

Characteristics and Intellectual Needs of Gifted Children

Verbal Characteristics and Needs	
<p>Gifted children in general:</p> <ul style="list-style-type: none"> ▪ Have a large vocabulary and are able to use advanced terminology correctly ▪ Read early and may be self-taught; read enthusiastically and widely, often above grade level; select reading material purposefully and enjoy challenging books ▪ Understand language subtleties and use language for humor ▪ Write words and sentences early, and produce superior creative writing (poetry, stories, plays) ▪ Display verbal ability in self-expression, choice of colorful and descriptive phrasing, and ease in learning a second language 	<p>To challenge verbal abilities, gifted students need to do the following:</p> <ul style="list-style-type: none"> ▪ Use their full vocabulary and develop it further with intellectual peers ▪ Read books at an appropriate intellectual and emotional level ▪ Be introduced to books that represent a variety of literary conventions and styles and that use language gracefully ▪ Express ideas verbally and in depth by writing or speaking with other who challenge and thus refine their views and concepts
Thought-Processing Characteristics and Needs	
<p>As a group, gifted children display the following traits in thought processing:</p> <ul style="list-style-type: none"> ▪ They enjoy experimenting and can generate original ideas and solutions ▪ They give evidence of divergent thinking, offering responses that are atypical, rather than the convergent answers expected from most children and found in the teacher's answer book ▪ They accept open-ended situations and questions at an early age and do not require immediate solutions; they can accept ambiguity (and thus can enjoy novels that do not have clear-cut endings) ▪ They enjoy complexity and may try to create it – for example, by adding rules to games ▪ They have unusual power to process information using logic, abstract thinking, and symbolic thought ▪ They show flexibility of thought and seek alternatives; they are able to see all sides of an issue ▪ They synthesize well, seeing relationships others miss; they transfer 	<p>To develop thought-processing potential, gifted students need to do the following:</p> <ul style="list-style-type: none"> ▪ Consider alternatives and possible consequences of choices in an accepting environment ▪ Be exposed to a great variety of vicarious experiences ▪ Test new ideas without required conclusions or products ▪ Discuss ideas with intellectual peers ▪ Be exposed to many ideas at different levels ▪ Take plenty of time for incubation of ideas

<p>past learning to new situations and draw generalizations</p>	
Performance Characteristics and Needs	
<p>In their performance, gifted children:</p> <ul style="list-style-type: none"> ▪ Show great curiosity and unusual persistence in efforts to gain answers ▪ Possess a wide range of interests and information ▪ Comprehend new concepts rapidly at an advanced level; they have little or no need for drill ▪ Display creativity and imagination, enjoy fantasies and science fiction, may have an imaginary playmate in their preschool years, can develop a variety of solutions to problems, and generate original ideas ▪ Are persistent and goal-directed; they have a long attention span and may want to spend more than the time allotted to complete a project ▪ Show unusual intensity regarding school projects, political or environmental issues, religion, world events, intellectual inquiry into an area of special interest, interpersonal relationships, and abstract values 	<p>To enhance performance characteristics, gifted students need to do the following:</p> <ul style="list-style-type: none"> ▪ Have curiosity met with exposure to varying styles of life, values, and approaches to problems ▪ Be exposed to new information and new issues ▪ Be presented with material at their own rate of learning ▪ Develop skills in creative thinking and problem solving ▪ Pursue interests beyond the time desired by most students ▪ Learn skills for dealing with intensity by exploring ways by which others cope with it

Taken from
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