

## POSSIBLE PROBLEMS THAT MAY BE ASSOCIATED WITH CHARACTERISTIC STRENGTHS OF GIFTED CHILDREN

Characteristic Strengths	Associated Problems
Acquires and retains information quickly.	Impatient with slowness of others; dislikes routine and may resist mastering foundation skills; may make concepts unduly complex.
Inquisitive attitude, intellectual curiosity; intrinsic motivation; searching for significance.	Asks embarrassing questions; strong-willed; resists direction; seems excessive in interests; expects same of others.
Ability to conceptualize, abstract, synthesize; enjoys problem-solving and intellectual activity.	Rejects or omits details; resists practice or drill; questions teaching procedures.
Can see cause—effect relations.	Difficulty accepting the illogical—such as feelings, traditions or matters to be taken on faith.
Love of truth, equity and fair play.	Difficulty in being practical; worry about humanitarian concerns.
Enjoys organizing things and people into structure and order; seeks to systematize.	Constructs complicated rules or systems; may be seen as bossy, rude or domineering.
Large vocabulary and facile verbal proficiency; broad information in advance areas.	May use words to escape or avoid situations; becomes bored with school and age-peers; seen by others as a “know it all.”
Thinks critically; has high expectancies; is self-critical and evaluates others.	Critical or intolerant toward others; may become discouraged or depressed; perfectionist.
Keen observer; willing to consider the unusual; open to new experiences.	Overly intense focus; occasional gullibility.
Creative and inventive; likes new ways of doing things.	May disrupt plans or reject what is already known; seen by others as different and out of step.
Intense concentration; long attention span in areas of interest; goal-directed behavior; persistence.	Resists interruption; neglects duties or people during period of focused interests; stubbornness.
Sensitivity, empathy for others; desire to be accepted by others	Sensitivity to criticism or peer rejection; expects others to have similar values; need for success and recognition; may feel different and alienated.
High energy, alertness, eagerness; periods of intense efforts	Frustration with inactivity; eagerness may disrupt others; schedules; needs continual stimulation; may be seen as hyperactive.
Independent; prefers individualized work; reliant on self.	May reject parent or peer input; non-conformity; may be unconventional.
Diverse interests and abilities; versatility.	May appear scattered and disorganized; frustrations over lack of time; others may expect continual competence.
Strong sense of humor.	Sees absurdities of situations; humor may not be understood by peers; may become “class clown” to gain attention.
Adapted from Clark (1992) and Seagoe(1974).	