

Figure 2.3: KOI-Low-Income Populations

In addition to behaviors typical for the general population, high-ability students from low-income populations may exhibit these advanced behaviors.

Advanced Language • Uses nonstandard English, but language is complex and structured; often relies on a casual register using the language of television; vocabulary is rich in imagery; uses figurative language to compare things or events to people, including sport figures and entertainers; fluent in nonverbal communication

Analytical Thinking • Reasons with complex associative methods; figures out how to use concrete physical movement and graphics to clarify abstract concepts for others; more readily discerns patterns and relationships in human and animal behavior than in ideas; analyzes by applying personal experience-based understandings that may differ from mainstream

Meaning Motivation • Demonstrates expertise and deeper understanding that may be unrelated to academics; curious; asks unexpected questions focused on issues, people, and relationships; extensive memory for personal interests; persistent; independently commits effort toward task completion in content relevant to the student

Perspective • Demonstrates unexpected perspective with language, problem solving, and/or concrete objects; visual representations may be surprisingly complex as perspective is less negated by environmentally influenced skill differences; reasons with complex associative methods; survival economics is a significant influence on point of view; discusses/argues from more than one view; creates music, art, or movement to convey ideas

Sense of Humor • Applies a keen, finely-tuned sense of humor; creates and tells original jokes and stories; mimics people and events; younger children often incorporate body humor; humor may seem weird or inappropriate to some; uses humor to entertain, gain peer acceptance, and sometimes challenge authority; older students may use sarcasm

Sensitivity • Demonstrates a concern for fairness issues, human rights, and stereotypes as defined by poverty; may identify with the anti-hero as the victim; may defend others and be respected as a leader; seeks idea mates but often develops friendships with younger children to serve as a mentor; reveals values and empathy through art or physical action; frequently lacks social skills to resolve conflicts without physical action; may underdevelop a mainstream social belonging and psychological identity supporting high achievement

Accelerated Learning • Learns concepts and technology quickly through experience; may lack basic academic skills and score lower on standardized tests, yet learns aptly when shown how to do things the student considers meaningful; entrepreneurial; creativity and economically-related math skills outdistance other academic areas; creative thinking seems advanced as creative problem solving skills and adaptability align with economic survival; improvises to problem solve; exhibits multipotentiality