

Gifted Learner Support Framework – Champion actions to support gifted students’ transition to a self-fulfilled life beyond school

The developer of this framework would appreciate any feedback of additional actions that you add through your practice. Many thanks, Helen.
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	Student Needs (examples)	Champion Family Actions	Champion School Actions	Champion Mentor Actions
<p><u>Self-Fulfillment Needs (including academic)</u></p> <ul style="list-style-type: none"> • Self-Transcendence: √ Achieving a sense of meaning • Self-actualisation: Achieving one’s potential, including creative activities 	<ul style="list-style-type: none"> • Self-discipline • Time • Self-confidence/efficacy • Study skills • Non-traditional study skills • Independent learning skills 	<ul style="list-style-type: none"> • Ability to move aside (get out of their way) 	<ul style="list-style-type: none"> • Staff & leadership development • Gifted Policy • Identification processes • Resourcing in budget • Programs • Acceleration opportunities • Grouping eg cross-age, like-minded • Responsiveness eg flexibility of space and time • Mentorships • Dual enrolment • Advocacy • Psychological support services • Career counselling • In-depth study opportunities eg investigations, explorations, long-term integrated study • Competitions • Provision of time for student interests • Alternative learning opportunities eg NYSF 	<ul style="list-style-type: none"> • Modelling successful achievement of potential and meaning in life • Career planning
<p><u>Psychological Needs (Affective or Socio-Emotional)</u></p> <ul style="list-style-type: none"> • Esteem needs: √ Esteem for oneself (dignity, mastery, achievement, independence, feelings of accomplishment) √ Need to be accepted and valued by others (eg status, prestige) • Belongingness & love needs: √ Intimate relationships √ Friends 	<ul style="list-style-type: none"> • Psychological support to develop: <ul style="list-style-type: none"> ⇒ Self-advocacy skills ⇒ Understanding of self eg perfectionism & how to shift or stay debilitated ⇒ Self-acceptance ⇒ Assertiveness ⇒ Self-esteem ⇒ Calculated risk-taking 	<ul style="list-style-type: none"> • Develop skills as ‘cheer squad’ • Access to psychological services • Access to gifted specific counselling services • Development of social skills or interpersonal skills ie patience, listening skills, validation 		<ul style="list-style-type: none"> • Modelling appropriate interactions in a workplace; interpersonal problem solving • Cultural ‘broker’

<p style="text-align: center;"><u>Basic Needs</u></p> <ul style="list-style-type: none"> • Safety needs: √ Security √ Safety √ Employment √ Resources √ Health • Physiological needs: √ Food √ Water √ Warmth √ Rest √ Clothing 	<ul style="list-style-type: none"> • Funding for opportunities eg fundraising events 	<ul style="list-style-type: none"> • Funding for opportunities eg fundraising events • Adequate nutrition, space, physical support • Protection from harm 	<ul style="list-style-type: none"> • Funding for opportunities eg fundraising events 	<ul style="list-style-type: none"> • Employment pathways
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In all instances consider: How does this action serve the student's transition to life beyond school?

References:

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