

# Instructions for the Brilliant Behaviours and Differentiation Strategy Guide on

<https://possibilitiesforlearning.com>

## Parent version

### Overview

The possibilitiesforlearning.com website is based on Dr. Lannie Kanevsky's [\*Toolkit for High End Curriculum Development\* \(2017\)](#). It was designed to offer a collection of online resources for educators enrolled in the "Nature and Needs of the Gifted" course she developed and taught at Simon Fraser University for more than 30 years. The goal of these Instructions is to help parents find and understand the "Brilliant Behaviours" (BB) associated with giftedness, and to identify the types of learning experiences recommended for individual students with high abilities. The instructional strategies recommended by the Differentiation Strategy Guide can be very helpful when developing Individual Education Plans (IEPs) and planning for each gifted learner.

### Part 1: Brilliant Behaviours – "Strengths" Menu

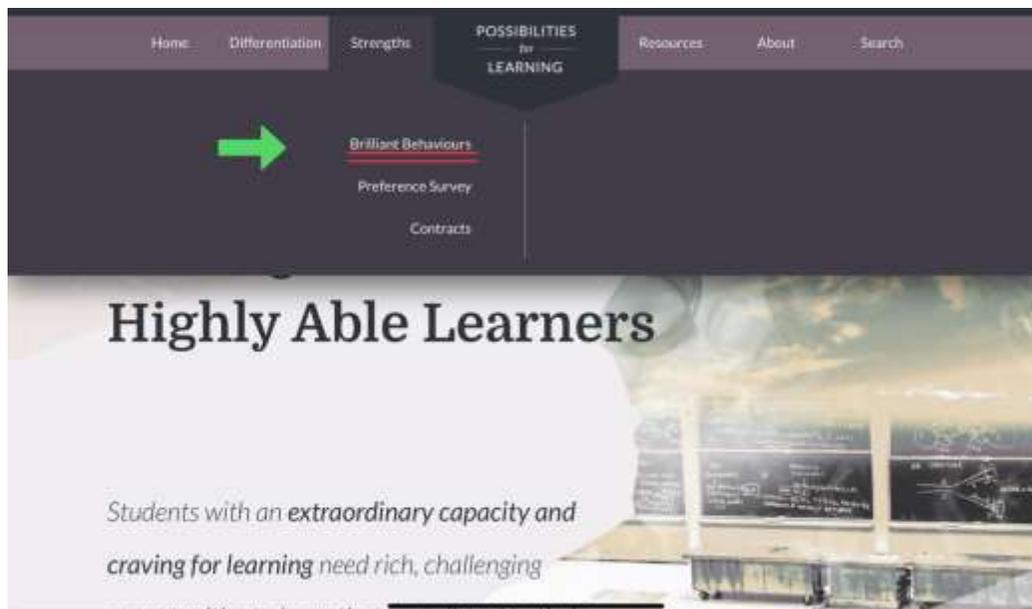
The "Brilliant Behaviours" is a collection of behavioural characteristics that often appear when gifted individuals are immersed in challenging tasks associated with their passions. Drs. Lannie Kanevsky, June Maker, Aleene Nielson, and Judy Rogers developed it as a tool for recognizing giftedness in children. This checklist has been one of the instruments recommended for the assessment of giftedness in the British Columbia K-12 school system since 2010. It is currently included in [\*BC's Special Education Services: Manual of Policies, Procedures and Guidelines\* \(2016\)](#) and has been used by many families and educators over the years.

Parents can look for the Brilliant Behaviours in their child and complete the checklist when their child is **operating in an optimal environment**, in a place of "flow", where they are working on challenging activities related to their passions. Positive, active engagement is essential for a child's strengths and Brilliant Behaviours to appear.

- 1) To find the Brilliant Behaviours checklist on the **possibilitiesforlearning.com** website, go to the homepage and click on “**Strengths**” in the menu bar at the top of the page.

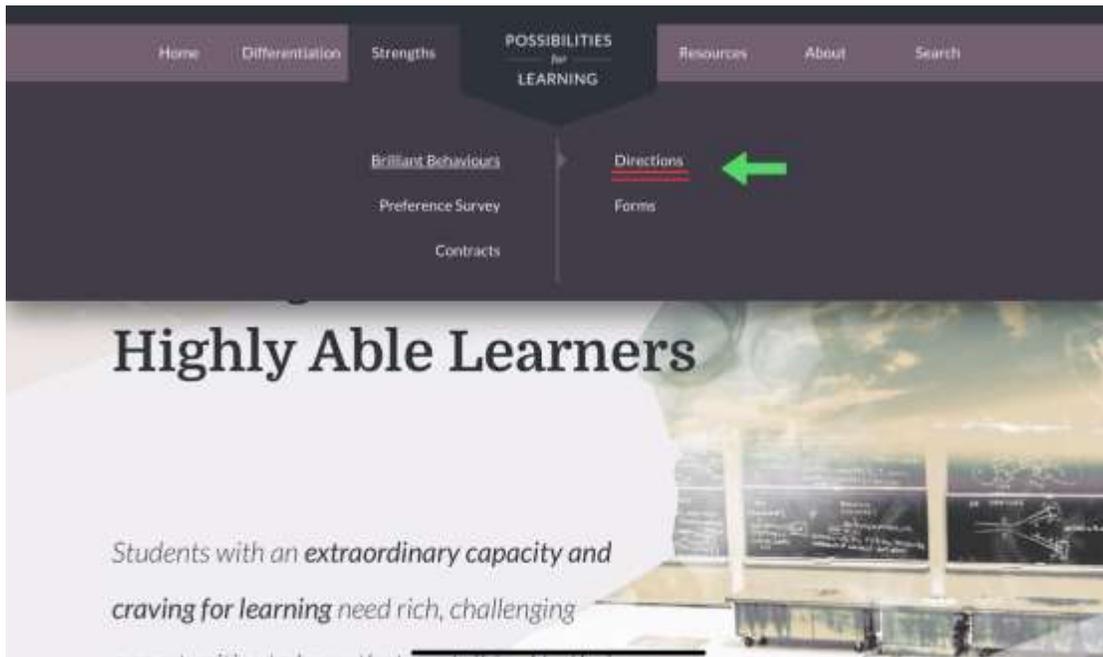


- 2) Then, under “**Strengths**,” hover over “**Brilliant Behaviours.**”

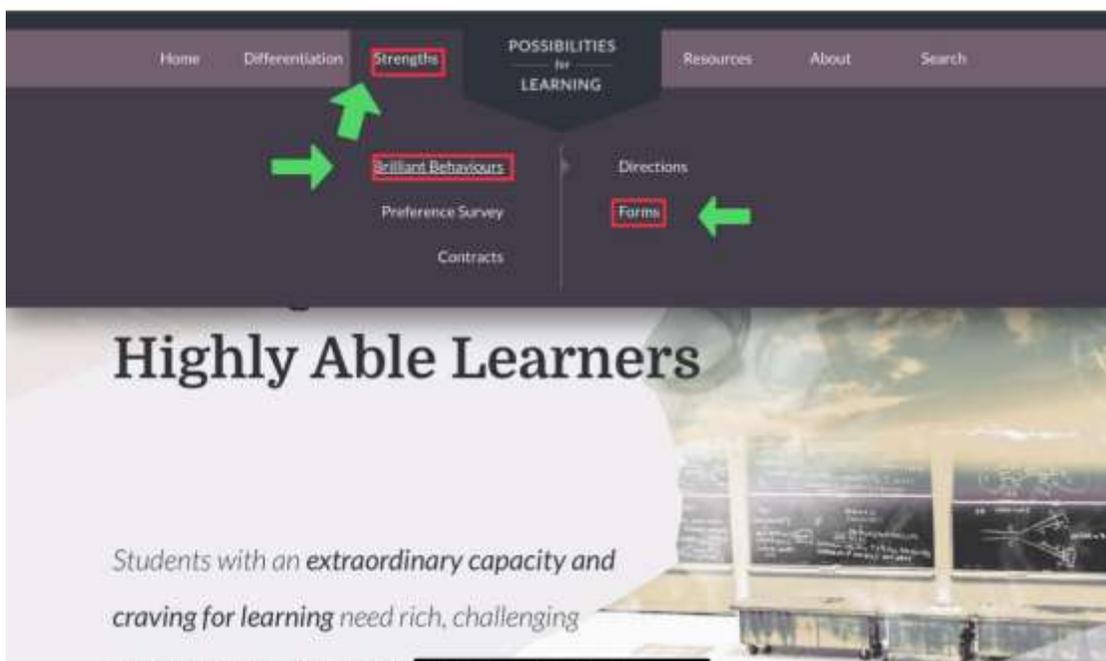


3) A right-hand menu appears, and you have two options:

- **Directions:** Click on “**Directions**” to learn how to find (or create) optimal experiences and conditions for your child’s Brilliant Behaviours to appear.
  - Click [HERE](#) to see more ideas for open-ended activities.



- **Forms:** The Brilliant Behaviours checklist is available in a variety of formats to suit different purposes.



- a) To find the version of the Brilliant Behaviour forms developed for parents, on the **Forms** page, scroll down to “**Descriptions of the Brilliant Behaviours**”, and click “[more]”. You can view it *online* or *download it as a pdf in English, French or Spanish*.

Home Recognizing Students' Strengths Brilliant Behaviours

decisions about their education and placement.

## Checklist For Observing Individual Students

Teachers and parents may use this form when observing one child at a time. It is a good initial screening tool to locate students with high potential who are likely to need differentiated learning experiences in their areas of strength... [more]

**Descriptions of the *Brilliant Behaviours*** ←

This table provides brief descriptions and examples of each of the behaviours... [more] ←

<p><b>Humour</b></p> <ul style="list-style-type: none"> <li>creates things that are funny (e.g., cartoons, stories, constructions, songs, dramatic expressions, physical movements)</li> <li>intentionally uses concepts or vocabulary from first or second language inappropriately to make people laugh</li> <li>shows a sense of humour that eases tension in a group or that delights, entertains, or surprises other people — either age mates or adults</li> </ul>	<p><b>Imagination &amp; Creativity</b></p> <ul style="list-style-type: none"> <li>poses unique solutions and/or creates unusual products</li> <li>makes up new games and/or invents new rules for existing games</li> <li>adds interesting components to enhance products (e.g., subtle aspects of language written/spoken works; interesting details to constructions, drawings, graphs, novel effects in plays, musical performances, sports performances)</li> <li>combines elements/materials in unusual ways</li> </ul>
<p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>wants to touch, create, experiment, probe</li> <li>questions (e.g., why? how? when? how come?)</li> <li>observes intently</li> <li>uses a variety of tools to access information (e.g., books, people, technology, news reports, magazines)</li> </ul>	<p><b>Memory &amp; Processing</b></p> <ul style="list-style-type: none"> <li>remembers and uses techniques introduced only once</li> <li>recalls information, discussions, incidents, stories, movies</li> <li>shares philosophical ideas</li> <li>recreates music, dances, movements</li> <li>imitates sports figures, political or TV personalities, dancers, actors with amazing accuracy</li> </ul>

## Descriptions of the Brilliant Behaviours

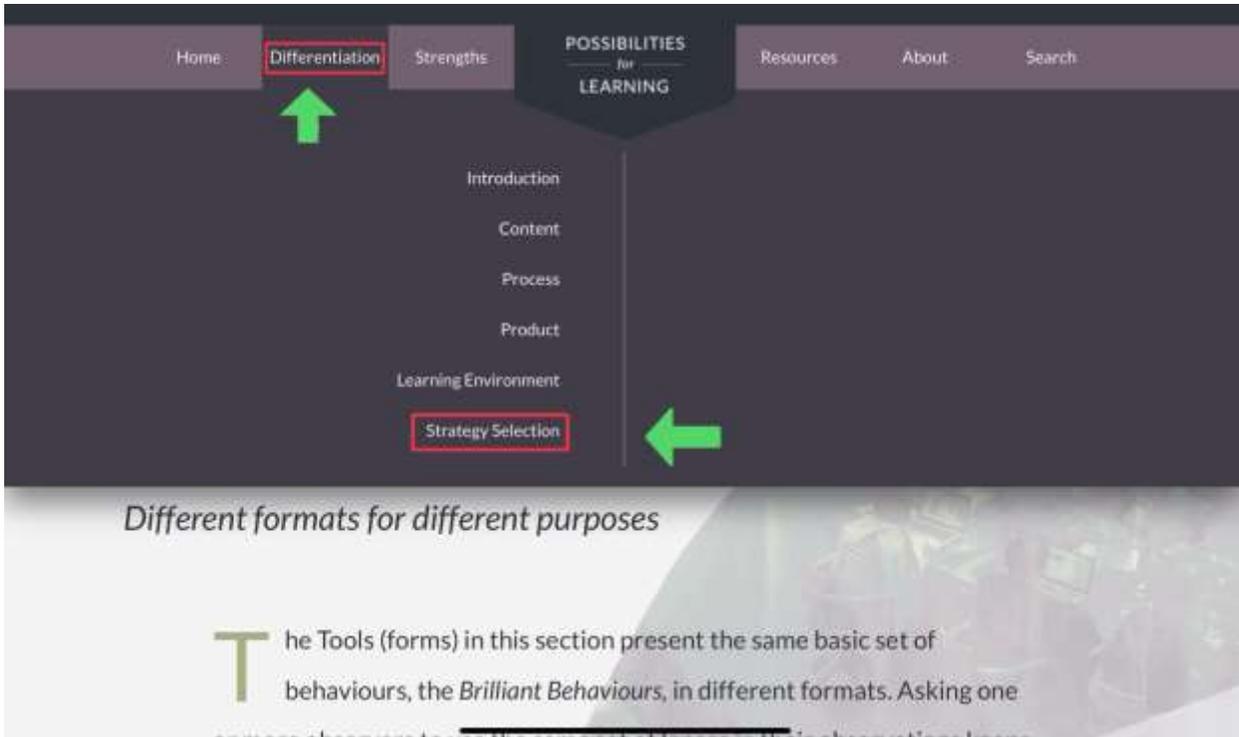
This chart below is a supplement to the basic, individual checklist. The phrases in each box provide a bit more detail or examples for each of the Brilliant Behaviours. This can be used as a conversation starter in staff development and parent education sessions on the nature and identification of giftedness. It can also serve as a reference sheet to support use of any of the checklists in this chapter when additional clarification would be helpful.

This chart was developed by Judy Rogers and her colleagues in the Tucson Unified School District (Tucson, AZ). It appears below in English and can be downloaded as a pdf in English, French, and Spanish. ←

## Part 2: Curriculum Differentiation Strategy Guide – “Differentiation” Menu

The goal of this Guide is to recommend a few ranked differentiation strategies for an individual student based on their Brilliant Behaviours from their individual strengths.

1) To access the *Differentiation Strategy Guide*, click on the **Differentiation** menu, then click **Strategy Selection**. If you scroll down this main page there is a more detailed explanation of the Guide and how it works.

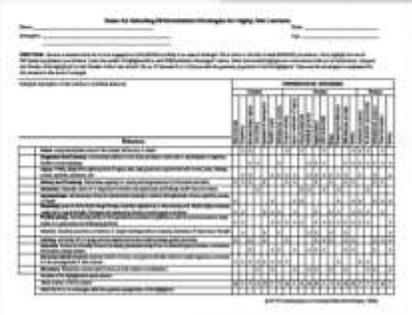


2) In these Instructions, we will focus on the online interactive Differentiation Strategy Guide. To get to it, click on the link “**Online Interactive Form**”. For a printable option, scroll down past the **Forms** heading, then find the subheading Downloadable Guides (Printable pdf’s) and choose “**To be completed by parents**”.

Home   Differentiation   Strengths   **POSSIBILITIES  
for  
LEARNING**   Resources   About   Search

# Aligning Students' Strengths with Differentiation Strategies

*The Guide for Selecting Differentiation Strategies for Highly Able Learners*



[Online Interactive Form](#)

Home > Aligning Students' Strengths with Differentiation Strategies

## Forms

Online Interactive Guides:

- to be completed by students (self-assessment)
- to be completed by a teacher or parent

Downloadable Guides (printable pdfs):

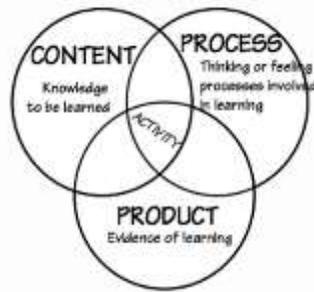
- to be completed by students
- to be completed by teachers
  - English
  - French
- to be completed by parents

Remember:

In the course of the next students' assessment...

3) At the top of the **Differentiation Strategy Guide** page you will see the Strategies across the top of the chart are grouped into three sections: **Content, Process, and Product**. The Guide calculates which Differentiation Strategies are best for an individual child based on the Brilliant Behaviours they demonstrated when they were immersed in an activity they love.

**Content, Process and Product** are three aspects of a learning experience. Each can be adjusted in response to the strengths, needs and preferences of a high ability learner. The figure below represents the relationship among the three elements. The overlapping regions indicate the elements are related. This means that changes in one will likely have positive consequences for the others. For example, if the knowledge involved in the activity (the Content) is made more difficult and complex, it is likely that the thinking involved (the Process) in the activity will also become more complex and challenging—and that’s good! Click on the links for the 3 types if you would like explanations for the **Strategies** the top of the chart ([Content](#), [Process](#), and [Product](#)).



a) First, fill out the basic information about your child at the top of the Guide.

The screenshot shows the 'Differentiation Strategy Guide' website. At the top, there is a navigation bar with links for Home, Differentiation, Strategies, POSSIBILITIES for LEARNING, Resources, About, and Search. The main heading is 'Differentiation Strategy Guide'. Below the heading, there is a toggle switch for 'Teacher/Parent' (set to 'Student') and an 'Instructions' button. The form includes fields for 'Name' (Joe Doe), 'Grade' (5), and 'Date' (Apr 7, 2024). There are two text areas: 'Strengths' (Observing, Ask question, Curious) and 'Dates and Descriptions of Activities Observed' (4/7/24 computer science coding activity).

b) Second, click on the **Behaviours** on the left-hand side that were most prominent during the activity of choice while completing the **Brilliant Behaviours** checklist.

**Differentiation Strategies**

↓

**Behaviours**

- Humour
- Imagination & creativity
- Inquiry
- Memory & processing
- Sensitivity
- Expressiveness
- Reasoning
- Problem-solving
- Intuition
- Learning
- Interests
- Moral & ethical concerns
- Motivation

**CONTENT**

Abstractness  
Complexity  
Extracurricular topics  
Lives & living  
Organization for learning value  
Real life topics  
Self-selected content

**PROCESS**

Complex thinking  
Expert methods  
Group interaction  
Individual pursuits  
Inquiry based learning  
Open-endedness  
Pacing  
Reasoning & reflection  
Self-selected  
Vary

	CONTENT							PROCESS									
Behaviours	Abstractness	Complexity	Extracurricular topics	Lives & living	Organization for learning value	Real life topics	Self-selected content	Complex thinking	Expert methods	Group interaction	Individual pursuits	Inquiry based learning	Open-endedness	Pacing	Reasoning & reflection	Self-selected	Vary
Humour																	
Imagination & creativity																	
Inquiry																	
Memory & processing																	
Sensitivity																	
Expressiveness																	
Reasoning																	
Problem-solving																	
Intuition																	
Learning																	
Interests																	
Moral & ethical concerns																	
Motivation																	

Save
Print

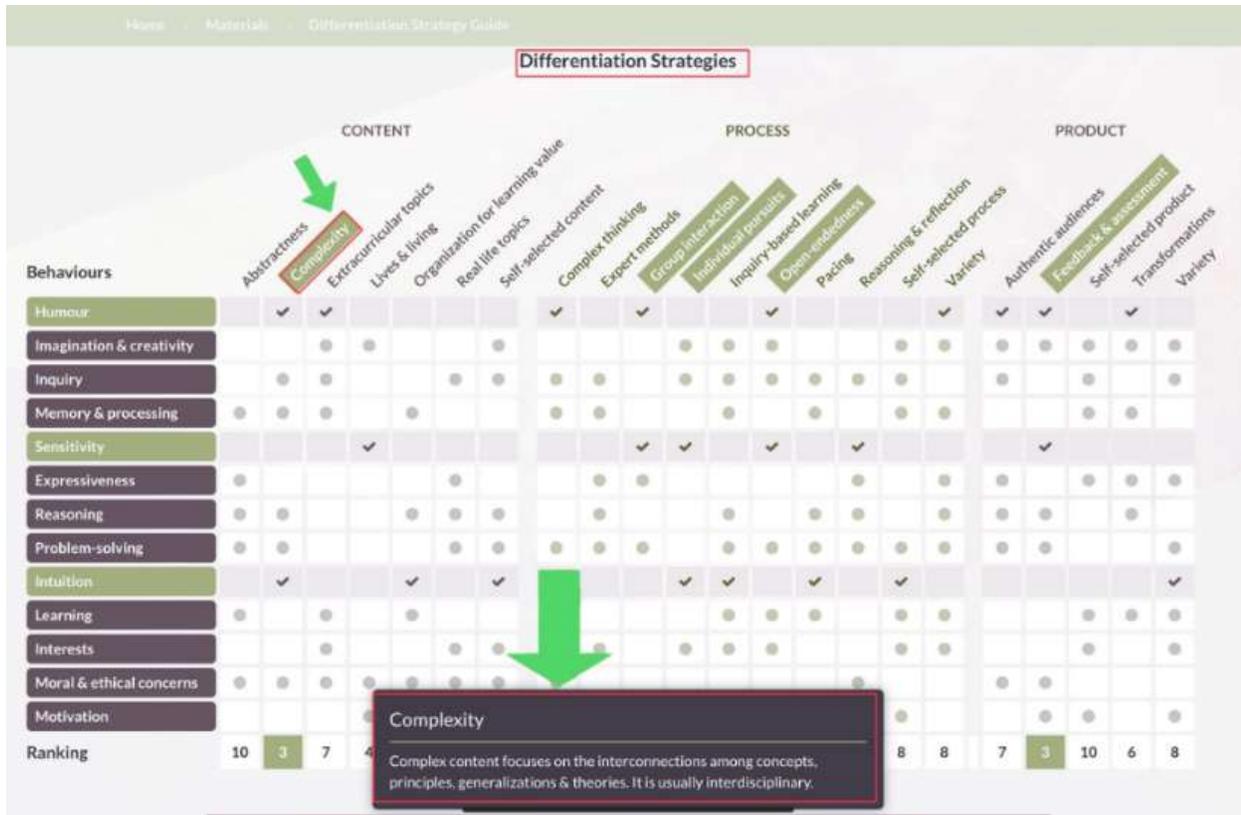
c) Each column heading represents a **Curriculum Differentiation Strategy** recommended to develop the potential of high ability students.

↓

	CONTENT							PROCESS							PRODUCT							
Behaviours	Abstractness	Complexity	Extracurricular topics	Lives & living	Organization for learning value	Real life topics	Self-selected content	Complex thinking	Expert methods	Group interaction	Individual pursuits	Inquiry based learning	Open-endedness	Pacing	Reasoning & reflection	Self-selected	Vary	Advanced students	Individual products	Transformation	Vary	
Humour																						
Imagination & creativity																						
Inquiry																						
Memory & processing																						
Sensitivity																						
Expressiveness																						
Reasoning																						
Problem-solving																						
Intuition																						
Learning																						
Interests																						
Moral & ethical concerns																						
Motivation																						
Ranking	10	9	7																			

**Intuition**  
 Ability to discover connections or deeper meanings without conscious awareness of reasoning or thought.

d) You will notice as your mouse hovers over one of the subsections (such as the Behaviour of **Intuition** above or the Strategy of **Complexity** below) a description will appear.



e) Once you click on the Behaviours your child demonstrated, the dots in the row to the right will become check marks. Also, a pop-up box will appear at the bottom of the chart showing the curriculum differentiation strategies that are most recommended for your child based on the ranking system in the Guide. A "1" will appear below the most recommended strategy, a "2" below the next, and so on. Some may share the same rank.

- After the Behaviours are selected, dots become **check marks** and **Strategies are highlighted**. These indicate the specific differentiation strategies that are recommended based on the Brilliant Behaviours you selected. The online interactive form calculates and ranks these strategies based on their effectiveness.
- At the bottom of the page, you'll find 3-5 **recommended strategies**, listed in order of their **ranking (e.g. #1, #2)**. These are the top picks based on the proportion of the checkmarks for each differentiation strategy. The most recommended strategies are expected to be the most beneficial for your child's learning.

### Differentiation Strategies

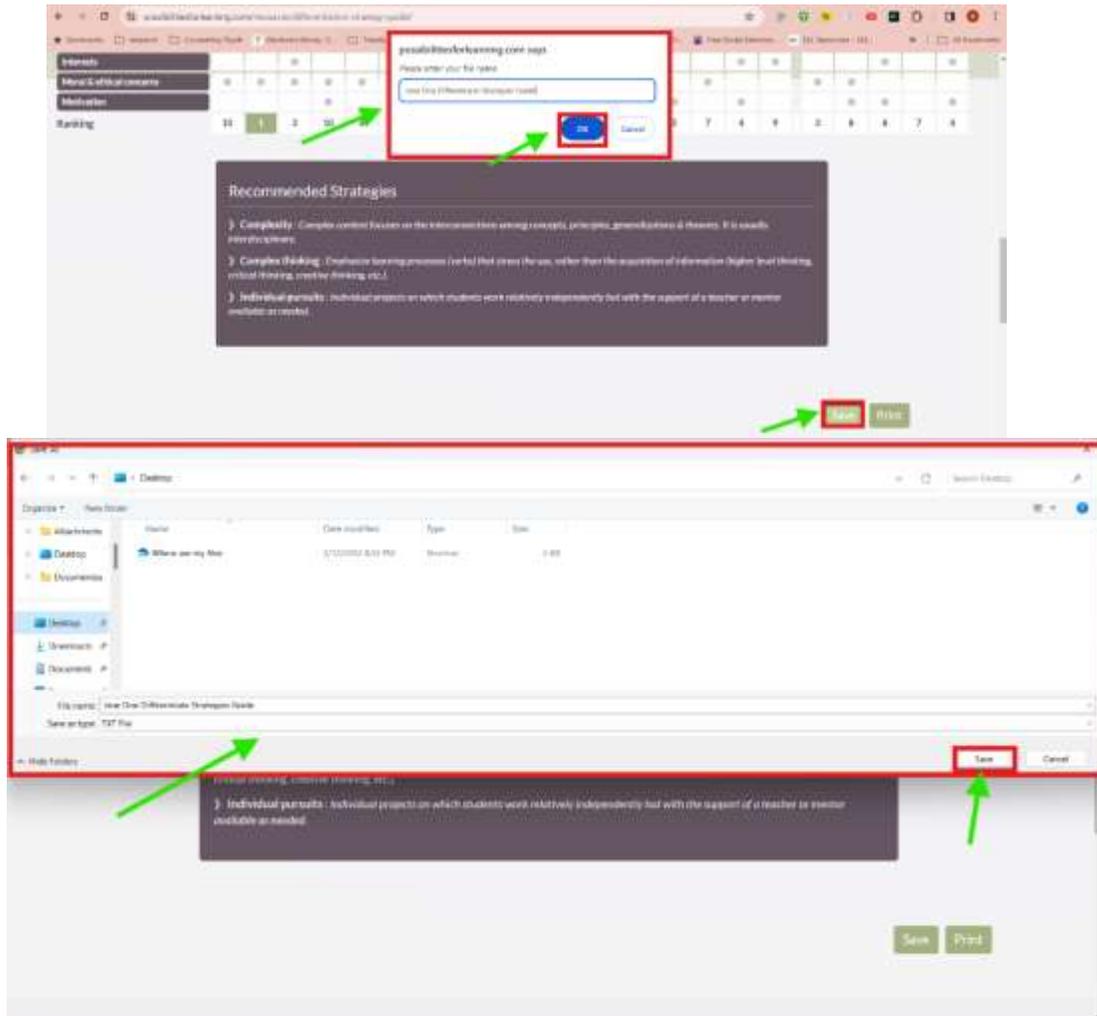
Behaviours	CONTENT							PROCESS								
	Abstractness	Complexity	Extracurricular topics	Lives & living	Organization for learning value	Real life topics	Self-selected content	Complex thinking	Expert methods	Group interaction	Individual pursuits	Inquiry-based learning	Open-endedness	Pacing	Reasoning & reflection	Self-selected
Humour		✓						✓		✓						
Imagination & creativity			•	•			•			•	•	•			•	•
Inquiry		•	•			•	•	•		•	•	•	•	•	•	•
Memory & processing	•	•	•		•		•	•		•	•		•		•	
Sensitivity				✓					✓			✓		✓		
Expressiveness	•					•		•		•				•		•
Reasoning	•	•			•	•		•		•	•			•	•	•
Problem-solving	•	•			•	•		•	•	•	•	•	•	•	•	•
Intuition		✓			✓		✓			✓	✓		✓		✓	
Learning	•		•				•			•	•	•	•	•	•	•
Interests			•			•	•			•	•	•			•	•
Moral & ethical concerns	•	•	•	•	•	•	•							•		
Motivation				•		•		•		•	•	•	•		•	•
Ranking	10	3	7	4	5	10	7	6	10	1	2	9	3	7	6	8

#### Recommended Strategies

- » **Group interaction** : Students collaborate with peers who have similar abilities & share their passions in order to enhance their social & leadership skills, learn perspective-taking & become more empathetic.
- » **Individual pursuits** : Individual projects on which students work relatively independently but with the support of a teacher or mentor available as needed.
- » **Complexity** : Complex content focuses on the interconnections among concepts, principles, generalizations & theories. It is usually interdisciplinary.
- » **Open-endedness** : Activities involve open-ended questions, activities, projects & methods. These have no predetermined correct outcome. They are provocative, stimulating students to think broadly.
- » **Feedback & assessment** : Products should be assessed using real, predetermined procedures & criteria, & as often as possible, by a member or members of the real audience for the product. Students should also be encouraged or required to self-evaluate their products using the same criteria.

4) You can either **Save** or **Print** the completed Guide by clicking on the button of your choice at the bottom of the webpage, on the right side, below the Recommended Strategies.

- Once you have completed your online form, scroll down to the Save and Print options. If you wish to save this guide on your computer, click **Save**, Enter your **File Name**, click on **Ok**. A pop up will appear to allow you to select the location you would like to save the file. Click **Save** again to download the file onto your computer.



- When you want to re-open (review) the form and the recommended strategies, click on **“load”** on the top right of the interactive form. Then find and **select the file** on your computer.

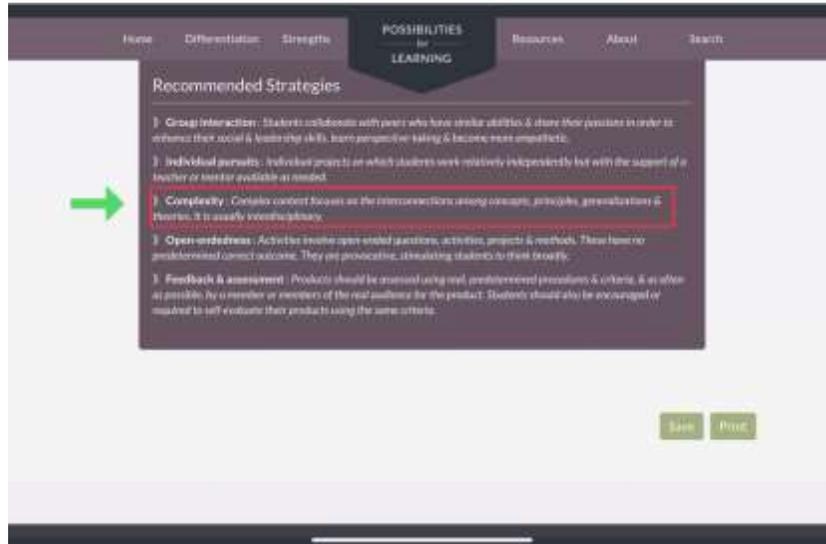


- To **Print** the form **or Save a pdf version of it**, click **“Print”** and select printer or select **“Save as pdf”** when directed to the printer page.



5) To learn more about each of the differentiation strategies recommended by the Guide, follow these steps:

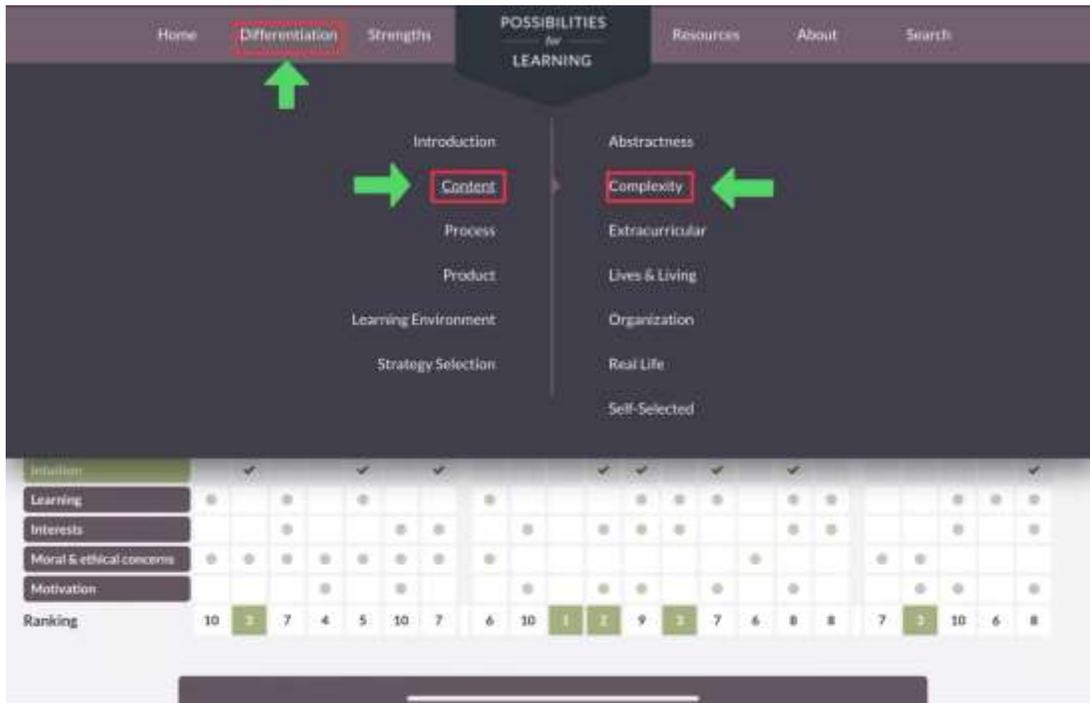
- Determine which strategy you are interested in learning about. We will use **Complexity** as an example.



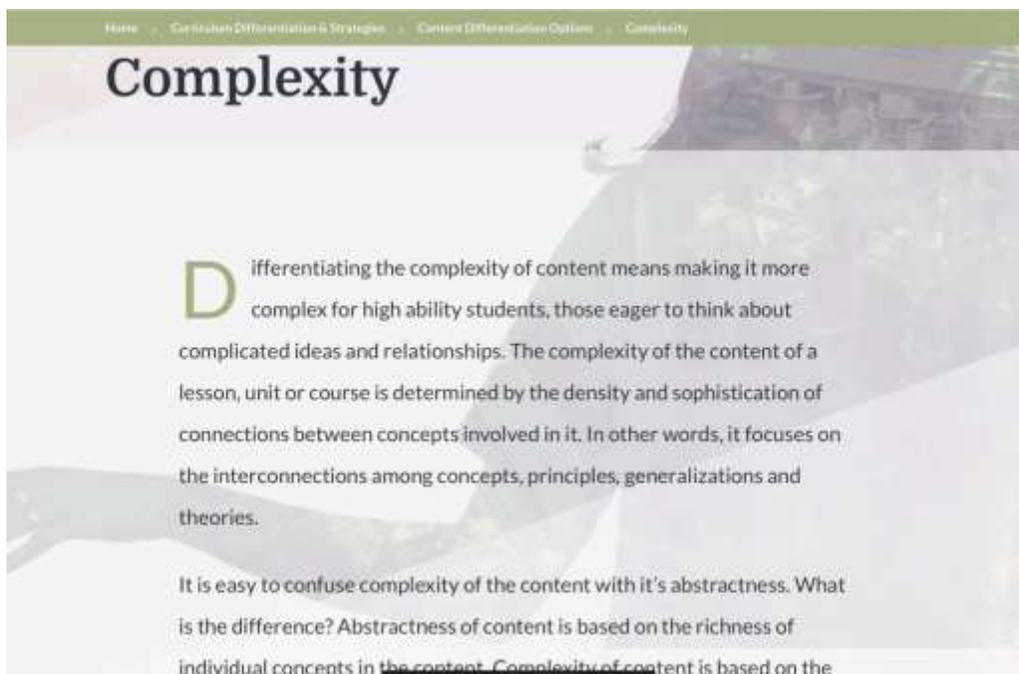
- Find the name of the differentiation strategy along the top edge of the chart. For our example, “Complexity” is framed in red under “**Content.**”



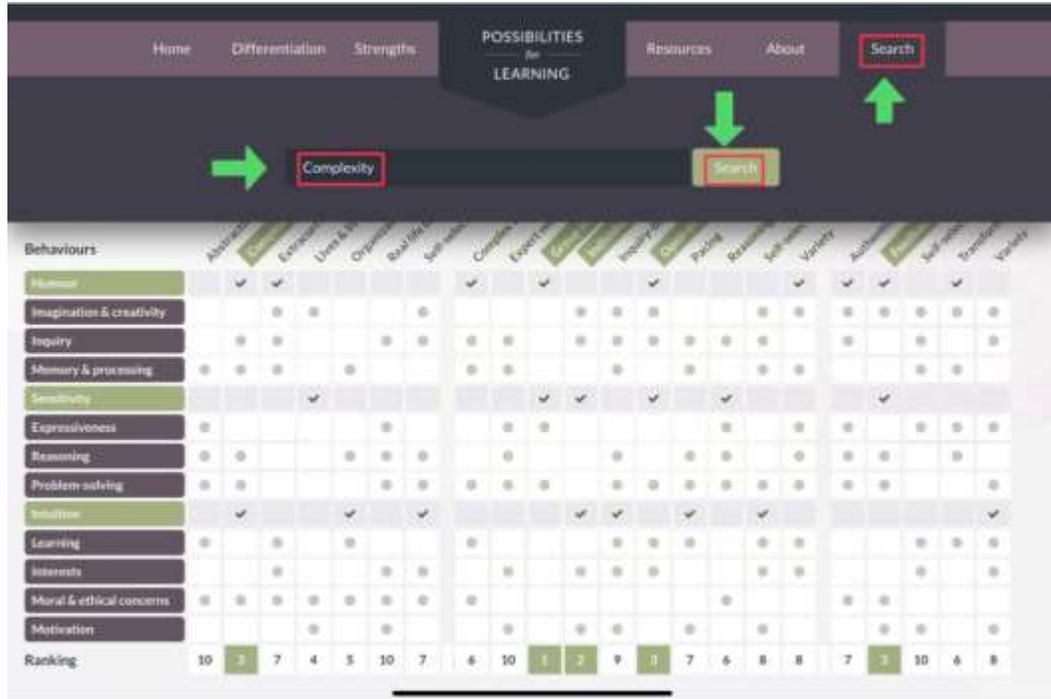
- On the top of the page, in the Menu Bar, select “**Differentiation,**” then “**Content,**” and then “**Complexity.**”



- This path will take you to a more extensive explanation of the Content Strategy of Complexity and examples of it.



- You can repeat this process for any of the differentiation strategies recommended by the Guide or any that are of interest to you.
- You can also use the **Search button** on the top right of the screen. Type in the strategy you want to learn more about (for example, Complexity), click on search, and then click the Complexity webpage from the search result.



*We hope that these Instructions have helped you learn to use  
the PFL website resources!*