

## Underachieving Gifted Students

- Low self-concept; negative evaluation of self; feelings of inferiority demonstrated by distrust, indifference, lack of concern, and/or hostility toward others.
- Socially more immature than achievers; lack self-discipline; procrastinate; refuse tasks deemed unpleasant; highly distractible and impulsive.
- Feelings of rejections; believe no one likes them; feel parents are dissatisfied with them.
- Feelings of helplessness; may externalize conflict and problems; avoid challenges.
- Do not see relationship between efforts and subsequent achievement outcomes; negate personal responsibility for failures.
- Irresponsible, rebellious; feelings of being victimized; poor personal adjustment.
- Few hobbies or strong interests.
- Unpopular with peers; hold lower status in class; few friends.
- Hostile toward adult authority figures; distrust adults generally.
- Resistant to influence from teacher or parent.
- Lower aspirations for future; lack future plans or career goals; resist goals that have been set for them.
- May withdraw in classroom situations and be less persistent or assertive.
- Lack study skills and academic curiosity; have weak motivation for academic tasks.
- Dislike school and teachers; choose companions who also have negative attitudes toward school.
- Often leave schoolwork incomplete; frequently nap during study time; often test-phobic.
- Perform at higher levels on tasks requiring synthesizing than on detailed, computational, or convergent problem-solving tasks requiring precise and analytic information processing.

Sources: Colangelo & Pfleger, 1979; Davis & Rimm, 1994; Hecht, 1975; Janos & Robinson, 1985; Karnes & Pearce, 1981; Laffoon, Jenkins-Friedman & Tollefson, 1989; O'Shea, 1970; Redding, 1990; Rimm, 1986; Whitmore, 1980.