittent attendance</p> <p>Pursues outside interests</p> <p>Low academic achievement</p> <p>May be self-isolating</p> <p>Often creative</p> <p>Criticizes self & others</p> <p>Produces inconsistent work</p>	<p>Safety and structure</p> <p>An "alternative" environment</p> <p>An individualized program</p> <p>Confrontation and accountability</p> <p>Alternatives</p> <p>Professional Counseling</p> <p>Direction and short term goals</p>	<p>Adults may be angry with them</p> <p>Peers are judgmental</p> <p>Seen as troubled or irresponsible</p> <p>Seen as rebellious</p> <p>May be afraid of them</p> <p>Adults feel powerless to help them</p>	<p>Individual IQ testing</p> <p>Achievement subtests</p> <p>Interviews</p> <p>Auditions</p> <p>Nonverbal measures of intelligence</p> <p>Parent nominations</p> <p>Teacher nominations</p>	<p>Seek counseling for family</p> <p>Avoid power struggles</p> <p>Involvement in extracurricular activities</p> <p>Assess for dangerous behavior</p> <p>Keep dialogue open</p> <p>Hold accountable</p> <p>Minimize punishments</p> <p>Communicate confidence in ability to overcome obstacles</p> <p>Preserve relationships</p>	<p>Don't lower expectations</p> <p>Diagnostic testing</p> <p>Non-traditional study skills</p> <p>In-depth Studies & Mentorships</p> <p>G.E.D.</p> <p>Academic coaching</p> <p>Home visits</p> <p>Promote resilience</p> <p>Discuss secondary options</p> <p>Aggressive advocacy</p>
Twice/Multi Exceptional	<p>Learned helplessness</p> <p>Intense frustration & anger</p> <p>Mood disorders</p> <p>Prone to discouragement</p> <p>Work to hang on</p> <p>Poor academic self-concept</p> <p>Don't see themselves as successful</p> <p>Poor academic self concept</p> <p>Don't know where to belong</p>	<p>Makes connections easily</p> <p>Demonstrates inconsistent work</p> <p>Seems average or below</p> <p>More similar to younger students in some aspects of social/emotional functioning</p> <p>May be disruptive or off-task</p> <p>Are good problem solvers</p> <p>Behavior problems</p> <p>Thinks conceptually</p> <p>Enjoys novelty & complexity</p> <p>Is disorganized</p> <p>Slow in information processing</p> <p>May not be able to cope with gifted peer group</p>	<p>Emphasis on strengths</p> <p>Coping strategies</p> <p>Skill development</p> <p>Monitoring for additional disorders especially ADHD</p> <p>To learn to persevere</p> <p>Environment that develops strengths</p> <p>To learn to self-advocate</p>	<p>Requires too many modifications because of accommodation</p> <p>Seen as "weird"</p> <p>Underestimated for their potential</p> <p>Viewed as helpless</p> <p>Seen as not belonging in GT</p> <p>Perceived as requiring a great deal of structure</p> <p>Seen only for disability</p>	<p>Measure of current classroom functioning</p> <p>Achievement test scores</p> <p>Curriculum based assessment</p> <p>Examine performance over time</p> <p>Look for pattern of declining performance paired with evidence of superior ability</p> <p>Do not rely on IQ scatter analysis or test discrepancy analysis</p>	<p>Focus on strengths while accommodating disability</p> <p>Develop will to succeed</p> <p>Recognize & affirm gifted abilities</p> <p>Challenge in strength areas</p> <p>Provide risk-taking opportunities</p> <p>Assume college is a possibility</p> <p>Advocate at school</p> <p>Family involvement</p> <p>Nurture self-control</p> <p>Teach how to set & reach realistic goals</p>	<p>Challenge in area of strength is first priority</p> <p>Acceleration in area of strengths</p> <p>Accommodations for disability</p> <p>Ask, "what will it take for this child to succeed here?"</p> <p>Direct instruction in self-regulation strategies</p> <p>Give time to be with GT peers</p> <p>Teach self-advocacy</p> <p>Teach SMART goal setting</p>
Autonomous Learner	<p>Self-confident</p> <p>Self-accepting</p> <p>Hold incremental view of ability</p> <p>Optimistic</p> <p>Intrinsically motivated</p> <p>Ambitious & excited</p> <p>May not view academics as one of their highest priorities</p> <p>Willing to fail and learn from it</p> <p>Shows tolerance and respect for others</p>	<p>Appropriate social skills</p> <p>Works independently</p> <p>Set SMART goals</p> <p>Seek challenge</p> <p>Strongly self directed</p> <p>Follows strong areas of passion</p> <p>Good self-regulators</p> <p>Stands up for convictions</p> <p>Resilient</p> <p>A producer of knowledge</p> <p>Possesses understanding & acceptance of self</p>	<p>More support not less</p> <p>Advocacy for new directions & increasing independence</p> <p>Feedback about strengths & possibilities</p> <p>Facilitation of continuing growth</p> <p>Support for risk-taking</p> <p>On-going, facilitative relationships</p> <p>Become more adept at managing themselves</p> <p>A support team</p>	<p>Admired & Accepted</p> <p>Seen as capable & responsible by parents</p> <p>Positive influences</p> <p>Successful in diverse environments</p> <p>Psychologically healthy</p> <p>Positive peer relationships</p>	<p>Demonstrated performance</p> <p>Products</p> <p>Nominations</p> <p>Portfolios</p> <p>Interviews</p> <p>Standardized Test scores</p> <p>Awards</p>	<p>Advocate for child at school & in the community</p> <p>Provide opportunities related to passion areas</p> <p>Allow friends of all ages</p> <p>Remove time & space restrictions for learning</p> <p>Help them build a support team</p> <p>Include in parent's passions</p> <p>Include in family decision making</p> <p>Listen</p> <p>Stay out of their way</p>	<p>Allow development of long-term, integrated plan of study</p> <p>Remove time & space restrictions</p> <p>Develop multiple, related in-depth studies, including mentorships</p> <p>Wide variety of accelerated options</p> <p>Mentors & cultural brokers</p> <p>Waive traditional school policies & regulations</p> <p>Stay out of their way</p> <p>Help them cope with psychological costs of success</p>

Revised Profiles of the Gifted & Talented

Type	Feelings & Attitudes	Behaviors	Needs	Adult/Peer Perceptions	Identification	Home Support	School Support
The Successful	<p>Complacent</p> <p>Dependent</p> <p>Good academic self-concept</p> <p>Fear of failure</p> <p>Extrinsic motivation</p> <p>Self-critical</p> <p>Works for the grade</p> <p>Unsure about the future</p> <p>Eager for approval</p> <p>Entry view of intelligence</p>	<p>Achieves</p> <p>Seeks teacher approval</p> <p>Avoids risks</p> <p>Doesn't go beyond the syllabus</p> <p>Accepts & conforms</p> <p>Chooses safe activities</p> <p>Gets good grades</p> <p>Becomes a consumer of knowledge</p>	<p>To be challenged</p> <p>To see deficiencies</p> <p>To take risks</p> <p>Assertiveness skills</p> <p>Creativity development</p> <p>Incremental view of intelligence</p> <p>Self knowledge</p> <p>Independent learning skills</p>	<p>Liked by teachers</p> <p>Admired by peers</p> <p>Generally liked & accepted by parents</p> <p>Overestimate their abilities</p> <p>Believe they will succeed on their own</p>	<p>Use many multiple criteria</p> <p>Grades</p> <p>Standardized test scores</p> <p>Individual IQ tests</p> <p>Teacher nominations</p> <p>Parent nominations</p> <p>Peer nominations</p>	<p>Parents need to let go</p> <p>Independence</p> <p>Freedom to make choices</p> <p>Risk-taking experiences</p> <p>Allow child to be distressed</p> <p>Affirm child's ability to cope with challenges</p>	<p>Subject & grade acceleration</p> <p>Needs more than AP, IB & Honors</p> <p>Time for personal curriculum</p> <p>Activities that push out of comfort zone</p> <p>Development of independent learning skills</p> <p>In-Depth Studies</p> <p>Mentorships</p> <p>Cognitive Coaching</p> <p>Time with Intellectual Peers</p>
The Creative	<p>Highly creative</p> <p>Bored & frustrated</p> <p>Fluctuating self-esteem</p> <p>Impatient & defensive</p> <p>Heightened sensitivity</p> <p>Uncertain about social roles</p> <p>More psychologically vulnerable</p> <p>Strong motivation to follow inner convictions</p> <p>Wants to right wrongs</p> <p>High tolerance for ambiguity</p> <p>High Energy</p>	<p>Expresses impulses</p> <p>Challenges teacher</p> <p>Questions rules, policies</p> <p>Is honest and direct</p> <p>Emotionally labile</p> <p>May have poor self-control</p> <p>Creative expression</p> <p>Perceives in areas of interest (passions)</p> <p>Stands up for convictions</p> <p>May be in conflict with peers</p>	<p>To be connected with others</p> <p>To learn tact, flexibility, self awareness and self control</p> <p>Support for creativity</p> <p>Contractual systems</p> <p>Less pressure to conform</p> <p>Interpersonal skills to affirm others</p> <p>Strategies to cope with potential psychological vulnerabilities</p>	<p>Not liked by teachers</p> <p>Viewed as rebellious</p> <p>Engaged in power struggle</p> <p>Creative</p> <p>Discipline problems</p> <p>Peers see them as entertaining</p> <p>Want to change them</p> <p>Don't view them as gifted</p> <p>Underestimate their success</p> <p>Want them to conform</p>	<p>Ask: In what ways is this child creative?</p> <p>Use domain specific, objective measures</p> <p>Focus on creative potential rather than achievement</p>	<p>Respect for their goals</p> <p>Tolerate higher levels of deviance</p> <p>Allow them to pursue interests (passions)</p> <p>Model appropriate behavior</p> <p>Family projects</p> <p>Communicate confidence in their abilities</p> <p>Affirm their strengths</p> <p>Recognize psychological vulnerability & intervene when necessary</p>	<p>Tolerance</p> <p>Reward new thinking</p> <p>Placement with appropriate teachers</p> <p>Direct & clear communication</p> <p>Give permission for feelings</p> <p>Domain specific training</p> <p>Allow nonconformity</p> <p>Mentorships</p> <p>Direct instruction in interpersonal skills</p> <p>Coach for deliberate practice</p>
The Underground	<p>Desire to belong socially</p> <p>Feel Unsure & Pressured</p> <p>Conflicted, Guilty & Insecure</p> <p>Unsure of their right to their emotions</p> <p>Diminished sense of self</p> <p>Ambivalent about achievement</p> <p>Internalize & personalize societal ambiguities & conflicts</p> <p>View some achievement behaviors as betrayal of their social group</p>	<p>Devalue, discount or deny talent</p> <p>Drops out of GT & advanced classes</p> <p>Rejects challenges</p> <p>Moves from one peer group to the next</p> <p>Not connected to the teacher or the class</p> <p>Unsure of direction</p>	<p>Freedom to make choices</p> <p>Conflicts to be made explicit</p> <p>Learn to code switch</p> <p>Gifted peer group network</p> <p>Support for abilities</p> <p>Role models who cross cultures</p> <p>Self understanding & acceptance</p> <p>An audience to listen to what they have to say (to be heard)</p>	<p>Viewed as leaders or unrecognized</p> <p>Seen as average & successful</p> <p>Perceived to be compliant</p> <p>Seen as quiet/shy</p> <p>Seen as unwilling to risk</p> <p>Viewed as resistant</p>	<p>Interviews</p> <p>Parent nominations</p> <p>Teacher nominations</p> <p>Be cautious with peer nominations</p> <p>Demonstrated performance</p> <p>Measures of creative potential</p> <p>Nonverbal measures of intelligence</p>	<p>Cultural Brokering</p> <p>Normalize their dissonance</p> <p>College & career planning</p> <p>Provide gifted role models</p> <p>Model lifelong learning</p> <p>Give freedom to make choices</p> <p>Normalize the experience</p> <p>Don't compare with siblings</p> <p>Provide cultural brokering</p> <p>Build multicultural appreciation</p>	<p>Frame the concepts as societal phenomena</p> <p>Welcoming learning environments</p> <p>Provide role models</p> <p>Help develop support groups</p> <p>Open discussions about class, racism, sexism</p> <p>Cultural Brokering</p> <p>Direct instruction of social skills</p> <p>Teach the hidden curriculum</p> <p>Provide college planning</p> <p>Discuss costs of success</p>