

Student Characteristics Associated with Success in Gifted and Talented Education Programs

Students who have experienced success in Gifted and Talented Education Programs **generally**—but not always—exhibit some or all of the following behaviors. Referral and Review Teams may find this list helpful as they analyze the data from the Student Profile in order to accommodate students' learning needs.

There are some students with advanced learning capabilities who neither consistently nor frequently evidence these characteristics. For example, a student may be quiet and not participate in class discussions but show evidence of higher-level thinking in written work or other products. Or, a student may be able to solve complex problems verbally but may have difficulties in basic computational skills.

COGNITIVE CHARACTERISTICS AFFECTIVE CHARACTERISTICS

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| ▶ Advanced vocabulary | ▶ Enthusiastic attitude toward learning |
| ▶ Avid Reader | ▶ Intellectual risk-taking |
| ▶ Application of knowledge at a conceptual level in a particular discipline | ▶ Creatively pushing the limits of understanding |
| ▶ Observation of unusual connections or relationships in real-world problems or new situations | ▶ Working for intrinsic rewards |
| ▶ Comprehension and application of abstract and complex ideas | ▶ Demonstration of self-confidence as a creative producer |
| ▶ Acquisition of learning with little or no repetition | ▶ Intense task commitment |
| ▶ Production of a variety of responses to given problems | ▶ Self-expectations for performing like an expert |
| ▶ Creation of new ways for approaching and investigating problems | ▶ Strong work and study habits, and task commitment |
| ▶ Consuming interest in a topic of study | ▶ Tenacity in solving challenging or open ended problems |
| ▶ Participation in extracurricular or enrichment programs | |
| ▶ Demonstration of advanced learning in one or more disciplines | |

Students who are bright but do not achieve in the traditional curriculum are often overlooked by gifted education programs. “For some of them discrepancies appear between expected and actual performance. These students may charm with verbal talent while their spelling or handwriting contradicts this image. At times these all-knowing students are forgetful, sloppy, and disorganized.”

--Susan M. Baum, et al.

To Be Gifted and Learning Disabled

Gifted students not achieving up to their potential are not necessary learning-disabled. Other reasons may account for their not meeting academic expectations, e.g., unrealistic school expectations; low motivation, interest, and/or aptitudes; non-conforming behavior; home problems; cultural attitudes; inflated self-expectations and perfectionism; procrastination; curriculum the students perceive as neither challenging nor relevant.

