

## BRIGHT OR GIFTED?

Gifted students are not always high-achieving students and likewise, high-achieving students are not always gifted. The table below compares some of the traits of the two types of students (Szabos, 1989).

### HIGH ACHIEVER

Knows the answers

Is interested

Is attentive

Has good ideas

Works hard

Answers the questions

Is in the top group

Listens with interest

Learns with ease

Understands ideas

Has synchronous development

### GIFTED STUDENT

Asks the questions

Is highly curious

Is mentally and physically involved

Has wild silly ideas

Plays around yet tests well

Discusses in detail

Is beyond top group

Has strong feelings and opinions

Already knows

Constructs abstractions

Has asynchronous development

## STRENGTHS & WEAKNESSES OF GIFTED STUDENTS

Gifted students have many strengths. With these strengths can sometimes come weaknesses. The chart below illustrates this concept (Clark, 1992; Seagoe, 1974).

### STRENGTHS

Acquires and retains information quickly

Inquisitive; searches for significance

Intrinsic motivation

Enjoys abstractions and problem solving; able to conceptualize, synthesize

Emphasizes truth, equity, and fair play

Seeks to organize people and things

Large facile vocabulary; advanced, broad information

High expectations of self and others

Creative/inventive; likes new ways of doing things

Intense concentration; long attention span and persistence in areas of interest

Sensitivity, empathy; desire to be accepted by others

High energy, alertness, eagerness

Independent; prefers individualized work; reliant on self

Diverse interests and abilities; versatility

Strong sense of humor

Seeks cause and effect relationships

### WEAKNESSES

Impatient with others; dislikes basic routine

Asks embarrassing questions; excessive in interests

Strong willed; resists direction

Resists routine practice; questions teaching procedures

Worries about humanitarian concerns

Constructs complicated rules; often seen as bossy

May use words to manipulate; bored with school and age peers

Intolerant, perfectionistic; may become depressed

May be seen as disruptive and out of step

Neglects duties or people during periods of focus; resists interruption; stubborn

Sensitivity to criticism or peer rejection

Frustration with inactivity; may be seen as overactive

May reject parent or peer input; nonconformity

May appear disorganized or scattered; frustrated over lack of time

Peers may misunderstand humor; may become "class clown" for attention

Discomfort with the unclear or "illogical" such as traditions or emotions

