Social Factors:

- Student's primary social group is outside of the school or gifted program
- Student participates in little or no extracurricular activities
- Student socializes with drug users or delinquents
- Student's need for peer relationships outweighs his/her academic concerns about school and achievement
- Student feels alienated and isolated from classmates and/or teacher

Family Factors:

- Student has one parent in the home
- Student has relatives who have dropped out of school
- Student has little parental/family supervision
- Parental expectations for student are too low or unrealistic
- Communication between home and school is poor
- Student's home life is stressful

School Factors/Climate:

- Teachers and school personnel hold low expectations for minority students
- Gifted program lacks cultural and racial diversity relative to students
- Gifted program lacks cultural and racial diversity relative to teachers
- Little attention is given to multicultural education
- Teachers and other school personnel lack substantive training in gifted education
- Teachers and other school personnel lack substantive training in multicultural education
- Minority students are underrepresented in gifted program and activities

Personality/Individual Factors:

- Student cannot tolerate structured and passive activities
- Student relates poorly to authority or adult figures (e.g., teachers, parents, school administrators)
- Student disrupts the classroom
- Student has experienced emotional trauma (on more than one occasion, consistently, or frequently)
- Student is unhealthy
- Student has low self-esteem
- Students has low academic and/or low social self-concepts
- Student consistently seeks immediate gratification
- Student's learning style preferences are inconsistent with teaching styles

Note: Adapted from McWhirter, McWhirter, McWhirter, and McWhirter (1993).

Initial Checklist for Identifying Potential "Underachievers" From Gifted Programs.