

A Guide for Identifying Gifted Students in the Classroom

GIFTED BEHAVIOR

CURIOUS: inquisitive; hyper-alert; doesn't seem to miss a thing going on; many questions about the how and why of things; pursues interest in depth.

LEARNS QUICKLY: rapidly masters facts and rote skills; minimal instruction on routine tasks; recalls and applies information with ease.

PERSISTENT: sustained goal-directed behavior; long attention span; self-motivated; often completely absorbed in tasks; able to ignore distractions.

VERBALLY FLUENT: outstanding vocabulary; expresses opinions freely; shows humor; asks probing questions.

RESPONSIBLE: independent worker; sought by others for ideas, decisions and direction; organizes tasks; often serves as a leader.

CREATIVE: original and inventive; gives clever and witty responses; flexible in ideas and actions; unconventional ideas, opinions, and solutions to problems.

CRITICAL THINKING: logical and analytical; usually insightful; reasons out complicated things; uses common sense; evaluates situations; expresses criticism; skeptical.

GENERALIZES: sees relationships/connections; integrates areas of knowledge; makes valid assumptions about people, events and things.

RESOURCEFUL: results oriented – extremely productive; knack for using limited resources; prolific and creative; a thorough researcher.

BRIGHT CHILD

GIFTED LEARNER

Knows the answers.	Asks the questions.
Is interested.	Is highly curious.
Is attentive.	Is mentally and physically involved.
Has good ideas.	Has wild, silly ideas.
Works hard.	Plays around, yet tests well.
Answers the questions.	Discusses in detail, elaborates.
Top group.	Beyond the group.
Listens with interest.	Shows strong feelings and opinions.
Learns with ease.	Already knows.
6-8 repetitions for mastery.	1-2 repetitions for mastery.
Understands ideas.	Constructs abstractions.
Enjoys peers.	Prefers adults.
Grasps the meaning.	Draws inferences.
Completes assignments.	Initiates projects.
Is receptive.	Is intense.
Copies accurately.	Creates a new design.
Enjoys school.	Enjoys learning.
Absorbs information.	Manipulates information.
Technician.	Inventor.
Good memorizer.	Good guesser.
Enjoys straightforward, sequential presentation.	Thrives on complexity.
Is alert.	Is keenly observant.
Is please with own learning.	Is highly self-critical.

The Demands of Giftedness

Premises

- **High-level intelligence makes certain demands upon the gifted child.**
 - **Behavior of gifted children results from these demands.**
 - **There are curriculum implications inherent in these demands.**
1. To crave for knowledge – to satisfy the need to feel progress in what he or she is learning
 2. To feel the need to focus on or devour a subject
 3. To make observations; to see relationships
 4. To place high standards on himself or herself
 5. To be creative or inventive; to seek an unusual or unique approach to an assignment.
 6. To question generalizations
 7. To be serious-minded; to be intolerant (usually) of foolishness or silliness
 8. To concentrate – to become totally absorbed in a task – to have a longer attention span
 9. To explore wide interests at a maturity beyond his chronological age
 10. To be sensitive to honor and truth
 11. To express ideas and reactions (sometimes seen as argumentative)
 12. To resist routine, drill; to require unique ways of pursuing drill
 13. To work alone
 14. To be intolerant or stupidity
 15. To seek order, structure, and consistency
 16. To do critical, evaluative thinking (may lead to critical attitude towards self and others)
 17. To be rarely satisfied with the simple and obvious
 18. To be impatient with sloppy, disorganized thinking
 19. To be sensitive or empathetic
 20. To have his intelligence responded to
 21. To seek out his or her mental peers
 22. To be friendly and outgoing
 23. To use his or her power of abstraction; to see and point out cause and effect relationships
 24. To have time for thinking – solitude
 25. To pursue a learning pace of his or her own (may be fast or slow)
 26. To be outstanding in several areas but average in some