Characteristic of Gifted Learners
Webb, Meckstroth, and Tolan (1994) identified several common characteristics that may appear in gifted children:

Typical Intellectual Characteristics of Gifted Children

- Unusually large vocabularies for their age
- Ability to read earlier than most children, often before entering school
- Greater comprehension for the subtleties of language
- Longer attention span, persistence and intense concentration
- Ability to learn basic skills more quickly and with less practice
- Wide range of interests
- Interest in experimenting and doing things differently
- Tendency to put ideas or things together in ways that are unusual and not obvious (divergent thinking)
- Ability to retain a great deal of information
- Unusual sense of humor

Bright Students versus Gifted Students
The following comparison by Janice Szabos appeared in Challenge Magazine (1989):

<table>
<thead>
<tr>
<th>BRIGHT CHILD</th>
<th>GIFTED LEARNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the answers</td>
<td>Asks the questions</td>
</tr>
<tr>
<td>Is interested. 3. Is attentive</td>
<td>Is highly curious</td>
</tr>
<tr>
<td>Has good ideas</td>
<td>Is mentally and physically involved</td>
</tr>
<tr>
<td>Works hard</td>
<td>Has wild, silly ideas</td>
</tr>
<tr>
<td>Answers the questions</td>
<td>Plays around, yet tests well</td>
</tr>
<tr>
<td>Top group</td>
<td>Discusses in detail, elaborates</td>
</tr>
<tr>
<td>Listens with interest</td>
<td>Beyond the group</td>
</tr>
<tr>
<td>Learns with ease</td>
<td>Shows strong feelings and opinions</td>
</tr>
<tr>
<td>6-8 repetitions for mastery</td>
<td>Already knows</td>
</tr>
<tr>
<td>Understands ideas</td>
<td>1-2 repetitions for mastery</td>
</tr>
<tr>
<td>Enjoys peers</td>
<td>Constructs abstractions</td>
</tr>
<tr>
<td>Grasps the meaning</td>
<td>Prefers adults</td>
</tr>
<tr>
<td>Completes assignments</td>
<td>Draws inferences</td>
</tr>
<tr>
<td>Is receptive</td>
<td>Initiates projects</td>
</tr>
<tr>
<td>Copies accurately</td>
<td>Is intense</td>
</tr>
<tr>
<td>Enjoys school</td>
<td>Creates a new design</td>
</tr>
<tr>
<td>Absorbs information</td>
<td>Enjoys learning</td>
</tr>
<tr>
<td>Technician</td>
<td>Manipulates information</td>
</tr>
<tr>
<td>Good memorizer</td>
<td>Inventor</td>
</tr>
<tr>
<td>Enjoys straight forward sequential presentation</td>
<td>Good guesser</td>
</tr>
<tr>
<td>Is alert</td>
<td>Thrives on complexity</td>
</tr>
<tr>
<td>Is pleased with own learning</td>
<td>Is keenly observant</td>
</tr>
<tr>
<td>Is highly self-critical</td>
<td></td>
</tr>
</tbody>
</table>

Giftedness does not discriminate. Gifted children come from all races, ethnicities, socioeconomic classes, and backgrounds. Furthermore, giftedness may also be identified in students with a variety of disabilities. For example, gifted children may also have learning disabilities, autism or ADHD. Care must be taken to ensure that gifted children from special populations are not overlooked in the identification process (Davis & Rimm, 2004)