

## **Education of the Gifted & Talented Chapter 2**

### **Key Terms & Definitions**

Termites: Term given to the children that participated in Lewis Terman's 1925 longitudinal study of gifted children.

Asynchronous Development: A characteristic of gifted children in which mental development surpasses chronological age, physical development, or other areas of a child's development.

Internal Control: When a person feels responsible for their successes and failures and who feel in control of their destinies; they are likely to use errors and failures constructively.

External Control: When a person feels that outside forces (such as luck, chance, easy or difficult tasks, unfair teachers, etc.) are responsible for successes and failures; they are less likely to try harder after a failure.

Learning Style: A student's preferred physical and socio-psychological conditions and preferred teaching or learning methods.

Thinking Style: How one intellectually responds to situations and problems.

Expression Style: One's preferred mode of response.

Threshold Concept: The idea that a base level of intelligence is usually essential for creative productivity; above the threshold of IQ around 120, there is virtually no relationship between measured intelligence and creativity.

Prodigy: A young person who performs at the level of a highly trained adult.

Savant Syndrome: When a person with severe mental disabilities (such as retardation, autism, or schizophrenia) also displays spectacular islands of ability in narrow areas (such as art, mechanical abilities, or mathematics).