

# Thinking and Gifted

Adapted from *Growing Up Gifted* by Barbara Clark, 2000

Gifted Characteristic	Related Needs	Possible Problems
<b>extraordinary quantity of information, unusual retentiveness</b>	* To be exposed to new and challenging information	* Boredom with regular curriculum * Impatience with <i>waiting for the group</i>
<b>Advanced comprehension</b>	* To be given access to challenging curriculum and intellectual peers	* Poor interpersonal relationship with slower peers * Considered <i>smart aleck</i> * Dislike repetition of understood concepts
<b>Unusually varied interests and curiosity</b>	* To be exposed to varied subjects and concerns * To be allowed to pursue individual ideas	* Difficulty conforming to group tasks * Overextending, taking on too many projects at one time
<b>High level of language development</b>	* To encounter uses for increasingly difficult vocabulary and concepts	* Perceived as a <i>showoff</i> by children of the same age
<b>High level of verbal ability</b>	* To share ideas verbally in depth	* Domination of discussions deemed negative by teachers and students * Use of verbalism to avoid difficult thinking tasks
<b>Unusual capacity for processing information</b>	* To be exposed to ideas at many levels and in large variety	* Resentment of being interrupted * Perceived as too serious * Dislike of routine and drill
<b>Accelerated pace of thought processes</b>	* To be exposed to ideas at rates appropriate to individual pace of learning—often accelerated	* Frustration with inactivity and absence of progress and new material
<b>Flexible thought processes</b>	* To be allowed to solve problems in diverse ways	* Perception by others as disruptive and disrespectful to authority and tradition

<b>Gifted Characteristic</b>	<b>Related Needs</b>	<b>Possible Problems</b>
<b>Unusual intensity; persistent, goal-directed behavior</b>	<ul style="list-style-type: none"> <li>* To pursue inquiries beyond allotted time spans</li> <li>* To set and evaluate priorities</li> </ul>	<ul style="list-style-type: none"> <li>* Perception by others as stubborn, willful, uncooperative</li> </ul>
<b>Keen sense of humor</b>	<ul style="list-style-type: none"> <li>* To learn how behaviors affect the feelings and behaviors of others</li> </ul>	<ul style="list-style-type: none"> <li>* Use of humor for critical attacks upon others, resulting in damage to interpersonal relationships</li> </ul>
<b>Comprehensive synthesis</b>	<ul style="list-style-type: none"> <li>* To be allowed a longer incubation time for ideas</li> </ul>	<ul style="list-style-type: none"> <li>* Frustration with demands for deadlines and for completions of each level prior to starting new inquiry</li> </ul>
<b>Early ability to delay closure</b>	<ul style="list-style-type: none"> <li>* To be allowed to pursue ideas and integrate new ideas without forced closure or products demanded</li> </ul>	<ul style="list-style-type: none"> <li>* Sometimes will refuse to pursue an otherwise interesting subject or line of inquiry if specific products are required</li> </ul>
<b>Capacity for seeing unusual and diverse relationships, integration of ideas and disciplines</b>	<ul style="list-style-type: none"> <li>* To mess around with varieties of materials, ideas, or opportunities for multidisciplinary learning</li> </ul>	<ul style="list-style-type: none"> <li>* Considered odd or weird by others</li> <li>* Frustration at being considered <i>off the subject</i> or irrelevant</li> </ul>
<b>Ability to generate original ideas and solutions</b>	<ul style="list-style-type: none"> <li>* To build skills on problem solving and productive thinking</li> </ul>	<ul style="list-style-type: none"> <li>* Rejection or omission of detail</li> <li>* Questions generalizations of others</li> </ul>
<b>An evaluative approach toward self and others</b>	<ul style="list-style-type: none"> <li>* To be exposed to individuals of varying ability and talent</li> <li>* To set realistic, achievable short term goals</li> <li>* To develop skills in evaluation and decision making</li> </ul>	<ul style="list-style-type: none"> <li>* Perceived as elitist, conceited, superior, too critical</li> <li>* May become discouraged from self-criticism</li> <li>* May limit new experiences for fear of failure</li> <li>* Seen as too demanding, compulsive</li> <li>* Intolerant to stupidity</li> </ul>
<b>High expectation of self and others, often leading to high frustration with self and others</b>	<ul style="list-style-type: none"> <li>* To learn to set realistic goals and to accept setbacks as part of the learning process</li> <li>* To hear others share growth in acceptance of self</li> </ul>	<ul style="list-style-type: none"> <li>* Discouragement and frustration for high levels of self-criticism</li> <li>* Difficulty maintaining good interpersonal relations as others fail to maintain high standards imposed by child</li> </ul>