

The Autonomous Learner *from Characteristics of High Ability/High Potential Students*

Type	Feelings & Attitudes	Behaviors	Needs	Adults' and Peers' Perceptions	Identification	Home Support	School Support
The Autonomous Learner	<ul style="list-style-type: none"> • Self-confident • Self-accepting • Hold incremental view of ability • Optimistic • Intrinsically motivated • Ambitious & excited • May not view academics as one of their highest priorities • Willing to fail and learn from it • Shows tolerance and respect for others 	<ul style="list-style-type: none"> • Appropriate social skills • Works independently • Sets SMART goals • Seeks challenge • Strongly self-directed • Follows strong areas of passion • Good self-regulator • Stands up for convictions • Resilient • A producer of knowledge • Possesses understanding & acceptance of self 	<ul style="list-style-type: none"> • More support, not less • Advocacy for new directions & increasing independence • Feedback about strengths & possibilities • Facilitation of continuing growth • Support for risk-taking • On-going, facilitative relationships • Become more adept at managing themselves • A support team 	<ul style="list-style-type: none"> • Admired & accepted • Seen as capable & responsible by parents • Positive influences • Successful in diverse environments • Psychologically healthy • Positive peer relationships 	<ul style="list-style-type: none"> • Demonstrated performance • Products • Nominations • Portfolios • Interviews • Standardized Test scores • Awards 	<ul style="list-style-type: none"> • 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 • Help them build a support team • Include in parent's passions • Include in family decision making • Listen • Stay out of their way 	<ul style="list-style-type: none"> • 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 • Mentors & cultural brokers • Waive traditional school policies & regulations • Stay out of their way • Help them cope with psychological costs of success

Adapted from work of George T. Betts, Ed.D. & Maureen F. Neihart, Psy.D., ©2010.