Ford, D. Y. (1994). *The recruitment and retention of African American students in gifted education programs: Implications and recommendations* (RBDM9406). University of Connecticut, The National Research Center on the Gifted and Talented. https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rbdm9406.pdf

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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

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Note: Adapted from McWhirter, J. J., McWhirter, B., McWhirter, A. M., & McWhirter, E. H. (1993). *At-risk youth: A comprehensive response*. Brooks/Cole.

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