

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

Type	Feelings & Attitudes	Behaviors	Needs	Adults' and Peers' Perceptions	Identification	Home Support	School Support
The Creative	<ul style="list-style-type: none"> <li>• Highly creative</li> <li>• Bored &amp; frustrated</li> <li>• Fluctuating self-esteem</li> <li>• Impatient &amp; defensive</li> <li>• Heightened sensitivity</li> <li>• Uncertain about social roles</li> <li>• More psychologically vulnerable</li> <li>• Strong motivation to follow inner convictions</li> <li>• Wants to right wrongs</li> <li>• High tolerance for ambiguity</li> <li>• High Energy</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses impulses</li> <li>• Challenges teacher</li> <li>• Questions rules, policies</li> <li>• Is honest and direct</li> <li>• Emotionally labile</li> <li>• May have poor self-control</li> <li>• Creative expression</li> <li>• Perseveres in areas of interest (passions)</li> <li>• Stands up for convictions</li> <li>• May be in conflict with peers</li> </ul>	<ul style="list-style-type: none"> <li>• To be connected with others</li> <li>• To learn tact, flexibility, self-awareness and self-control</li> <li>• Support for creativity</li> <li>• Contractual systems</li> <li>• Less pressure to conform</li> <li>• Interpersonal skills to affirm others</li> <li>• Strategies to cope with potential psychological vulnerabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Not liked by teachers</li> <li>• Viewed as rebellious</li> <li>• Engaged in power struggle</li> <li>• Creative</li> <li>• Discipline problems</li> <li>• Peers see them as entertaining</li> <li>• Want to change them</li> <li>• Don't view them as gifted</li> <li>• Underestimate their success</li> <li>• Want them to conform</li> </ul>	<ul style="list-style-type: none"> <li>• Ask: In what ways is this child creative?</li> <li>• Use domain specific, objective measures</li> <li>• Focus on creative potential rather than achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for their goals</li> <li>• Tolerate higher levels of deviance</li> <li>• Allow them to pursue interests (passions)</li> <li>• Model appropriate behavior</li> <li>• Family projects</li> <li>• Communicate confidence in their abilities</li> <li>• Affirm their strengths</li> <li>• Recognize psychological vulnerability &amp; intervene when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance</li> <li>• Reward new thinking</li> <li>• Placement with appropriate teachers</li> <li>• Direct &amp; clear communication</li> <li>• Give permission for feelings</li> <li>• Domain specific training</li> <li>• Allow nonconformity</li> <li>• Mentorships</li> <li>• Direct instruction in interpersonal skills</li> <li>• Coach for deliberate practice</li> </ul>

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