

Sample Range of Characteristics and Behaviors of Advanced Students

Parents and educators should be aware of the various ways in which students manifest advanced learning capabilities.

<i>The student who...</i>	<i>may also...</i>
Is highly imaginative or prefers to reflect on original approaches to tasks.	Get lost in pursuing own thoughts or appear to be daydreaming or inattentive.
Has a high degree of curiosity and asks many questions or is interested in a wide range of topics.	Dominate discussions and may extend comments with details beyond the comprehension of same-age peers.
Has keen power of observation.	Notice too much in the classroom or may appear off-task.
Reasons situations out and recognizes relationships or comprehends broad meanings and sees the “big picture.”	Fail to closely follow specific directions or fail to notice details.
Has an unusual attention span especially in areas of personal interest.	Lose other students or “turn them off” by explaining or over-analyzing issues.
Has an advanced ability to grasp abstract concepts and see abstract relationships.	Be “out-of-sync” with classmates and become socially isolated.
Has a large vocabulary which is used easily and accurately.	Appear to be “showing off” or make other students feel inadequate.
Retains what has been heard or read without the usual instructional repetition.	Become easily bored with routine assignments yet still may have skill gaps.
Enjoys reading, usually at a more mature level.	Read constantly, often at inappropriate times.
Has a mature sense of humor.	Make jokes at adults’ expense.
Strives to be first, right, and quick or responds eagerly with factual answers.	Be a perfectionist, easily upset by perceived failure, or avoid reflective, divergent responses.
Is often asked for ideas or takes a lead in decision-making with peers.	Become bossy and unwilling to listen to classmates.

Adapted from Colorado Department of Education. (2009, July). *Twice-exceptional student gifted students with disabilities: An introductory resource book* (2nd ed.) [Brochure].

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