



BRIGHT CHILD...

- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the questions
- Top group
- Listens with interest
- Learns with ease
- 6-8 repetitions for mastery
- Understands ideas
- Enjoys peers
- Grasps the meaning
- Completes assignments
- Is receptive
- Copies accurately
- Enjoys school
- Absorbs information
- Technician
- Good Memorizer
- Enjoys straightforward, sequential presentation
- Is alert

GIFTED LEARNER...

- Asks the questions
- Is highly curious
- Is mentally and physically involved
- Has wild, silly ideas
- Plays around, yet tests well
- Discusses in detail, elaborates
- Beyond the group
- Shows strong feelings and opinion
- Already knows
- 1-2 repetitions for mastery
- Constructs abstractions
- Prefers adults
- Draws inferences
- Initiates projects
- Is intense
- Creates a new design
- Enjoys learning
- Manipulates information
- Inventor
- Good guesser
- Thrives on complexity
- Is keenly observant

STRENGTHS/CHARACTERISTIC OF GIFTEDNESS WITH POSSIBLE PROBLEMS

STRENGTHS

- Acquires/retains information quickly
- Inquisitive searches for significance
- Intrinsic motivation
- Enjoys problem-solving able to conceptualize, abstract, synthesize
- Seeks cause-effect
- Emphasizes truth, equity and fair play
- Seeks to organize things and people
- Large facile vocabulary; advanced, broad information
- High expectations of self and others
- Creative/inventive; likes new ways of doing things
- Intense concentration; long attention span and persistence in areas of interest
- Sensitivity, empathy; desire to be accepted by others
- High energy, alertness, eagerness
- Independent: prefers individualized work; reliant on self
- Diverse interests and abilities versatility
- Strong sense of humor

**Adapted from Clark (1992) and Seagone (1974)*

POSSIBLE PROBLEMS

- Impatient with others, dislikes basic routine/drill; may make concepts unduly complex
- Asks embarrassing questions excessive in interests; resists directions
- Strong willed; resists direction
- Resists routine practice; questions teaching procedures
- Dislikes unclear/illogical areas (e.g. traditions or feelings)
- Worries about humanitarian concerns; has difficulty being practical
- Constructs complicate rules; seen as bossy, rude, domineering
- May use words to manipulate; bored with school and age –peers
- Intolerant, perfectionist; may become depressed
- May be seen as disruptive and out of step
- Neglects duties or people during periods of focus; resists interruption; stubbornness
- Sensitivity to criticism or peer rejection; expects others to have similar values; may feel alienated/different
- Frustration with inactivity, may be seen as hyperactive; needs continual stimulation
- May reject parent or peer input nonconformity
- May appear disorganized or scatter-brained; frustrated over lack of time
- Peers may misunderstand humor. May become “class-clown” for attention