

Figure 4.2:  
**HIGH ACHIEVER, GIFTED LEARNER, CREATIVE THINKER**

<b>A High Achiever...</b>	<b>A Gifted Learner...</b>	<b>A Creative Thinker...</b>
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts
Answers the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Abstracts beyond original ideas.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects than will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original, ever changing, and misunderstood.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert, abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

Kingore, B. (2004). *Differentiation: Simplified, Realistic, and Effective*. Austin: Professional Associates Publishing.

## Characteristics of Students with High Abilities

A child with high abilities may exhibit some or most of these or other characteristics; these characteristics are found more frequently among those later identified as students with high abilities. The characteristic may or may not be manifested in problematic behavior.

### Characteristics and Behaviors Associated with High Ability that May Be Problematic in School

Characteristic	Possibly Problematic Classroom Behavior
Early reading and/or quick mastery of reading	May be impatient with reading instruction, resist doing worksheets, and insist on reading own material which is years above grade level.
Learns new things quickly and easily	May exhibit boredom and frustration with repetition and not being allowed to move on or do something else.
Has extensive vocabulary, background knowledge or memory	May dominate discussions and refuse to listen to others' contributions. May argue in a sophisticated way.
Grasps math concepts quickly; solves problems involving critical thinking; enjoys logic and puzzles	May resist doing repetitive computation drill needed by others. May correctly or incorrectly jump to an answer without careful attention to detail. May make careless errors, be sloppy out of boredom, refuse to do homework, and incorrectly assume all will be too easy. May work problems in unconventional ways.
Has a more intense energy level, activity level, or ability to concentrate; may talk fast	May seek active inquiry or be so completely involved with a task that he/she becomes frustrated with having to change tasks. Could seem overactive, stubborn or uncooperative with poor self-regulation.
Extremely sensitive and/or introverted	May cry easily, prefer to work alone, may not readily participate orally, and may (incorrectly) appear to be immature in social development. May be upset by student cruelty to others or to teacher becoming upset.
Thinks differently; is creative	May appear different and/or rebellious or may experience social isolation. May be a day dreamer. May ask tangential questions and seem off track. May question authority.
Great sense of humor	May be the class clown or use humor sarcastically.
Curious, observant	May be off task and have difficulty disengaging to change activities.
Perfectionistic	May set unrealistic standards for self and others, be overly concerned with details, be rigid in work routines. May find true-false or multiple choice questions frustrating in their lack of precision; may be argumentative and correct every small error made by others.
Displays interest in complex games, fantasy, non-fiction	May prefer to play with older children or adults. (May also prefer to play with younger children whom he/she can organize into activities.)
Sensitive to environment	May object to loud noises, bright lights, odors, or have many allergies.

From: *Identifying Students with High Abilities in Indiana*, Indiana Department of Education, Division of Exceptional Learners (2004)

## BEHAVIORS ASSOCIATED WITH ADHD

\*Poorly sustained attention in almost all situations

\*Diminished persistence on tasks not having immediate consequences

\*Impulsivity; poor delay of gratification

\*Impaired adherence to commands to regulate or inhibit behavior

\*More active and restless than typically expected of children

\*Difficulty adhering to rules and regulations

(Barkley, R.A. 1990: Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment New York: Guilford Press.)

## BEHAVIORS ASSOCIATED WITH GIFTEDNESS

\*Poor attention, boredom, daydreaming in specific situations

\*Low tolerance for persistence on tasks that lack relevance

\*Judgment lags behind development of intellect

\*Intensity may lead to power struggles with authorities

\*High activity level; may need less sleep than other children

\*Questions rules, customs, and traditions

(Webb, J.T. 1993. ADHD and children who are gifted. Washington, DC: ERIC Clearinghouse. Document # EDO-EC-93-5; E522)