BRIGHT CHILD
Knows the answers
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
Top group
Listens with interest
Learns with ease
6-8 repetitions for mastery
Understands ideas
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information
Technician
Good memorizer
Enjoys straight-forward, sequential presentation
Is alert
Is pleased with own learning

GIFTED LEARNER
Asks the questions
Is highly curious
Is mentally & physically involved
Has wild, silly ideas
Plays around, yet tests well
Discusses in detail, elaborates
Beyond the group
Shows strong feelings/opinions
Already knows
1-2 repetitions for mastery
Constructs abstractions
Prefers adults
Draws inferences
Initiates projects
Is intense
Creates new design
Enjoys learning
Manipulates information
Inventor
Good guesser
Thrives on complexity and difficulty
Is keenly observant
Is highly self-critical
Understanding Gifted Learners

The information that I am presenting to you was presented to me by Dr. Dan Peters, Licensed Psychologist and Co-Founder of Summit Center, www.summitcenter.us

Common Characteristics of gifted youth

- rapid learners
- strong memory
- large vocabulary
- advanced comprehension of nuances
- largely self-taught
- unusual emotional depth
- abstract/complex/logical/in sightful thinking
- idealism and sense of justice
- intense feelings and reactions
- highly sensitive
- long attention span and persistence
- preoccupied with own thoughts
- impatient with self and others' inabilitys and slowness
- asks probing questions (able to go beyond what is taught)
- highly developed curiosity
- interest in experimenting and doing things differently
- divergent thinking
- keen and unusual sense of humor

Learning/Thinking Styles

<table>
<thead>
<tr>
<th>Auditory-Sequential</th>
<th>Visual-Spatial</th>
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<tbody>
<tr>
<td>Prefers verbal explanations; uses language to remember</td>
<td>Prefers visual explanations; uses images to remember</td>
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<tr>
<td>Processes information sequentially; deals with one task at a time</td>
<td>Processes information holistically; deals with several tasks at a time</td>
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<tr>
<td>Produces ideas logically; prefers analyzing activities</td>
<td>Produces ideas intuitively; prefers synthesizing activities</td>
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<tr>
<td>Prefers concrete thinking tasks; likes structured experiences</td>
<td>Prefers abstract thinking tasks; likes open, fluid experiences</td>
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<tr>
<td>Prefers proper working materials and proper settings</td>
<td>Improvises with materials available; creates own structure</td>
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<tr>
<td>Prefers to learn facts and details</td>
<td>Prefers to gain general overview</td>
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<tr>
<td>Approaches problems seriously</td>
<td>Approaches problems playfully</td>
</tr>
</tbody>
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