

The Varied Faces of Gifted/Talented Students

Traditional Perception of Gifted/Talented Student	Gifted Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Learning: Use of Language			
<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>May have limited verbal skill and uses vocabulary limited to informal language</p> <p>Exhibits richness of expression when entertaining or telling a story</p> <p>Uses advanced nonverbal expression</p> <p>May lack cause and effect relationships in sentence structure</p> <p>Uses figurative language in comparisons to people and entertainers</p> <p>May try to shock teacher or peers to get attention</p>	<p>Displays limited thoughts in English but may be rich in native language</p> <p>Expresses language nonverbally due to limitations in native language and English</p> <p>May use inventive vocabulary combining both languages</p> <p>Develops new language quickly when given the opportunity</p> <p>Gains language proficiency through a cycle of silence in order to avoid errors in speech</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, sign language</p>

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Learning: Critical Thinking			
<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 figural brainstorming and solving "real-world" problems</p> <p>Expresses himself/herself in figures and images instead of words</p> <p>Manipulates symbolic and/or figural systems; has more difficulty with semantic systems</p> <p>Demonstrates rapid, reactive decision-making</p> <p>Sees patterns in human behaviors and relationships, but not necessarily in ideas</p> <p>Is concrete, emotional, and sensory</p> <p>Demonstrates strong observation skills which are often used in non-school related situations</p>	<p>Demonstrates strong critical thinking in primary language</p> <p>Performs well on non-verbal measures</p> <p>May display high levels of visual memory or auditory memory skills</p> <p>May reflect complex thoughts through art</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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<p>Learning: Logic</p>			
<p>Demonstrates skills in linear logic</p> <p>Identifies complex cause and effect relationships</p> <p>Sees logical and common sense answers</p>	<p>Uses circular logic</p> <p>Most often examines complicated material in terms of relationships and people</p> <p>Demonstrates breakdowns in cause-and-effect relationships; has difficulty predicting consequences</p> <p>Demonstrates associative thinking based on relationships</p>	<p>Examines complicated material most often in terms of home and family</p> <p>Uses logic when defending ideas, family, and traditions, or when adjusting to a new culture</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>

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<p>Learning: Curiosity and Questioning Attitude</p>			
<p>Is inquisitive Doesn't accept information at first glance Asks penetrating questions Shows curiosity and inner drive for thorough, independent understanding</p>	<p>Is often obnoxious with questions Likes to stump people May enjoy questions that "shock" people Questions authority Asks questions that focus on relationships Questions issues related to fairness Is unwilling to follow rules May demonstrate self-destructive behaviors because of curiosity</p>	<p>Is curious and can learn to be independent, but still values relationships Asks questions to learn and reinforce relationships and fairness May be culturally conditioned NOT to question</p>	<p>Has a strong questioning attitude May appear disrespectful when questioning information and facts presented by the teacher Enjoys active inquiry, experimentation, and discussion</p>

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<p>Learning: Rate of Acquisition</p>			
<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>Learns quickly when shown how to do things that the student considers meaningful</p> <p>May require more hands-on experiences</p> <p>Has an extensive memory about people and conversations</p> <p>Displays limited information related to school topics</p> <p>Has a large storehouse of information related to "street smart" topics</p>	<p>Learns at a faster pace if given the opportunity to learn through comprehensible input (i.e., native language instruction or sheltered English instruction)</p> <p>May require more repetition</p> <p>Transfers learning to the new language easily</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 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>

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<p>Learning: Perspective</p>			
<p>Displays an ability to understand and incorporate different points of view through oral language, writing, manipulatives, and/or art</p>	<p>Incorporates unexpected or unusual points of view through oral language, manipulatives, and/or art; less likely to identify points of view in writing</p>	<p>Takes a group perspective Does not draw attention to self or to self view</p>	<p>Blames others for their problems Believes that successes are only due to "luck" 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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<p>Learning: Preferences</p>			
<p>Thinks holistically; sees the big picture Makes abstract and sometimes random connections</p>	<p>Benefits from discovery learning Thinks conceptually Benefits from use of manipulatives Makes concrete, sensory, and/or emotional connections</p>	<p>Benefits from kinesthetic learning experiences Thinks visually Does not respond to aural input</p>	<p>Demonstrates exceptional abilities in geometry, science, arts, and music Performs better with more challenging or complex work; dislikes rote, fact, and skill level learning Loves construction, using computer simulations; demonstrates strength in mechanical and spatial skills; is drawn to inventions Demonstrates love of and great skill at drawing, but may have poor handwriting</p>

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<p>Motivation: Sensitivity and Maturity</p>			
<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>Passes judgment on an unfair system and people representing that system</p> <p>Identifies with the anti-hero</p> <p>Uses situational ethics; right and wrong depends on the situation</p> <p>Has a more pronounced need to see purpose for following rules</p> <p>Withholds trust until sincerity is proven</p> <p>Is more willing to accept new information once trust is established</p> <p>Often matures earlier than age peers since accepts responsibilities for others</p> <p>Is sensitive to the feelings of those they like</p> <p>May be isolated from peers by economic differences as well as giftedness</p>	<p>Places high importance on the needs of the peer group and/or family</p> <p>Willing to defend the needs of the group</p> <p>Needs to hide academic achievement if it is not valued by the peer group</p> <p>Seeks sincerity, honesty</p> <p>May be particularly sensitive to racial and/or cultural issues</p> <p>May be perceived as a loner due to cultural, racial, or linguistic isolation combined with isolation due to giftedness and socioeconomic status</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>

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Motivation: Interest and Persistence			
<p>Has a wide range of interests</p> <p>Has very focused interests</p> <p>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>Is interested in things and ideas that are relevant to their lives and personal relationships</p> <p>Lacks exposure to many topics of potential interest</p> <p>Persists in areas of interest usually unrelated to school</p> <p>Is less aware of timelines and deadlines</p> <p>Has difficulty staying focused due to random thoughts and ideas</p> <p>Is impulsive</p>	<p>Is interested in things and ideas that are relevant to home and family</p> <p>Is willing to complete tasks and maintain interest to make connections and build relationships</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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<p>Motivation: Perfectionism</p>			
<p>Does not want to move on to other tasks when present task is not finished Has intrinsic motivation Is assertive and stubborn in beliefs and actions</p>	<p>Has low self-image about academic performance Has higher self-image out of school Lacks self-control Is aggressive in beliefs and actions</p>	<p>May express low self-image if language or culture is not validated Gains language proficiency through a cycle of silence in order to avoid errors in speech</p>	<p>Lacks self-efficacy for areas of ability May be overly sensitive to the "dis" ability Is highly sensitive to criticism May appear to be stubborn and inflexible</p>

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<p>Motivation: Independence</p>			
<p>Develops high standards and expectations of self Is a self-starter who needs little supervision Demonstrates self-control Often prefers to work independently</p>	<p>Prefers to work socially May be manipulative with others Assumes more responsibility due to increased responsibilities at home</p>	<p>Has difficulty in working independently—needs support group</p>	<p>Requires frequent teacher support and feedback in deficit areas Is highly independent in other areas Has unreasonable self-expectations that may lead to frustration</p>

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Motivation: Conflict Resolution and Leadership			
<p>Negotiates verbally</p> <p>Is persuasive, argumentative</p> <p>Assumes leadership roles naturally</p>	<p>Lacks negotiation language for school-related problems, particularly rule infractions; escalates conflict situations</p> <p>Is able to resolve conflict related to relationships and real-world situations</p> <p>Assumes leadership roles if feels valued and accepted as situations arise</p> <p>May be a leader outside of school or among non-traditional students in school</p>	<p>Places high value on self-protection; is unwilling to lie to protect family/peers; avoids conflict unless joins gang</p> <p>Assumes leadership roles according to family needs</p> <p>May be a leader in the community and church, but not in school</p>	<p>Sets up situations to his/her own advantage, often as a coping method</p> <p>Acts to redress perceived injustices inflicted on themselves and others, having suffered extensively themselves</p> <p>Can be very sensitive and insightful to the concerns of others</p> <p>May be a leader among non-traditional students</p> <p>May demonstrate strong "streetwise" behavior</p>

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<p>Motivation: Goal Setting</p>			
<p>Is goal oriented Is task committed Has a future orientation with choices</p>	<p>Is people oriented as opposed to task oriented Is reluctant to set future goals Focuses on the present Lacks vision about future possibilities Believes that he/she has no control over destiny Has no choices; fate and luck prevail Lacks planning skills</p>	<p>Focuses on short-term goals, e.g., language acquisition Focuses on long-term goals related to family needs</p>	<p>Does not recognize own strengths and potential because of low self-esteem May doggedly pursue areas of interest, usually outside of school Finds own route through compensation mechanisms if he/she knows the goal</p>

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Creativity: Divergent Thinker			
<p>Demonstrates fluency—the ability to generate many ideas</p> <p>Demonstrates flexibility—the ability to generate different kinds of ideas</p> <p>Demonstrates originality—the ability to generate unusual ideas</p> <p>Demonstrates elaboration—the ability to add details to ideas</p> <p>Incorporates unexpected points of view</p> <p>Is nonconforming</p> <p>Accepts disorder</p> <p>Is not interested in minute details</p> <p>Does not fear being different</p>	<p>May be unaware of hidden rules and, therefore, may generate inappropriate or bizarre responses</p> <p>Incorporates unexpected points of view through oral language, manipulatives, and art</p> <p>May appear to daydream when generating ideas</p> <p>May include a dark side to creative responses, depicting violence or negative emotions</p> <p>Is skilled at personification, mimicry, and imitation</p> <p>Makes up stories to get attention</p>	<p>Willingly shares unexpected experiences from home or life, either orally or through art</p> <p>Generates new ideas and will mimic, given the opportunity</p> <p>Demonstrates a tendency to the arts (singing and dancing)</p>	<p>Is extremely divergent in thought; may appear to daydream when generating ideas</p> <p>Frequently generates original and, at times, rather “bizarre” ideas</p> <p>Has limited exposure to learning opportunities and life experiences that may inhibit the expression of unique abilities</p> <p>Has an unusual imagination</p> <p>Solves problems with careful planning and ingenuity</p> <p>Demonstrates strengths and talents in creative production areas (such as photojournalism, drama, technology, design), rather than academics</p>

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<p>Creativity: Sense of Humor</p>			
<p>Displays a keen sense of humor Uses puns, jokes, and riddles Understands subtle humor and nuances of language</p>	<p>Imitates people and events, as a reflection of sense of humor Tells stories in colorful ways Mimics accurately Creates original jokes Is often seen as a class clown Uses humor to deal with stressful situations and avoid conflict</p>	<p>Displays humor through the unique use of language and responsiveness</p>	<p>Uses humor to divert attention from school failure May use humor to make fun of peers or to avoid trouble Is highly creative, fun-loving, and witty Dreams up clever jokes and stories Grasps metaphors, analogies, and satire</p>

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<p>Creativity: Risk Taking</p>			
<p>Takes calculated risks Engages in adventurous, speculative thinking Challenges authority</p>	<p>Takes risks without thinking about the consequences Challenges system fairness</p>	<p>Bases degree of risk taking on the familiarity of the situation and on different cultural experiences; needs to feel secure</p>	<p>Enjoys kinesthetic exploration of the environment, sometimes without regard to consequences Is often unwilling to take risks with regard to academics</p>

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<p>Creativity: Conformity and Inhibition</p>			
<p>Uses questioning characteristics that lead to non-conformity and lack of inhibition</p>	<p>Conforms based on relationships within the peer group Becomes extremely independent and does not conform because of circumstances Is not inhibited in expression May question authority if fairness is an issue</p>	<p>Is culturally socialized to conform in groups Wants to be valued by the peer group Usually does not question authority</p>	<p>May be isolated, not fitting in with other G/T students nor with other students with disabilities Sometimes has difficulty relating to peers and being accepted by peers due to poor social skills May be shy or withdrawn in academic settings due to fear of failure or looking "dumb"</p>

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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>May become frustrated because of skill gaps or lack of language to express thoughts, feelings, and ideas because of perfectionism</p> <p>Expresses frustrations through acting out or withdrawal from teacher expectations</p> <p>May display low self-image about academics</p> <p>Is highly sensitive to criticism</p>	<p>Seeks approval from teacher</p> <p>Is especially sensitive to criticisms from the peer group and family</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>

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