

Typical Strengths of Gifted Students	Possible Perceptions of Gifted Students
Acquires and retains information quickly.	Impatient with slowness of others; dislikes routine and drill; may resist mastering foundational skills.
Inquisitive attitude, intellectual curiosity; intrinsic motivation; searching for significance.	Asks embarrassing questions; strong-willed; resists direction; 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 being practical; worry over 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-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; perfectionistic.
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; 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 schedules; needs continual stimulation; may be seen as hyperactive.
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.

From James Webb, "Possible Problems That May Be Associated with Characteristic Strengths of Gifted Children" Adapted from Clark (1992) and Seagoe (1974)