

The Revised Profiles of the Gifted & Talented: A Research-Based Approach



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The Successful

Feelings & Attitudes

- Boredom
- Dependent
- Positive self-esteem
- Anxious
- Guilty about failure
- Extrinsic motivation
- Self-critical
- Works for the grade
- Unsure about the future

Behaviors

- Achieves at a high level
- Seeks teacher approval
- Avoids risks
- Accepts & conforms
- Is dependent
- Chooses safe activities
- Gets good grades
- Becomes a consumer of knowledge



The Successful

Needs

- To be challenged
- To see deficiencies
- To take risks
- Assertiveness skills
- Autonomy
- Creativity development
- Higher-level study skills
- Self knowledge

Adult/Peer Perceptions

- Loved by teachers
- Admired by peers
- Generally loved & accepted by parents
- Overestimates abilities
- Will succeed on their own
- Abilities over-estimated by parents



The Successful

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 & 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 Challenging

Feelings & Attitudes

- Highly creative
- Bored & frustrated
- Fluctuating self-esteem
- Impatient & defensive
- Heightened sensitivity
- Uncertain about social roles
- More psychologically vulnerable
- Doesn't work for grades
- Wants to right wrongs

Behaviors

- Lacks appropriate behavior & social skills
- Challenges teacher
- Questions rules, policies
- Is honest and direct
- May have mood swings
- May have poor self-control
- Is creative
- Perseveres in areas of interest (passions)
- Stands up for convictions
- May be in conflict with peers



The Challenging

Needs

- To be connected with others
- To learn tact, flexibility, self awareness and control
- Support for creativity
- Contractual systems
- Less pressure to conform
- Interpersonal skills to affirm others

Adult/Peer Perceptions

- Irritating
- 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



The Challenging

Home Support

- Respect for their goals
- Acceptance & understanding
- 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

School Support

- Tolerance
- Dual enrollment
- Placement with appropriate teachers
- Direct & clear communication
- Give permission for feelings
- More open-ended in-depth studies
- Mentorships that enhance resilience
- Build self-esteem through master experiences
- Direct instruction in interpersonal skills



The Underground

Feelings & Attitudes

- Desire to belong socially
- Feel Unsure & Pressured
- Conflicted, Guilty & Insecure
- Unsure of their right to their emotions
- Diminished sense of self
- Ambivalent about achievement
- Internalize & personalize societal ambiguities & conflicts

Behaviors

- Denies talent
- Drops out of GT & advanced classes
- Resists challenges
- Moves from one peer group to the next
- Not connected to the teacher or the class
- Seems unsure of direction



The Underground

Needs

- Freedom to make choices
- To be aware of conflicts
- Awareness of feelings
- Support for abilities
- Involvement with gifted peers
- Self understanding & acceptance
- An audience to listen to what they have to say (to be heard)

Adult/Peer Perceptions

- 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



The Underground

Home Support

- Cultural Brokering
- Acceptance of underground
- College & career planning
- Provide gifted role models
- Model lifelong learning
- Give freedom to make choices
- Normalize the experience
- Don't compare with siblings
- Build multicultural appreciation

School Support

- Frame the concepts as societal phenomena
- Recognize & properly place
- Give permission to take time out of GT
- Provide role models
- Help develop support groups
- Open discussions about class, racism, sexism
- Cultural Brokering
- Instruction of social skills
- Teach the hidden curriculum
- Address their goals



The At-Risk

Feelings & Attitudes

- Resentful & Angry
- Fearless
- Depressed
- Explosive
- Poor self-concept
- Defensive
- Isolated
- Unaccepted
- Resistive to authority
- Does not work for grades

Behaviors

- Will work for the relationship
- Has intermittent attendance
- Doesn't complete tasks
- Pursues outside interests
- "Spaced out" in class
- May be self-abusive
- May be self-isolating
- Is Creative
- Criticizes self & others
- Produces inconsistent work



The At-Risk

Needs

- An "alternative" environment
- An Individualized program
- Intense support
- Alternatives (separate & new opportunities)
- Counseling (Individual, group and family)
- Direction and short term goals
- Accountability & confrontation

Adult/Peer Perceptions

- Adults may be angry with them
- Peers are judgmental
- Seen as loners, dropouts, dopers or losers
- Seen as dangerous & rebellious
- May be afraid of them
- May be afraid for them



The At-Risk

Home Support

- Involvement in extracurricular activities
- Assess for dangerous behavior
- Keep dialogue open
- Seek counseling for family
- Explore family roles
- Hold accountable
- Avoid punishment
- Communicate confidence in ability to overcome obstacles
- Preserve relationships
- Avoid power struggles

School Support

- Don't lower expectations
- Long term support group
- Diagnostic testing
- Non-traditional study skills
- In-depth Studies & Mentorships
- G.E.D.
- Academic coaching
- Home visits
- Promote resilience
- Discuss secondary options



Twice/Multi Exceptional

Feelings & Attitudes

- Learned helplessness
- Intense frustration & anger
- Feelings of inferiority
- Unaware
- Work to hang on
- Poor academic self-concept
- Don't view themselves as successful
- Lack of self-confidence
- Don't know where to belong

Behaviors

- Makes connections easily
- Demonstrates inconsistent work
- Seems average or below
- May be disruptive or off-task
- Are good problem solvers
- Thinks conceptually
- Enjoys novelty & complexity
- Is disorganized
- Is slow in performance



Twice/Multi Exceptional

Needs

- Emphasis on strengths
- Coping skills
- GT support group
- Skill development
- Monitoring for additional disorders - especially ADHD
- To learn to persevere
- Environment that values & develops strengths

Adult/Peer Perceptions

- Requires too many modifications because of accommodation
- Seen as “weird”
- Underestimated for their potential
- Viewed as helpless
- Avoided by peers & teachers
- Seen as not belonging in GT
- Perceived as requiring a great deal of supervision
- Seen only for disability



Twice/Multi Exceptional

Home Support

- 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

School Support

- Focus on talent development & not only on remediating deficits
- Placement in gifted program
- Provide alternative learning experiences
- Begin self-directed learning
- Give time to be with GT peers
- Teach self-advocacy
- Facilitate setting & reaching realistic goals



Autonomous Learner

Feelings & Attitudes

- Self-confident
- Self-accepting
- Enthusiastic
- Accepted by others
- Supported
- Possess desire to know & learn
- Willing to fail
- Intrinsic motivation
- Accepts others
- Seeks personal satisfaction

Behaviors

- Has appropriate social skills
- Works independently
- Develops own short-term & long-term goals
- Does not seek external approval
- Follows strong areas of passion
- Thinks creatively & critically
- Stands up for convictions
- Is Resilient
- Is a producer of knowledge
- Possesses understanding & acceptance of self



Autonomous Learner

Needs

- Advocacy for new directions & increasing independence
- Feedback about strengths & possibilities
- Facilitation of continuing growth
- Support for risk-taking
- On-going facilitative relationships

Adult/Peer Perceptions

- Accepted by adults
- Admired for abilities
- Seen as capable & responsible by parents
- Positive influences
- Successful in diverse environments
- Psychologically healthy
- Positive peer relationships
- Will be extremely successful



Autonomous Learner

Home Support

- 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
- Do family projects
- Include in parent's 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 & space restrictions
- Develop multiple, related in-depth studies, including mentorships
- Wide variety of accelerated options
- Waive traditional school policies & regulations
- Listen
- Stay out of their way



Identification

for the Profiles of the Gifted & Talented

(Match Profile & Identification Approaches)

- Teacher Advocates
- Rtl & ALP
- Grade Point Average
- Achievement Tests
- IQ Tests
- Testing with emphasis on non-verbal abilities
- Creativity Testing, Observations & Checklists
- Teacher Nominations (Not traditional Type One Forms)
- Parent Nominations (Not traditional Type One Forms)
- Peer & Self Nominations (Not traditional Type One Forms)
- Interviews ((Not traditional Type One Questions)
- Neighborhood & Community Nominations
- Performance in areas of talent (passions)
- Structured Observations for characteristics of individual profiles



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Closure

- What did you experience?
- What did you learn?
- And now what? How will you use this information?