

Learning Characteristics of Gifted Children

A Special Pennsylvania Association for Gifted Education Publication

- Keen power of observation; sense of the significant
- Highly verbal
- Questioning attitude, intellectual curiosity; often has great intrinsic motivation or is a self-starter
- Power of abstraction, conceptualization, ability to pull ideas and information together; enjoyment of intellectual activity
- Interest in cause-effect relations, ability to see relationships
- Reads actively
- High degree of task commitment
- Shares unusual interests
- Interested in everything at once
- Takes risks
- Describes experiences from unusual point of view
- Has keen verbal humor
- Gets bored easily
- Daydreams noticeably
- Gets involved in complex discussions
- Not confined by sex-role stereotyped behaviors
- Introspective--self critical--self checking
- Creativeness and inventiveness, looking for new ways of doing things. Interest in creating, brainstorming, or open-ended thinking
- Generally acts like an older child
- Uncooperative about doing routine learning tasks
- Often takes leadership roles in group activities
- Spends time observing prior to participation in activity
- Tells elaborate stories about personal experiences
- Expresses concern and knowledge about world problems
- Expresses moral concerns about others
- Effectively resolves interpersonal problems
- Persistent about everything
- Uses extensive detail in drawings and descriptions
- Pays little attention to details of living
- Fantasizes freely
- Learns efficiently, mastering ideas with one or two examples