

Varied Faces of G/T Students (Adapted)

| <p>Traditional Perception of Gifted/Talented Student</p> | <p>Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)</p> |
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| <p>Learning: Use of Language</p> | |
| <p>Is highly verbal and uses advanced vocabulary</p> <p>Exhibits richness of expression, elaboration, and fluency</p> <p>Uses complex sentences effectively</p> <p>Naturally uses metaphors and analogies to express relationships</p> | <p>Is highly verbal with advanced vocabulary, but may experience great difficulty in written language</p> <p>Demonstrates strong listening comprehension and recall</p> <p>May use language in inappropriate ways and at inappropriate times</p> <p>Creatively finds alternative ways of communicating</p> <p>Easily learns compensatory language systems, such as Braille or sign language</p> |
| <p>Learning: Critical Thinking</p> | |
| <p>Solves problems in creative ways</p> <p>Makes connections and synthesizes information easily</p> <p>Is inventive</p> <p>Has ability to manipulate semantic, symbolic, and/or figural systems</p> <p>Comprehends complex ideas and thoughts</p> <p>Makes deliberate, reasoned decisions</p> <p>Learns advanced and more complex content; demonstrates abstract thinking abilities</p> <p>Sees patterns in procedures, experiences, ideas, and/or objects</p> <p>Has keen powers of observation</p> | <p>Excels in solving “real-world” problems</p> <p>Possesses high levels of problem-finding, problem-solving, and reasoning skills</p> <p>Uses outstanding critical thinking and decision-making skills to independently develop compensatory skills</p> <p>Finds non-traditional ways to get information and to demonstrate learning and understanding</p> <p>May appear to think slowly because of auditory or visual processing problems</p> <p>Demonstrates superior abilities in forming concepts and manipulating abstract ideas</p> |

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| Learning: Logic | |
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| <p>Demonstrates skills in linear logic</p> <p>Identifies complex cause and effect relationships</p> <p>Sees logical and common sense answers</p> | <p>Demonstrates good mathematical reasoning ability, but a poor memory for math facts</p> <p>Gives logical explanations for inappropriate behavior</p> <p>Comprehends complex relations and systems</p> <p>Has difficulty with sequential tasks</p> |
| Learning: Curiosity and Questioning Attitude | |
| <p>Is inquisitive</p> <p>Doesn't accept information at first glance</p> <p>Asks penetrating questions</p> <p>Shows curiosity and inner drive for thorough, independent understanding</p> | <p>Has a strong questioning attitude</p> <p>May appear disrespectful when questioning information and facts presented by the teacher</p> <p>Enjoys active inquiry, experimentation, and discussion</p> |
| Learning: Rate of Acquisition | |
| <p>Demonstrates an ability to learn faster and with less repetition than is typical for the age group</p> <p>Demonstrates extensive memory</p> <p>Has a large storehouse of information</p> <p>Is often interested in information related to school topics</p> | <p>Has a wide range of interests, but has difficulty pursuing them due to learning and organizational problems</p> <p>Often has a focused, well-developed area of interest, but not one related to school subjects or topics</p> <p>Needs to learn compensatory strategies to overcome barriers to learning</p> <p>Needs appropriate accommodations, modifications, and/or assistive technology to prevent academic underachievement</p> |
| Learning: Perspective | |
| <p>Displays an ability to understand and incorporate different points of view through oral language, writing, manipulatives, and/or art</p> | <p>Blames others for their problems</p> <p>Believes that successes are only due to "luck"</p> <p>Visualizes and manipulates images in the mind; may be able to develop a visual analog of things; can experience thought as reality</p> |

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| Learning: Preferences | |
|---|---|
| <p>Thinks holistically; sees the big picture</p> <p>Makes abstract and sometimes random connections</p> | <p>Demonstrates exceptional abilities in geometry, science, arts, and music</p> <p>Performs better with more challenging or complex work; dislikes rote, fact, and skill level learning</p> <p>Loves construction and using computer simulations; demonstrates strength in mechanical and spatial skills; is drawn to inventions</p> <p>Demonstrates love of and great skill at drawing, but may have poor handwriting</p> |
| Motivation: Sensitivity and Maturity | |
| <p>Is concerned with right and wrong, good and bad</p> <p>Evaluates and passes judgment on events, people, and things</p> <p>Needs to see purpose in activities and rules</p> <p>Prefers older or adult company because of intellectual needs</p> <p>May not be accepted by same age peers and may feel isolated</p> | <p>Disguises low self-esteem through immature behaviors such as anger, crying, disruptive behaviors, or withdrawal</p> <p>Has advanced ideas and opinions and is uninhibited in expressing them</p> <p>Is highly intuitive and insightful; may think and perceive multi-dimensionally (using all senses)</p> |
| Motivation: Interest and Persistence | |
| <p>Has a wide range of interests</p> <p>Has very focused interests Is passionate about certain topics to the exclusion of others</p> <p>Has a wide range of interests that are often unrelated to school topics/subjects</p> <p>Is unaware of many topics that may potentially be of interest</p> <p>Demonstrates persistent, intense concentration</p> <p>Has a long attention span in areas of interest</p> <p>Is often persistent in self-selected tasks</p> | <p>Has a wide range of interests that are not related to school topics and learning</p> <p>Lacks motivation, interest, and patience for learning in areas that do not interest the student</p> <p>Demonstrates persistence and concentration in areas of strengths and interests</p> <p>Has very focused interests or a passion about a certain topic to the exclusion of all others—often not related to school topics</p> |

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| Motivation: Perfectionism | |
|---|---|
| Does not want to move on to other tasks when present task is not finished | Lacks self-efficacy for areas of ability |
| Has intrinsic motivation | May be overly sensitive to the “dis” ability |
| Is assertive and stubborn in beliefs and actions | Is highly sensitive to criticism |
| | May appear to be stubborn and inflexible |
| Motivation: Independence | |
| Develops high standards and expectations of self | Requires frequent teacher support and feedback in deficit areas |
| Is a self-starter who needs little supervision | Is highly independent in other areas |
| Demonstrates self-control | Has unreasonable self-expectations that may lead to frustration |
| Often prefers to work independently | |
| Motivation: Conflict Resolution and Leadership | |
| Negotiates verbally | Sets up situations to his/her own advantage, often as a coping method |
| Is persuasive, argumentative | Acts to redress perceived injustices inflicted on themselves and others, having suffered extensively themselves |
| Assumes leadership roles naturally | Can be very sensitive and insightful to the concerns of others |
| | May be a leader among non-traditional students |
| | May demonstrate strong “streetwise” behavior |
| Motivation: Goal Setting | |
| Is goal oriented | Does not recognize own strengths and potential because of low self-esteem |
| Is task committed | May doggedly pursue areas of interest, usually outside of school |
| Has a future orientation with choices | Finds own route through compensation mechanisms if he/she knows the goal |

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| Creativity: Divergent Thinker | |
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| Demonstrates fluency—the ability to generate many ideas | Is extremely divergent in thought; may appear to daydream when generating ideas |
| Demonstrates flexibility—the ability to generate different kinds of ideas | Frequently generates original and, at times, rather “bizarre” ideas |
| Demonstrates originality—the ability to generate unusual ideas | Has limited exposure to learning opportunities and life experiences that may inhibit the expression of unique abilities |
| Demonstrates elaboration—the ability to add details to ideas | Has an unusual imagination |
| Incorporates unexpected points of view | Solves problems with careful planning and ingenuity |
| Is nonconforming | Demonstrates strengths and talents in creative production areas (such as photojournalism, drama, technology, design, etc.), rather than academics |
| Accepts disorder | |
| Is not interested in minute details | |
| Does not fear being different | |
| Creativity: Sense of Humor | |
| Displays a keen sense of humor | Uses humor to divert attention from school failure |
| Uses puns, jokes, and riddles | May use humor to make fun of peers or to avoid trouble |
| Understands subtle humor and nuances of language | Is highly creative, fun-loving, and witty |
| | Dreams up clever jokes and stories |
| | Grasps metaphors, analogies, and satire |
| Creativity: Risk Taking | |
| Takes calculated risks | Enjoys kinesthetic exploration of the environment, sometimes without regard to consequences |
| Engages in adventurous, speculative thinking | |
| Challenges authority | Is often unwilling to take risks with regard to academics |

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| Creativity: Conformity and Inhibition | |
|--|---|
| <p>Uses questioning characteristics that lead to non-conformity and lack of inhibition</p> | <p>May be isolated, not fitting in with other G/T students nor with other students with disabilities</p> <p>Sometimes has difficulty relating to peers and being accepted by peers due to poor social skills</p> <p>May be shy or withdrawn in academic settings due to fear of failure or looking “dumb”</p> |
| Affective: Criticism | |
| <p>Is a perfectionist</p> <p>Does not believe that anything is ever good enough</p> <p>Cannot finish something because it still is not right</p> <p>Has a strong self-image about academic performance</p> | <p>Is highly sensitive to criticism; may not understand constructive criticism</p> <p>Is highly critical of self and others, including teachers</p> <p>Has very low self-esteem due to focus on the disability—by the student and the system</p> |

Adapted from <http://www.gtequity.org/>, The Varied Faces of Gifted/Talented Students: Table 6 by Equity in Gifted Education Task Force Members.