Characteristics of Gifted Learners
Reflection Questions

Do you *Agree* or *Disagree* with the following statements?

- Gifted students are often alike.
- Gifted means the same thing as talented.
- Gifted students who misbehave are not truly gifted.
- Students with learning disabilities cannot be in need of gifted services.
- Students are easy to identify for gifted services.
- Students are identified for gifted services because of characteristics that indicate a need for services and activities not ordinarily provided by the school.
“Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.”

~The United States Elementary and Secondary Education Act (NCLB)
“Gifted” and “Talented”

- The terms are used interchangeably by many.
- ‘Talented’ tends to refer to individuals with abilities in the arts.
- ‘Gifted’ often refers to abilities in academia.
- The VA Gifted Regulations refer only to giftedness and not talents, but students may be identified as gifted in visual and performing arts.
A teacher’s understanding of characteristics and behaviors of gifted students will:

- Assist in identification
- Support affective needs
- Support cognitive needs
Some Learning Characteristics of Gifted Children and Adolescents

Characteristics of Gifted Learners

Possible Concomitant Problems and Implications

Characteristics can manifest themselves in positive ways or in ways that may create problems for gifted learners in a classroom. Due to the nature of gifted learners, both achievers and underachievers, it becomes necessary to recognize that each one of these characteristics may be present in varying degrees.
Characteristics

• Keen power of observation; naive receptivity; sense of the significant; willingness to examine the unusual
• Powers of abstraction, conceptualized, synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity
• Interest in cause-effect relations and ability to see relationships; interest in applying concepts; love of truth
• Liking for structure and order; liking for consistency, as in value systems, number systems, clocks, calendars
• Retentiveness
• Verbal proficiency; large vocabulary; facility in expression; interest in reading; breadth of information in advanced areas
• Questioning attitude, intellectual curiosity, inquisitive mind, intrinsic motivation
• Power of critical thinking; skepticism, evaluative testing, self-criticism and self-checking

Possible Concomitant Problems

• Possible gullibility
• Occasional resistance to directions; rejection or omission of detail
• Difficulty in accepting the illogical
• Invention of own systems, sometimes conflicting
• Dislike for routine drill
• Need for specialized reading vocabulary early; escape into verbalism
• Lack of early home or school stimulation
• Critical attitude toward others; discouragement from self-criticism
Characteristics

- Creativeness and inventiveness; a liking for new ways of doing things; interest in creating, brainstorming, freewheeling
- Power of concentration; intense attention that excludes all else; long attention span
- Persistent, goal-directed behavior
- Sensitivity, intuitiveness, empathy for others; need for emotional support and a sympathetic attitude
- High energy, alertness, eagerness; periods of intense voluntary effort preceding invention
- Independence in work and study; preference for individualized work; self-reliance, need for freedom of movement and action
- Versatility and virtuosity; diversity of interests and abilities; many hobbies
- Friendliness and outgoingness

Concomitant Problems

- Rejection of knowledge; need to invent for oneself
- Resistance to interruption
- Stubbornness
- Need for success and recognition; sensitivity to criticism; vulnerability to peer-group rejection
- Frustration with inactivity and absence of progress
- Parent and peer-group pressures and nonconformity; problems of rejection and rebellion
- Lack of homogeneity in group work; need for flexibility and individualization; need for help in exploring and developing interests
- Need for peer-group relations in many types of groups; problems with social leadership
It is much like two sides of the same coin: some gifted characteristics are exhibited in ways that may be considered counterintuitive. When these behaviors are demonstrated by students, they may be perceived as negative when, in fact, they could be indicators of giftedness.

For example, a student who likes consistency and structure may invent and insist upon his/her own way of doing things which may be consistent but in conflict with what is required.

When non-productive behaviors arise in a classroom, it is important to look at the causes of the behaviors, rather than just at the behaviors.
## Learning Needs Based on Gifted Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Learning Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent memory</td>
<td>Access to large quantities of information</td>
</tr>
<tr>
<td>Advanced comprehension</td>
<td>Challenging learning activities</td>
</tr>
<tr>
<td>Varied interests (multipotentiality)</td>
<td>Exposure to a wide range of topics and ideas</td>
</tr>
<tr>
<td>Excellent verbal skills</td>
<td>Opportunities for in-depth discussion and reflection</td>
</tr>
<tr>
<td>Flexibility and creativity of thought processes</td>
<td>Challenging and varied problem solving activities</td>
</tr>
<tr>
<td>Accelerated rate of thinking</td>
<td>Individually paced learning</td>
</tr>
<tr>
<td>Goal-oriented focus</td>
<td>Extended time for specific learning activities</td>
</tr>
<tr>
<td>Characteristic</td>
<td>Learning Need</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Independence in learning</td>
<td>Independent and self-directed learning tasks</td>
</tr>
<tr>
<td>Analytical thinking</td>
<td>Opportunities for high-level thinking and problem solving; “time to think”</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>Active involvement in learning and setting goals for learning</td>
</tr>
<tr>
<td>Emotional sensitivity</td>
<td>Opportunities for reflection</td>
</tr>
<tr>
<td>Interest in adult issues</td>
<td>Exposure to real world issues</td>
</tr>
<tr>
<td>Abstract and holistic reasoning</td>
<td>Multidisciplinary approach to learning</td>
</tr>
<tr>
<td>Voracious reader</td>
<td>Access to extensive and diverse resources</td>
</tr>
</tbody>
</table>

Adapted from materials from State of Victoria, Australia
Creativity

Characteristics of creative students may include:
- openness to experience
- setting personal (unique) standards for evaluation
- ability to play with ideas
- willingness to take risks
- preference for complexity
- tolerance for ambiguity
- the ability to become submerged in a task

Creativity is not just about talent in the arts! Consider how classroom experiences can enhance these productive behaviors. Consider referring these students for gifted services if you see repeated evidence of these characteristics.

Source: ERIC EC Digest #E476 (1990) ERIC Clearinghouse

VBCPS Office of Gifted Education and Curriculum Development 2012
Perfectionistic and Underachieving Gifted Students

Characteristics of perfectionistic gifted students may include:
- Showing reluctance beginning a task
- Starting work over often and working slowly to avoid mistakes
- Having difficulty completing assignments on time
- Being needy of teacher attention and crying easily when frustrated
- Arguing and defending in response to teacher comments

Underachieving gifted students:
- May not see the philosophical need to complete assignments
- May feel unmotivated by required work that does not hold their interest or challenge them
- May sometimes be afraid to fail and so never begin

Adapted from work by Susan Winebrenner
### Bright student or gifted student?

Helping parents understand why their prodigy might not be identified as gifted…

<table>
<thead>
<tr>
<th>Bright student</th>
<th>Gifted Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the answers</td>
<td>Asks the questions</td>
</tr>
<tr>
<td>Is interested</td>
<td>Is highly curious</td>
</tr>
<tr>
<td>Has good ideas</td>
<td>May have wild, silly ideas</td>
</tr>
<tr>
<td>Works hard</td>
<td>May play around, yet tests well</td>
</tr>
<tr>
<td>Answers the questions</td>
<td>Discusses in detail, elaborates</td>
</tr>
<tr>
<td>Is in the top group</td>
<td>Goes beyond the group</td>
</tr>
<tr>
<td>Listens with interest</td>
<td>May show strong feelings/opinions</td>
</tr>
<tr>
<td>Learns with ease</td>
<td>Already knows</td>
</tr>
<tr>
<td>Requires 6-8 repetitions for mastery</td>
<td>May require little repetition</td>
</tr>
<tr>
<td>Enjoys peers</td>
<td>Prefers adults</td>
</tr>
<tr>
<td>Grasps the meaning</td>
<td>Draws inferences</td>
</tr>
<tr>
<td>Copies accurately</td>
<td>Creates a new design</td>
</tr>
<tr>
<td>Enjoys school</td>
<td>Enjoys learning</td>
</tr>
<tr>
<td>Absorbs information</td>
<td>Manipulates information</td>
</tr>
<tr>
<td>Is a technician</td>
<td>Is an inventor</td>
</tr>
<tr>
<td>Enjoys sequential learning</td>
<td>Thrives on complexity</td>
</tr>
</tbody>
</table>

-J. Szabos
Something to think about…

**How do these attributes emerge in your classroom?**

**What implications do these attributes have when identifying students in need of gifted services?**
Twice-exceptional Learners
(also referred to as students with dual exceptionalities)

demonstrating high performance
academic and/or artistic
also has a permanent or temporary cognitive, physical,
behavioral, or emotional disability

Needs differentiated services
to meet his/her potential

# The Paradox of Twice-exceptional Learners

<table>
<thead>
<tr>
<th>Signs of Giftedness</th>
<th>Signs of Learning Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>~excellent long-term memory</td>
<td>~poor short-term memory</td>
</tr>
<tr>
<td>~extensive vocabulary</td>
<td>~speaking vocabulary more sophisticated than written</td>
</tr>
<tr>
<td>~excels in reading comprehension</td>
<td>~struggles with decoding words</td>
</tr>
<tr>
<td>~excels in mathematical reasoning</td>
<td>~has difficulty with computation</td>
</tr>
<tr>
<td>~advanced verbal skills in discussions</td>
<td>~refuses to do written work</td>
</tr>
<tr>
<td>~facile with computers</td>
<td>~handwriting is illegible</td>
</tr>
<tr>
<td>~grasps abstract concepts</td>
<td>~has difficulty with spelling and phonics</td>
</tr>
<tr>
<td>~performs better with challenging work</td>
<td>~struggles with sequential material</td>
</tr>
<tr>
<td>~thrives on complexity</td>
<td>~has difficulty with rote memorization</td>
</tr>
<tr>
<td>~highly creative, imaginative</td>
<td>~often inattentive in class</td>
</tr>
<tr>
<td>~reasons well</td>
<td>~emotions can overpower reasoning</td>
</tr>
<tr>
<td>~is a keen observer</td>
<td>~poor auditory memory</td>
</tr>
<tr>
<td></td>
<td>~poor listening skills</td>
</tr>
</tbody>
</table>

Source: Linda Kreger Silverman, PhD
Gifted Development Center © 1997-2011
Regardless of ethnicity or socio-economic status, indicators of advanced ability include:

- the ability to manipulate a symbol system,
- the ability to think logically,
- the ability to use stored knowledge to solve problems,
- the ability to reason by analogy,
- the ability to extrapolate knowledge to different circumstances, and
- creativity.

Source: Griffin, 1992; Clasen, 1993; Coleman & Gallagher, 1995)
Regardless of ethnicity or socio-economic status, indicators of advanced ability include:

- resiliency: the ability to cope with school while living in challenging circumstances
- the ability to take on adult roles at home, such as managing the household and supervising siblings, even at the expense of school attendance and achievement,
- a strong sense of self, pride, and worth,
- leadership ability and an independent mind, and
- understanding one's cultural heritage.

Source: Griffin, 1992; Clasen, 1993; Coleman & Gallagher, 1995)
Culturally and linguistically different gifted students may:

- Acquire language with ease and rapidity
- Set high standards for themselves
- Use creative ability in problem solving
- Demonstrate strong leadership skills in their own culture
- Show abilities in fine or practical arts
- Have a richness in imagination and informal language
- Easily adapt to new situations
- Self-direct

Adapted from work by Susan Winebrenner
Reflection Questions

Agree or Disagree with the following statements:

- Gifted students are alike. **Disagree**
- Gifted always means the same thing as talented. **Disagree**
- Gifted students who misbehave should not be receiving gifted services. **Disagree**
- Students with learning disabilities should not receive gifted services. **Disagree**
- All students are easy to identify for gifted services. **Disagree**
- Students are identified for gifted services because of characteristics that indicate a need for services and activities not ordinarily provided by the school. **Agree**
Post-Assessment

- What are three things you learned about the characteristics of gifted students?

- What are two ways you can connect this information to your existing instructional ideas and strategies?

- What is one burning question or need that you have?
Resources for Further Study

*Helping Gifted Children Soar* by Carol A. Strip, Great Potential Press, 2000

*Gifted Adolescents* by Paula Olszewski-Kubilius, Ph.D., Prufrock Press, Inc., 2010


*Smart Boys* by Barbara A. Kerr & Sanford J. Cohn, Great Potential Press, 2001

*Smart but Scattered: The Revolutionary “Executive Skills” Approach to Helping Kids Reach Their Potential* by Peg Dawson and Richard Guare, Guilford Press, 2009

*Smart Girls* by Barbara A. Kerr, Gifted Psychology Press, 1994


Resources for Further Study

- Virginia Association for Gifted Children [http://www.vagifted.org/](http://www.vagifted.org/)