

## The Successful *from Characteristics of High Ability/High Potential Students*

Type	Feelings & Attitudes	Behaviors	Needs	Adults' and Peers' Perceptions	Identification	Home Support	School Support
The Successful	<ul style="list-style-type: none"> <li>• Complacent</li> <li>• Dependent</li> <li>• Good academic self-concept</li> <li>• Fear of failure</li> <li>• Extrinsic motivation</li> <li>• Self-critical</li> <li>• Works for the grade</li> <li>• Unsure about the future</li> <li>• Eager for approval</li> <li>• Entity view of intelligence</li> </ul>	<ul style="list-style-type: none"> <li>• Achieves</li> <li>• Seeks teacher approval</li> <li>• Avoids risks</li> <li>• Doesn't go beyond the syllabus</li> <li>• Accepts &amp; conforms</li> <li>• Chooses safe activities</li> <li>• Gets good grades</li> <li>• Becomes a consumer of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• To be challenged</li> <li>• To see deficiencies</li> <li>• To take risks</li> <li>• Assertiveness skills</li> <li>• Creativity development</li> <li>• Incremental view of intelligence</li> <li>• Self-knowledge</li> <li>• Independent learning skills</li> </ul>	<ul style="list-style-type: none"> <li>• Liked by teachers</li> <li>• Admired by peers</li> <li>• Generally liked &amp; accepted by parents</li> <li>• Overestimate their abilities</li> <li>• Believe they will succeed on their own</li> </ul>	<ul style="list-style-type: none"> <li>• Use many multiple criteria</li> <li>• Grades</li> <li>• Standardized test scores</li> <li>• Individual IQ tests</li> <li>• Teacher nominations</li> <li>• Parent nominations</li> <li>• Peer nominations</li> </ul>	<ul style="list-style-type: none"> <li>• Parents need to let go</li> <li>• Independence</li> <li>• Freedom to make choices</li> <li>• Risk-taking experiences</li> <li>• Allow child to be distressed</li> <li>• Affirm child's ability to cope with challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Subject &amp; grade acceleration</li> <li>• Needs more than AP, IB &amp; honors</li> <li>• Time for personal curriculum</li> <li>• Activities that push out of comfort zone</li> <li>• Development of independent learning skills</li> <li>• In-depth studies</li> <li>• Mentorships</li> <li>• Cognitive coaching</li> <li>• Time with intellectual peers</li> </ul>

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