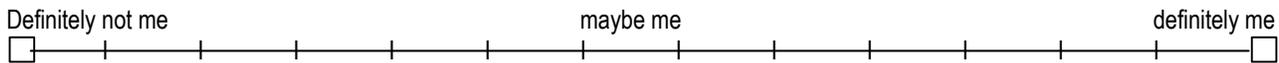


6 Profiles of the Gifted and Talented

Read each profile and then make a mark on the continuum to indicate whether you feel the profile definitely does not, maybe, or definitely describes you.

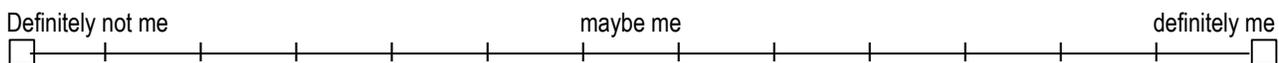
Type I: The Successful

Perhaps as many as 90% of identified gifted students in school programs are Type Is. They have learned the system by listening closely to their parents and teachers. After discovering what “sells” at home and at school, they begin to display appropriate behavior. They learn well and are able to score high on achievement tests and tests of intelligence. As a result, they are usually identified for placement in programs for the gifted. These are the children many believe will “make it on their own.” However, Type Is often become bored with school and learn to use the system in order to get by with as little effort as possible. They have positive self-concepts because they have been affirmed for their achievements. But they are not aware that they have deficiencies because of the reinforcement they receive from adults who are pleased with them and their achievement.



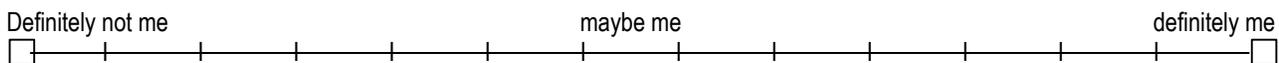
Type II: The Non-Conformist

Type Is are the divergently gifted and many school systems fail to identify them. Type Is typically possess a high degree of creativity and may appear to be obstinate, tactless, or sarcastic. They often question authority and may challenge the teacher in front of the class. They do not conform to the system, and they have not learned to use it to their advantage. They receive little recognition and few rewards or honors. Their interactions at school and at home often involve conflict. These children feel frustrated because the school system has not affirmed their talents and abilities. They are struggling with their self-esteem. Some Type Is have a sense of humor and creativity that is very appealing to peers. Nevertheless their spontaneity may be disruptive in the classroom. In spite of their creativity, Type Is often possess negative self-concepts.



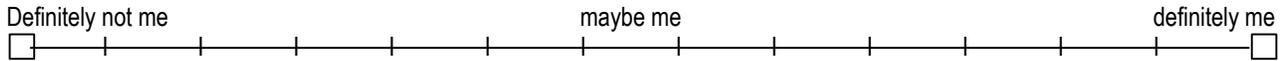
Type III: The Underground

In general, Type IIIs are middle school girls, (although males may also want to hide their giftedness) who begin to deny their talent in order to feel more included with a non-gifted peer group. They frequently feel insecure and anxious. Their changing needs are often in conflict with the expectations of teachers and parents. There is a tendency to push these children, to insist that they continue with their educational program no matter how they feel. Although Type IIIs should not be permitted to abandon all projects or advanced classes, alternatives should be explored for meeting their academic needs while they are undergoing this transition. Challenging resistant adolescents may alienate them from those who can help meet their needs and long-term goals.



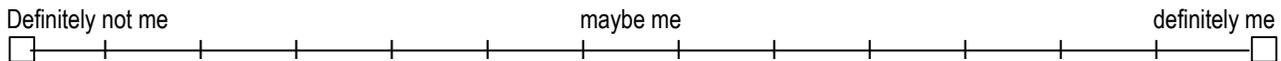
Type IV: The Dropout

Type IV gifted students are angry with adults and with themselves because the system has not met their needs for many years and they feel rejected. They may express this anger by acting depressed and withdrawn or by acting out and responding defensively. Frequently, Type IVs have interests that lie outside the realm of the regular school curriculum and they fail to receive support and affirmation for their talent and interest in these unusual areas. School seems irrelevant and perhaps not hostile to them. Type IV students are frequently gifted children who were identified very late, perhaps not until high school. Their self-esteem is very low, and they require a close working relationship with an adult they can trust. Traditional programming is no longer appropriate for Type IVs. Family counseling is strongly recommended, and the Type IV youth should also be given individual counseling.



Type V: The Double-Labeled

Type V refers to gifted children who are physically or emotionally handicapped in some way, or who have learning disabilities. The vast majority of gifted programs do not identify these children, nor do they offer differentiated programming that addresses and integrates their special needs. Type V students often do not exhibit behaviors that schools look for in the gifted. They may have sloppy handwriting or disruptive behaviors that make it difficult for them to complete work. They show symptoms of stress; they may feel discouraged, frustrated, rejected, helpless, or isolated. Traditionally, these students are either ignored because they are perceived as average or referred for remedial assistance. School systems tend to focus on their weaknesses and fail to nurture their strengths or talents.



Type VI: The Autonomous Learner

Few gifted children demonstrate this style at a very early age although parents may see evidence of the style at home. Like the Type Is, these students have learned to work effectively in the school system. However, unlike the Type Is who strive to do as little as possible, Type Vs have learned to use the system to create new opportunities for themselves. They do not work for the system; they make the system work for them. Type Vis have strong, positive self-concepts because their needs are being met; they are successful, and they receive positive attention and support for their accomplishments as well as for who they are. Type VI students are independent and self-directed. They feel secure designing their own educational and personal goals. They accept themselves and are able to take risks. An important aspect of the Type VI is their strong sense of personal power. They realize they can create change in their own lives, and they do not wait for others to facilitate change for them. They are able to express their feelings, goals, and definitely not me.

