

The Underground *from Characteristics of High Ability/High Potential Students*

Type	Feelings & Attitudes	Behaviors	Needs	Adults' and Peers' Perceptions	Identification	Home Support	School Support
The Underground	<ul style="list-style-type: none"> • Desire to belong socially • Unsure & pressured • Conflicted, guilty & insecure • Unsure of their right to their emotions • Diminished sense of self • Ambivalent about achievement • Internalizes & personalizes societal ambiguities & conflicts • Views some achievement behaviors as betrayal of their social group 	<ul style="list-style-type: none"> • Devalues, discounts or denies talent • Drops out of GT & advanced classes • Rejects challenges • Moves from one peer group to the next • Not connected to the teacher or the class • Unsure of direction 	<ul style="list-style-type: none"> • 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 & acceptance • An audience to listen to what they have to say (to be heard) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Interviews • Parent nominations • Teacher nominations • Be cautious with peer nominations • Demonstrated performance • Measures of creative potential • Nonverbal measures of intelligence 	<ul style="list-style-type: none"> • Cultural Brokering • Normalize their dissonance • College & career planning • Provide gifted role models • Model lifelong learning • Give freedom to make choices • Normalize the experience • Don't compare with siblings • Provide cultural brokering • Build multicultural appreciation 	<ul style="list-style-type: none"> • 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

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