

**TABLE 1: Social Implications of the term “Disadvantaged”**

| ADVANTAGED                                              | DISADVANTAGED                               |
|---------------------------------------------------------|---------------------------------------------|
| Financial security                                      | Poverty                                     |
| Independent use of time                                 | Dependent involvement in household duties   |
| Internally motivated                                    | Externally motivated                        |
| Freed by opportunity                                    | Bound by circumstances                      |
| Access to resources, media, technology                  | Limited resources                           |
| Constant stimulation                                    | Contextual stimulation                      |
| Mobility - socially, physically                         | Static environment                          |
| Individual concerns                                     | Crowding—group concerns                     |
| Suburban                                                | Inner city, rural                           |
| Adult mentors mediate experience                        | Limited mediation                           |
| Concerned with thinking, progress, personal achievement | Concerned with survival, financial security |
| Verbal rationales for behavior                          | Behavior through coercion                   |
| Elaborated code of language                             | Restricted code of language                 |
| Western middle class norms                              | Cultural differences from norm              |
| Rich in second order mediated experiences               | Rich in first order direct experiences      |

**TABLE 2: Characteristics of the “Gifted Disadvantaged”**

| STRENGTHS                                                  | WEAKNESSES                                                                                                                  |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Primary creativity: improvise with commonplace materials   | Limited exposure, enrichment, social experience                                                                             |
| Creative strengths: expressive speech, movement, role-play | Limited access to tools for self-expression: photography, musical instruments, electronic aids, computers, video, art media |
| Language rich in imagery                                   | Poor verbal skills, limited vocabulary, poor written skills                                                                 |
| Well developed memory and observation skills: alertness    | Poor media literacy                                                                                                         |
| Experiential learners                                      | Poor general knowledge base                                                                                                 |
| Externally motivated                                       | Poor self-motivation, persistence; poor delay of gratification                                                              |
| Leadership skills adapted to own situation “streetwise”    | Inadequate knowledge of how to respond in different social situations                                                       |
| Enjoy music, art, drama, dance                             | Poor applied world skills: correspondence, writing, banking, budgeting, managing, problem-solving, self-promoting           |
| Sense of humor, risk-taking                                | Impulsive                                                                                                                   |