## TYPE 1 THE SUCCESSFUL

<table>
<thead>
<tr>
<th>FEELINGS and ATTITUDES</th>
<th>BEHAVIOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complacent</td>
<td>• Achieves</td>
</tr>
<tr>
<td>• Dependent</td>
<td>• Seeks teacher approval</td>
</tr>
<tr>
<td>• Good academic self-concept</td>
<td>• Avoids risks</td>
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<tr>
<td>• Fear of failure</td>
<td>• Doesn’t go beyond the syllabus</td>
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<tr>
<td>• Extrinsic motivation</td>
<td>• Accepts and conforms</td>
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<tr>
<td>• Self-critical</td>
<td>• Chooses safe activities</td>
</tr>
<tr>
<td>• Works for the grade</td>
<td>• Gets good grades</td>
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<tr>
<td>• Unsure about the future</td>
<td>• Becomes a consumer of knowledge</td>
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<tr>
<td>• Eager for approval</td>
<td></td>
</tr>
<tr>
<td>• Entity view of intelligence</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>NEEDS</th>
<th>IDENTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To be challenged</td>
<td>• Use many multiple criteria</td>
</tr>
<tr>
<td>• To see deficiencies</td>
<td>• Grades</td>
</tr>
<tr>
<td>• To take risks</td>
<td>• Standardised test scores</td>
</tr>
<tr>
<td>• Assertiveness skills</td>
<td>• Individual IQ tests</td>
</tr>
<tr>
<td>• Creativity development</td>
<td>• Teacher nominations</td>
</tr>
<tr>
<td>• Incremental view of intelligence</td>
<td>• Parent nominations</td>
</tr>
<tr>
<td>• Self-knowledge</td>
<td>• Peer nominations</td>
</tr>
<tr>
<td>• Independent learning skills</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ADULT &amp; PEER PERCEPTIONS</th>
<th>HOME SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Liked by teachers</td>
<td>• Parents need to let go</td>
</tr>
<tr>
<td>• Admired by peers</td>
<td>• Independence</td>
</tr>
<tr>
<td>• Generally liked and accepted by parents</td>
<td>• Freedom to make choices</td>
</tr>
<tr>
<td>• Overestimate their abilities</td>
<td>• Risk-taking experiences</td>
</tr>
<tr>
<td>• Believe they will succeed on their own</td>
<td>• Allow child to be distressed</td>
</tr>
<tr>
<td></td>
<td>• Affirm child’s ability to cope with challenges</td>
</tr>
</tbody>
</table>

| SCHOOL SUPPORT | |
|----------------||
| • Subject and grade acceleration | • Development of independent learning skills |
| • Needs more than AP, IB and Honors | • In-depth studies |
| • Time for personal curriculum | • Mentorships |
| • Activities that push out of comfort zone | • 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

#### BEHAVIOIRS
- Expresses impulses
- Challenges teacher
- Questions rules and policies
- Is honest and direct
- Emotionally liable
- May have poor self-control
- Creative expression
- Persevers 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
- Tolerance
- Reward new thinking
- Placement with appropriate teachers
- Direct and clear communication
- Give permission for feelings
- Domain specific training
- Allow nonconformity
- Mentorships
- Direct instruction in interpersonal skills
- Coach for deliberate practice
## 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
- Resistant 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
- Challenge in area of strength is first priority
- Acceleration in area of strengths
- Accommodation 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
# 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

## BEHAVIOIRS
- 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 at 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