

Characteristics of Gifted Children

Intellectual Characteristics	Personality Characteristics	Learning Needs
exceptional reasoning ability	insightfulness	<ul style="list-style-type: none"> interaction with complex, in-depth materials interdisciplinary curriculum
intellectual curiosity	need to understanding	<ul style="list-style-type: none"> sensitivity to and respect for intense need to ask questions and need for information learning-how-to-learn skills
rapid learning rate	need for mental stimulation	<ul style="list-style-type: none"> curriculum compacting rapid movement through basic skills reduced amount of drill and repetition
facility with abstraction	perfectionism	<ul style="list-style-type: none"> help in understanding difference between excellence and perfection a realistic acceptance of error models of priority setting
complex thought processes	need for precision and logic	<ul style="list-style-type: none"> work on critical thinking skills opportunities to use and generate knowledge
vivid imagination	excellent sense of humor	<ul style="list-style-type: none"> sensitivity to and respect for a playfulness with ideas time with intellectual peers
early moral concern	sensitivity / empathy; altruism	<ul style="list-style-type: none"> validation of feelings opportunities to be involved in service activities
passion for learning	intensity high level of energy	<ul style="list-style-type: none"> time for reflection. Research flexibility in scheduling sensitivity to rapid learning styles variety of learning experiences
powers of concentration	perseverance	<ul style="list-style-type: none"> long-term assignments timeframes that allow for focused, in-depth work
analytical thinking	acute self-awareness	<ul style="list-style-type: none"> support group settings vehicles for expression
divergent thinking / creativity	nonconformity	<ul style="list-style-type: none"> acceptance of divergence encouragement of alternate methods in problem solving
keen sense of judgment	questioning rules / authority	<ul style="list-style-type: none"> opportunities to make decisions and solve problems understanding of the complexity of issues associated with justice (school rules)
capacity for reflection	tendency for introversion preference for independent work daydreaming	<ul style="list-style-type: none"> time for processing abundant wait time judicious use of cooperative learning and peer tutoring sensitivity to learning style valuing reflective time
(Linda Silverman, 1993)		