

Non-verbally Gifted Children

Characteristics of Non-verbally Gifted Children

- Thinks primarily in pictures
- Relates well to space
- Learns concepts all at once
- Finds patterns easily
- Thinks graphically
- Understands dimensions well
- Learns whole words easily
- Prefers keyboarding to writing
- Enjoys geometry and physics
- Is a late bloomer
- Arrives at correct solutions intuitively
- Ear infections during first few years of life

Potential Challenges in School

- May experience difficulty with verbal instructions
- Have a hard time with sequential problem solving
- Does not benefit from drill and practice
- Underserved because of their deficits in auditory-sequential processing
- Have a hard time with formatting
- Vulnerable to teasing and to teachers' attitudes
- Poor handwriting

Suggested Interventions, If Needed:

- Teach to the students' strengths: imagination, creativity, visualization, and pattern recognition (Posters, technology, etc.)
- Avoid timed tests
- Teach students to visualize spelling words, math facts, etc.
- If bright student struggles with easy, sequential tasks, experiment with more advanced, complex work
- Use metaphors and analogies to give a sense of the whole
- Show examples of the finished product
- Present ideas visually on the chalkboard or overhead
- Give more weight to content of papers than to format
- Use books rich in visual imagery

Further Reading: <http://www.visuospacial.org/articles/idvsls.pdf>

Gardner, H. G. (1999). *Intelligence reframed: Multiple intelligences for the 21st Century*. New York: Basic Books.

O'Boyle, M. W. and C. P. Benbow. (1990). Enhanced right hemisphere involvement during cognitive processing may relate to intellectual precocity. *Neuropsychologia*, 28, 211-216.