

## General Characteristics of Gifted Learners

### Cognitive Abilities

- Rapidly acquires and retains new information with minimal repetition
- Understands complex concepts and abstract ideas well beyond age level
- Demonstrates advanced reasoning, problem-solving, and critical thinking skills
- Exhibits a long attention span and intense concentration when interested
- Possesses keen observation skills and a strong memory
- Reads early, often, and with deep comprehension

### Creativity and Imagination

- Thinks in flexible, original, and inventive ways
- Generates many ideas or solutions to problems; enjoys brainstorming
- Visualizes complex relationships and patterns among concepts
- Creates, designs, or improvises using imagination and everyday materials
- Enjoys intellectual play and experimentation with ideas

### Motivation and Interests

- Shows intense curiosity and asks deep or unusual questions
- Pursues personal interests with passion and persistence
- Becomes highly engaged in specific topics, sometimes to the exclusion of others
- Enjoys challenges and intellectual exploration
- Often prefers self-directed learning and independent projects

### Social-Emotional Traits

- Demonstrates strong empathy and emotional insight
- Has high expectations for self and others, which may lead to frustration or perfectionism

- Sensitive to injustice and quick to point out inconsistencies or hypocrisy  
May feel “different” from peers and experience periods of loneliness
- Displays a unique or mature sense of humor

## Communication and Language

- Uses advanced vocabulary and complex language for age
- Communicates ideas clearly, fluently, and persuasively
- Understands and uses language subtleties such as puns, sarcasm, or idioms

## Leadership and Independence

- Takes initiative and demonstrates leadership potential
- Prefers autonomy and may resist routine or arbitrary rules
- Thinks independently and often questions authority or convention

## Developmental Asynchrony

- May develop unevenly across intellectual, emotional, social, or physical domains
- Intellectual ability may outpace emotional regulation or social maturity

## Negative Behaviors of Gifted Learners

<ul style="list-style-type: none"><li>● obstinacy</li><li>● disruptiveness</li><li>● inferior / careless work</li><li>● failure to follow directions</li><li>● underachievement / nonproductive</li><li>● disinterested in skills development</li><li>● arrogant</li><li>● lack of strategies to deal with failure</li><li>● poor study habits</li><li>● disorganized</li></ul>	<ul style="list-style-type: none"><li>● antisocial demeanor</li><li>● impertinence</li><li>● emotional immaturity</li><li>● over-involvement</li><li>● lack of judgment</li><li>● hide ability in order to “fit in”</li><li>● lack effort skills</li><li>● lack problem-solving skills</li><li>● egotistical</li><li>● impatient with others</li></ul>
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## What Happens When Needs Are Not Met

- lower total test scores
- inferior student performance
- impertinence
- disruptiveness
- underachievement / nonproductive
- parent pressures
- depression
- insecurity
- loss of social capital
- loss of academic confidence