

<b>Possible Problems That May Be Associated with Characteristic Strengths of Gifted Children*</b>	
<b><i>Characteristic Strengths</i></b>	<b><i>Possible Problem Behaviors</i></b>
Acquires and retains information quickly	Impatient with others; dislikes basic routine
Inquisitive; searches for significance	Asks embarrassing questions; excessive in interests
Intrinsic motivation	Strong willed; resists direction
Enjoys abstractions and problem solving; able to conceptualize & synthesize	Resists routine practice; questions teaching procedures
Emphasizes truth, equity, and fair play	Worries about humanitarian concerns
Seeks to organize people and things	Constructs complicated rules; often seen as bossy
Large vocabulary; advanced, broad information	May use words to manipulate; bored with school and age peers
High expectations of self and others	Intolerant, perfectionistic; may become depressed
Creative / inventive; likes new ways of doing things	May be seen as disruptive and out of step
Intense concentration; long attention span and persistence in areas of interest	Neglects duties or people during periods of focus; resists interruption; stubborn
Sensitivity, empathy; desire to be accepted by others	Sensitivity to criticism or peer rejection
High energy and alertness; eagerness	Frustration with inactivity; may be seen as overactive
Independent; prefers individualized work; reliant on self	May be a non-conformist; may reject parent or peer input
Diverse interests and abilities; versatility	May appear disorganized or scattered; frustrated over lack of time
Strong sense of humor	Peers may misunderstand humor; may become "class clown" for attention.
Seeks cause and effect relationships	May experience discomfort with the unclear or illogical (such as traditions or emotions)
*Adapted from Clark (1992) and Seago (1974). Source: ERIC Digest #E527 ERIC Digests are in the public domain and may be freely reproduced and disseminated.	