

Figure 2.2: KOI-Culturally and/or Linguistically Different Populations

In addition to behaviors typical for the general population, high-ability students from culturally and/or linguistically different populations may exhibit these advanced behaviors.

Advanced Language • Demonstrates advanced vocabulary in first language; is often fluent in nonverbal communication; may be interested in multiple languages and forms of language; able to code switch; aptly translates for peers and adults; rather than merely judge language levels at entry, adults need to gauge changes in the levels and pace of academic language acquisition from entry in school to present

Analytical Thinking • Approaches solutions and analyzes information in a logical manner; naturally uses an associative mode of thought to express insights and explain relationships; taps into a personal, culturally relevant storehouse of knowledge in order to solve problems; demonstrates abstract thinking; makes symbolic connections

Meaning Motivation • Has a strong desire to learn; demonstrates high motivation and effort toward task completion in content relevant to the student; has intense, sometimes unusual interests; demonstrates a large storehouse of information with expertise beyond age group in one or more topics; pursues intellectual or philosophical questions

Perspective • Selects effective, often inventive strategies to recognize and solve problems; develops unique graphics and symbols; visual representations may be surprisingly complex as perspective is less negated by cultural or linguistic skill differences; shares highly original ideas; cultural perspective may differ from mainstream; creates music, art, or dance to convey ideas

Sense of Humor • Humor is culturally based and difficult to understand in languages other than a first language or by culturally different populations. English-language learners find it difficult to interpret humor involving English homophones, puns and word play. Demonstrates an unusual, often subtle sense of humor which may not be understood by mainstream culture; uses humor relevant to their culture or first language to gain peer acceptance

Sensitivity • Demonstrates a concern for fairness issues, human rights, and stereotypes; shows leadership among cultural or linguistic peers; seeks friends who are idea mates, but also develops friendships with younger children to serve as a role model or mentor; intensely sensitive to the needs and motivations of others; sets high expectations for self and others; displays empathy through art, nonverbal communication, and oral expressions in first language; may underdevelop a main-stream social belonging

Accelerated Learning • Quick to grasp new concepts and technology; aspires to succeed; has a growth mindset and strong belief in self; unusual ability to communicate with codes, numbers, or symbols; mathematics and creativity may be most advanced areas as they are less negated by cultural or linguistic differences; applies accumulated knowledge to new situations to forge new pathways; exhibits multipotentiality