

## Characteristics of Gifted Learners with Other Factors

	<b>Traditional Characteristics</b>	<b>Characteristics of Culturally/Linguistically Diverse Gifted Students</b>	<b>Characteristics of Low Socio-Economic Gifted Students</b>	<b>Characteristics of Gifted Students With Disabilities</b>
<i>Basic Skills</i>	Ability to learn basic skills quickly and easily and retain information with less repetition	May require more repetition or hands-on experiences at an introductory level	Lack of opportunities and access to school-readiness materials may delay acquisition of basic skills	Often struggle to learn basic skills due to cognitive processing difficulties; need to learn compensatory strategies in order to acquire basic skills and information
<i>Verbal Skills</i>	High verbal ability	May have high verbal ability in native language; may rapidly acquire English language skills if they possess academic skills in their home language	Lack of opportunities may delay the development of verbal skills	High verbal ability but extreme difficulty in written language area; may use language in inappropriate ways and at inappropriate times
<i>Reading Ability</i>	Early reading ability	May demonstrate strong storytelling ability and ability to read environmental print in home language	Lack of access to reading materials may delay acquisition of reading skills	Frequently have reading problems due to cognitive processing deficits
<i>Observation Skills</i>	Keen powers of observation	May display high levels of visual memory or auditory memory skills	Strong observational skills, which are often used to “survive on the streets”	Strong observation skills but often have deficits in memory skills
<i>Problem Solving</i>	Strong critical thinking, problem-solving and decision-making skills	Strong critical thinking in primary language; often solve problems in creative ways; particularly interested in solving “real-world” problems	Excel in brainstorming and solving “real-world” problems; strong critical thinking ability; rapid decision-making skills	Excel in solving “real-world” problems; outstanding critical thinking and decision-making skills; often independently develop compensatory skills
<i>Persistence</i>	Long attention span — persistent, intense concentration	Long attention span — persistent, intense concentration	Persistent in areas of interest usually unrelated to school	Frequently have attention deficit problems but may concentrate for long periods in areas of interest
<i>Curiosity</i>	Questioning attitude	Some culturally diverse children are raised not to question authority	Questioning attitude which may at times be demonstrated in a confronting or challenging way	Strong questioning attitude; may appear disrespectful when questioning information, facts, etc. presented by teacher
<i>Creativity</i>	Creative in the generation of thoughts, ideas, actions; innovative	Often display richness of imagery in ideas, art, music, primary language, etc.; can improvise with commonplace objects	Strong creative abilities	Unusual imagination; frequently generate original and at times rather “bizarre” ideas
<i>Risk Taking</i>	Take risks	Degree of risk taking may depend upon the familiarity of the situation based on different cultural experiences	Take risks often without consideration of consequences	Often unwilling to take risks with regard to academics; take risks in non-school areas without consideration of consequences

	<b>Traditional</b>	<b>Cultural/Ling. Diverse</b>	<b>Low Socio-Economic</b>	<b>Disabilities</b>
<i>Humor</i>	Unusual, often highly developed, sense of humor	Humor may be displayed through unique use of language and responses	May use humor to become "class clown," to deal with stressful situations, and to avoid trouble	Humor may be used to divert attention from school failure; may use humor to make fun of peers or to avoid trouble
<i>Maturity</i>	May mature at different rates than age peers	Accept responsibilities in the home normally reserved for older children	Often mature earlier than age peers since they must accept responsibilities in the home which are normally reserved for older children or even adults; inexperience may make them appear socially immature	Sometimes appear immature since they may use anger, crying, withdrawal, etc. to express feelings and to deal with difficulties
<i>Independence</i>	Sense of independence	May be culturally socialized to work in groups rather than independently	Circumstances often have forced the student to become extremely independent and self-sufficient	Require frequent teacher support and feedback in deficit areas; highly independent in other areas; often appear to be extremely stubborn and inflexible
<i>Emotionality</i>	Sensitive	May be sensitive, particularly to racial or cultural issues	May be critical of self and others including teachers; can understand and express concern about the feelings of others even while engaging in anti-social behavior	Sensitive regarding disability area(s); highly critical of self and others including teachers; can express concern about the feelings of others even while engaging in anti-social behavior
<i>Social Skills</i>	May not be accepted by other children and may feel isolated	May be perceived as loners due to racial/cultural isolation and/ or inability to speak English; student entertains self easily using imagination in games and ingenious play	Economic circumstances as well as his/her giftedness may isolate the student from more financially secure peers	May be perceived as loners since they do not fit typical model for either a gifted or a learning disabled student; sometimes have difficulty being accepted by peers due to poor social skills
<i>Leadership</i>	Exhibit leadership ability	May be leaders in the community but not in the school setting; demonstrate "street-wise" behavior	May be leaders among the more non-traditional students; demonstrate strong "street-wise" behavior; often excel in brainstorming and problem-solving around social issues	Often leaders among the more non-traditional students; demonstrate strong "street-wise" behavior; the disability may interfere with ability to exercise leadership skills
<i>Broad Interests</i>	Wide range of interests	Interests may include individual culturally related activities	Wide range of interests that are often unrelated to topics/ subjects addressed in school	Wide range of interests but student is handicapped in pursuing them due to process/learning problems
<i>Focused Interests</i>	Very focused interests, i.e., a passion about a certain topic to the exclusion of others	Very focused interests, i.e., a passion about a certain topic to the exclusion of others	Very focused interests, i.e., a passion about a certain topic to the exclusion of others — usually not related to school subjects	Very focused interests, i.e., a passion about a certain topic to the exclusion of others — often not related to school subjects

*Albuquerque Public Schools Gifted Task Force; developed by E. Nielsen (1999). Sources: New Mexico State Dept. of Ed. (1994) Technical Assistance Document- Gifted Education; Fox, L., Brody, I., & Tobin, D. (1983). Learning Disabled Gifted Children; Torrance, E.P., Goff, K., & Neil, B. (1998). Multicultural Mentoring of the Gifted and Talented; Van Tassel-Baska, J., Patton, J., & Prillaman, D. (1991). Gifted Youth At Risk.*

