

Problems Associated with Characteristic Strengths In Gifted Children

Strength	Possible Problems
Acquires/retains information easily	Impatience with slowness of others; dislikes routine and drill; may resist mastering foundational skills; may make concepts unduly complex
Inquisitive attitude; intellectual curiosity; intrinsic motivation; searches for significance	Asks embarrassing questions; strong willed; excessive in interests; expects the 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 relationships	Difficulty accepting the illogical, such as feelings, traditions, matters to be taken on faith
Love of truth, equity, and fair play	Difficulty in being practical; worries 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 advanced areas	May use words to escape or avoid situations; becomes bored with school and age groups; seen as "know-it-all"
Thinks critically; has high expectations; is self-critical and evaluates others	Critical or intolerant toward others; may become discouraged or depressed; perfectionistic
Keen observer; willing to consider the unusual; seeks new experiences	Overly intense focus; may be gullible
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; persistent	Resists interruptions; neglects duties or people during periods of focused interest; seen as stubborn
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 or 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-conformist; may be unconventional
Diverse interests and abilities; versatile	May appear scattered and disorganized; becomes frustrated over lack of time; others may expect continual competence
Strong sense of humor	Sees absurdities in situations; humor may not be understood by peers; may become "class clown" to gain attention

From *A Parent's Guide to Gifted Children*, Webb, Gore, Amend, DeVries, 2007.