



# Profiles of the Gifted

## GIFTED AND HONORS: WHAT'S THE DIFFERENCE?

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tempo Editor

There is not a fine line of distinction between the honors child and the gifted child; it is a chasm as wide as the parting of the Red Sea. It is most obvious in the classroom where, for the most part, honors students want to please the teacher, make high grades, get the assignment in on time, lobby for "extra credit" assignments (so they can make over 100 on their grade cards), and, last but not least, be on page 47 when the teacher is.

Gifted kids are usually passionate about learning but rarely learn what the teacher wants to be learned, don't care so much about their grades, often don't get things in on time (because they're too busy reading more about it), eschew busy work, and are on page 74 to see what's on the opposite of 47.

The following list of the characteristics may be helpful in distinguishing these two different brain waves. It is adapted from Janice Szabos' article in Challenge Magazine, 1989, issue 34.

<u>Honors Child</u>	<u>Gifted Learner</u>	<u>Honors Child</u>	<u>Gifted Learner</u>
Knows the answers	Asks the questions.	Grasps the meaning.	Draws inferences.
Is interested.	Is highly curious.	Completes assignments.	Initiates projects.
Is attentive.	Is mentally and physically involved.	Is receptive.	Is intense.
Has good ideas.	Has wild, silly ideas.	Copies accurately.	Creates a new design.
Works hard.	Plays around, yet tests well.	Enjoys school.	Enjoys learning.
Answers the questions.	Discusses in detail; elaborates.	Absorbs information.	Manipulates information.
Top group.	Beyond the group.	Technician.	Inventor.
Listens with interest.	Shows strong feelings and opinions.	Good memorizer.	Good guesser.
Learns with ease.	Already knows.	Enjoys straightforward, sequential presentation.	Thrives on complexity.
6-8 repetitions for mastery.	1-2 repetitions for mastery.	Is alert.	Is keenly observant.
Understands ideas.	Constructs abstractions.	Is pleased with own learning.	Is highly self-critical.
Enjoys peers.	Prefers adults.		

A High Achiever...	A Gifted Learner...	A Creative Thinker...
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.
Answer 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.	Overflows with ideas--many of which will never be developed.
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 that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
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 who 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.

# Characteristics of Various Areas of Giftedness

## *Psychomotor*

- challenged by difficult athletic activities
- exhibits precision in movement
- enjoys participation in various athletic opportunities
- excels in motor skills
- well coordinated
- good manipulative skills
- high energy level

## *Visual/Performing Arts*

- outstanding in sense of spatial relationships
- unusual ability for expressing self feelings, moods, etc. through art, dance, drama, music, etc.
- good motor coordination
- exhibits creative expression
- desire for producing "own product" (not content with mere copying)
- observant

## *Leadership*

- assumes responsibility
- high expectations for self and others
- fluent, concise self expression
- foresees consequences and implications of decisions
- good judgment in decision making
- likes structure
- well liked by peers
- self-confident
- organized

## *Creative Thinking*

- independent thinker
- exhibits original thinking in oral and written expression
- comes up with several solutions to a given problem
- possesses a sense of humor
- creates and invents
- challenged by creative tasks
- improvises often
- does not mind being different from the crowd

## *General Intellectual Ability*

- formulates abstractions
- processes information in complex ways
- observant
- excited about new ideas
- enjoys hypothesizing
- learns rapidly
- uses a large vocabulary
- inquisitive
- self-starter

## *Specific Academic Ability*

- good memorization ability
- advanced comprehension
- acquires basic skill knowledge quickly
- widely read in special interest area
- high academic success in special interest area
- pursues special interests with enthusiasm and vigor

**BRIGHT CHILD****GIFTED LEARNER**

<b>KNOWS THE ANSWERS</b>	<b>ASKS THE QUESTIONS</b>
<b>IS INTERESTED</b>	<b>IS HIGHLY CURIOUS</b>
<b>IS ATTENTIVE</b>	<b>IS MENTALLY AND PHYSICALLY INVOLVED</b>
<b>HAS GOOD IDEAS</b>	<b>HAS WILD, SILLY IDEAS</b>
<b>WORKS HARD</b>	<b>PLAYS AROUND, YET TESTS WELL</b>
<b>ANSWERS THE QUESTIONS</b>	<b>DISCUSSES IN DETAIL, ELABORATES</b>
<b>TOP GROUP</b>	<b>BEYOND THE GROUP</b>
<b>LISTENS WITH INTEREST</b>	<b>SHOWS STRONG FEELINGS AND OPINIONS</b>
<b>LEARNS WITH EASE</b>	<b>ALREADY KNOWS</b>
<b>6-8 REPETITIONS FOR MASTERY</b>	<b>1-2 REPETITIONS FOR MASTERY</b>
<b>UNDERSTANDS IDEAS</b>	<b>CONSTRUCTS ABSTRACTIONS</b>
<b>ENJOYS PEERS</b>	<b>PREFERS ADULTS</b>
<b>GRASPS MEANINGS</b>	<b>DRAWS INFERENCES</b>
<b>COMPLETES PROJECTS</b>	<b>INITIATES PROJECTS</b>
<b>IS RECEPTIVE</b>	<b>IS INTENSE</b>
<b>COPIES ACCURATELY</b>	<b>CREATES A NEW DESIGN</b>
<b>ENJOYS SCHOOL</b>	<b>ENJOYS LEARNING</b>
<b>ABSORBS INFORMATION</b>	<b>MANIPULATES INFORMATION</b>
<b>TECHNICIAN</b>	<b>INVENTOR</b>
<b>GOOD MEMORIZER</b>	<b>GOOD GUESSER</b>
<b>ENJOYS STRAIGHTFORWARD,</b>	<b>THRIVES ON SEQUENTIAL PRESENTATION</b>
<b>IS ALERT</b>	<b>COMPLEXITY</b>
<b>IS PLEASED WITH OWN</b>	<b>IS KEENLY OBSERVANT</b>
	<b>IS HIGHLY SELF-LEARNING CRITICAL</b>

## SOME LEARNING CHARACTERISTICS OF GIFTED CHILDREN

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### Characteristics

### Potential Problems

- |                                                                                                                                              |                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1. Keen power of observation; naive receptivity; sense of the significant; willingness to examine the unusual                                | 1. Possible gullibility                                                                               |
| 2. Power of abstraction, conceptualization, synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity | 2. Occasional resistance to direction; rejection or remission of detail                               |
| 3. Interest in cause-effect relations, ability to see relationships; interest in applying concepts; love of truth                            | 3. Difficulty in accepting the illogical                                                              |
| 4. Liking for structure and order; liking for consistency, as in value systems, number systems, clocks, calendars                            | 4. Invention of own systems, sometimes conflicting                                                    |
| 5. Retentiveness                                                                                                                             | 5. Dislike for routine and drill; need for early mastery of foundation skills                         |
| 6. Verbal proficiency; large vocabulary; facility in expression; interest in reading; breadth of information in advanced areas               | 6. Need for specialized reading vocabulary early; parent resistance to reading; escape into verbalism |
| 7. Questioning attitude, intellectual curiosity, inquisitive mind; intrinsic motivation                                                      | 7. Lack of early home or school stimulation                                                           |
| 8. Power of critical thinking; skepticism, evaluative testing; self-criticism and self-checking                                              | 8. Critical attitude toward others; discouragement from self-criticism                                |
| 9. Creativeness and inventiveness; liking for new ways of doing things; interest in creating, brainstorming, freewheeling                    | 9. Rejection of the known; need to invent for oneself                                                 |
| 10. Power of concentration; intense attention that excludes all else; long attention span                                                    | 10. Resistance to interruption                                                                        |

## Characteristics

11. Persistent, goal-directed behavior
12. Sensitivity, intuitiveness, empathy for others; need for emotional support and a sympathetic attitude
13. High energy, alertness, eagerness; periods of intense voluntary effort preceding invention
14. Independence in work and study; preference for individualized work; self-reliance; need for freedom of movement and action
15. Versatility and virtuosity; diversity of interests and abilities; many hobbies; proficiency in art forms such as music and drawing
16. Friendliness and outgoingness

## Potential Problems

11. Stubbornness
12. Need for success and recognition; sensitivity to criticism; vulnerability to peer group rejection
13. Frustration with inactivity and absence of progress
14. Parent and peer group pressures and non-conformity; problems of rejection and rebellion
15. Lack of homogeneity in group work; need for flexibility and individualization; need for help in exploring and developing interests; need to build basic competencies in major interests
16. Need for peer group relations in many types of groups; problems in developing social leadership