



Kansas Effective Practices

Instructional Toolkit

Gifted 101 and Beyond
Social/Emotional Characteristics

Possible Problems that May be Associated with Characteristic Strengths of Gifted Students

According to Webb (2004), there are many likely problems associated with the characteristic strengths of gifted students. Some of these typical strengths and possible problems are provided below:

Acquires/retains information quickly	Impatient with others, dislikes basic routine
Inquisitive, searches for significance	Asks embarrassing questions, excessive interests
Intrinsic motivation	Strong-willed, resists direction
Enjoys problem solving; able to conceptualize, abstract, synthesize	Resists routine practice; questions teaching procedures
Seeks cause-effect relations	Dislikes unclear/illogical areas (e.g., traditions or feelings)
Emphasizes truth, equity, and fair play	Worries about humanitarian concerns
Seeks to organize things and people	Constructs complicated rules; often seen as bossy
Large vocabulary and advanced broad Information	May use words to manipulate; bored with school and age-peers
High expectations of self and others	In tolerant, perfectionist, 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; persistence in areas of interest	Neglects duties or people during periods of high focus; resists interruption; stubbornness
Sensitivity, empathy, desire to be accepted by others	Sensitivity to criticism or peer rejection
High energy, alertness, eagerness	Frustration with inactivity; may be seen as hyperactive
Independent, prefers individualized work; reliant on self	May reject parent or peer input; nonconformity
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

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