

## Characteristics or Behavior

### VERBAL

- Obnoxious with questions
- Learns at a fast rate
- Absorbs more facts/details
- Speaks in casual register of language
- Gets meaning from asking numerous questions
- Verbally precocious
- Complex storytelling, not complex language
- Uses descriptive language (not necessarily advanced in vocabulary)
- Fluent in their native language
- Motivated in reading
- Applies reading strategies
- Humor
- Vivid language
- Uses language to build personal relationships
- Smart mouth – clever wit
- Not always positive
- Trouble listening without interruptions
- Strong analogies

### NON VERBAL

- Motivated by external vs. internal pressures
- Problem solving skills
- Seeks relevance in tasks
- Tends to be kinesthetic learner
- Situational learners
- Divergent
- Improvises when problem solving
- Strong verbal analogies
- Intuitive problem solver
- Grasps patterns
- Flexible thinking
- Intuitive math skills

### QUANTITATIVE

- Automatism with numbers
- Impatience with repetition
- Nontraditional computation methods
- Match/sort attributes
- Patterning abilities
- Reasoning

#### Tools for Identification:

Kingore Observation Inventory (KOI) a  
Universal Screening Tool K-8

NNAT (Naglieri)

Renzulli Scales

Interest Inventories

Parent Observation Checklists

Teacher Observation Checklists

Classroom Work

Product/Project with Rubric

## CREATIVE

- Ingenuity
- Rationalizes actions
- Lack of concern for norms
- Multiple solutions to problems
- Expressive role play
- Clever answers
- Silly responses
- Non-conformist
- Appreciates color/arts
- Appreciates non-traditional forms of art
- Do things their own way
- Non-compliant in classroom
- Disengages in routine tasks
- Exceptionally street wise
- Adjust to one's surrounding or settings
- Makes up games and activities displaying imagination

## CULTURAL

- Humor highly valued
- Relationships valued more than wealth
- Motivated by family respect
- Intuitive reasoning
- Pride in culture/home
- Motivated by acceptance or approval
- Emotionally responsive rather than intellectually responsive
- Tactile or kinesthetic learner
- Community more important than self
- Prioritizes time and events differently
- Functions in the moment
- Social connections are concrete
- Sensitive to emotions
- Expresses individualism

WHAT TO DO...Teach to strengths, then address relative weaknesses

## Verbal

- Use advanced reading, resource, and research materials
- Teach analytical and interpretative skills in literature
- Develop linguistic competency (advanced vocabulary, word analysis, etc.)
- Develop persuasive and expository writing skills

- Develop listening and oral communication skills
- Use advanced/available technology in the production of work
- Provide opportunities for authentic publication of work
- Encourage participation in drama, speech, writing competitions, spelling bees, etc.

#### Quantitative

- Pretest in math to identify content already mastered and replace with enriched and/or accelerated content
- Offer accelerated/enriched units, activities, and/or problems that extend beyond the regular curriculum
- Encourage participation in math competitions such as Math Counts, MESA, etc.

#### Non Verbal

- Allow use of manipulatives and visual/spatial methods for solving problems.
- Allow use of graphic organizers and available technologies for learning content and creating products
- Allow use of art in understanding and creating products in the content areas
- Help transfer abstract thinking into a variety of forms of expression
- Teach creative problem solving and divergent thinking techniques
- Promote analytical reasoning in all content areas
- Use project-based learning activities that emphasize open-ended problems with multiple solutions/paths

#### General Recommendations

- Cluster students with peers of similar strengths and interests
- Differentiate instruction (adjust pace, depth, complexity)
- Allow students to test out of material already mastered
- Pretest then compact content students can acquire quickly
- Use higher levels of questioning to promote abstract reasoning
- Teach creative and critical thinking skills
- Provide structured format for advanced investigation of interest areas/passions
- Provide opportunities for experiential learning, internships, and mentorships
- Develop cooperative and collaborative skills through project-based learning
- Provide content/process/product options based on learning style and multiple intelligences
- Address the unique affective needs of students