

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### ACCELERATED LEARNERS: CHARACTERISTICS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Has an extensive and detailed memory, particularly in an area of interest	✓
Is reflective about learning	
Has communication skills advanced for age and is able to express ideas and feelings	
Has vocabulary advanced for age—precocious language	
Asks intelligent questions	
Is able to identify the important characteristics of new concepts, problems	
Learns information quickly	
Uses logic in arriving at common sense answers	
Has a broad base of knowledge—a large quantity of information	
Understands abstract ideas and complex concepts	
Uses analogical thinking, problem solving, or reasoning	
Observes relationships and sees connections	
Finds and solves difficult and unusual problems	
Understands principles, forms generalizations, and uses them in new situations	
Wants to learn and is curious	
Works conscientiously and has a high degree of concentration in areas of interest	
Understands and uses various symbol systems	
Seems bored	
Has preferred ways of learning, particularly in reading and math	
Cannot sit still unless absorbed in something highly interesting	
Typically performs at grade level, but well below potential	
Has intellectual capacity equal to that of an adult	
Underachieves—which is often attributed to lack of motivation, laziness, carelessness, immaturity, or behavioral problems	
Is excellent at conceptual reasoning, abstract thinking, problem solving, and vocabulary, but deficient in rote memorization, sequencing, and scanning	
Has tendency to jump to the end, overlooking steps in the middle	

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Is frustrated by own inconsistencies and is defensive; feels misunderstood, different	
Has keen curiosity, is extremely observant	
May be distractible, off-task	
Loves justice, truth, equity; questions rules, customs, traditions	
Is insightful, imaginative, intense, articulate	
Has unreasonable self-expectations, is a perfectionist; is highly sensitive to criticism	
Readily sees patterns and relationships; generalizes easily	
Is talented in art, drama, design, music, sports, inventing, storytelling, business, engineering, or sales	
Participates in creative and technical hobbies requiring unusual skill	
Understands figurative language, analogies, satire	
Has highly developed sense of humor and sophisticated grasp of complex systems	
Writes slowly and tediously	
Fails to complete assignments on time	
May develop compensatory strategies on their own if given a clear understanding of the problem	

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#### ACCELERATED LEARNERS: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

	Tried/ Duration	Effective Y/N	Remarks
Use technology			
Offer a variety of options for communication of ideas such as slides, speeches, video			
Emphasize high-level abstract thinking, creativity, and problem-solving approach			
Have great expectations			
Provide for flexible pacing			
Provide challenging activities at an advanced level			
Promote active inquiry			
Offer options that enable students to use strengths			
Build upon student interests			
Let students establish learning goals and self-assessment strategies			
Use strategies that allow students to share what they know, i.e., brainstorming, K-W-L charts			
Give credit for what students already know; keep them challenged; don't require them to work on material they already know			
Use project-based learning as often as possible			
Don't assume students are organized; teach organizational skills			
+Offer Advanced Placement (AP) classes if possible (this can be done in the general classroom with additional assignments). See <a href="http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html">apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html</a>			
For more activities see <a href="http://specialed.about.com/od/giftedness/Gifted_Education.htm">specialed.about.com/od/giftedness/Gifted_Education.htm</a>			
For activities for gifted and talented see <a href="http://fortalentsineducation.org">fortalentsineducation.org</a>			

\*See [reach.adventisteducation.org/resources](http://reach.adventisteducation.org/resources)

+ Modification