

GIFTED BEHAVIOR CHECKLIST FOR TEACHERS

Please read over the characteristics of gifted students listed below. This checklist attempts to ensure that students from all populations and socioeconomic groups, as well as students with disabilities, and students who are limited-English proficient, are given the opportunity to be considered for gifted services. The Checklist identifies behaviors often found in gifted children and requires the teacher to observe the student and record information about the student. Information from the checklist will be considered when making gifted referrals.

Gifted Behavior Characteristics Checklist

The behaviors listed are appropriate indicators of giftedness for any age student.

Leadership

- a. Is a leader in several kinds of activities. Is often asked ideas and suggestions; is looked to by others when something must be decided.
- b. Takes initiative. Shows independence of action; may be bossy.
- c. Motivates/influences others. Is sought out by other children for play or work group.
- d. Carries responsibilities well.

Creativity

- e. Curious. Asks lots of questions; generates creative ideas for problem solving; has original ideas.
- f. Risk taker. Will risk failure; tries new things willingly; does not fear being different.
- g. Possesses an aptitude for art, music, acting, or writing.
- h. Advanced, keen, subtle sense of humor. Understands, and uses jokes and puns earlier than other children.

Above Average Ability

- i. Advanced reading level. Generally one or two years above grade level. Usually excels in one or more subjects. Has advanced vocabulary and knowledge base when compared with other of his/her age, experience, or environment. May “lose” others students, “turn them off,” or appears to be a “smart Alec.”
- j. Learns rapidly, easily, and with few repetitions. Retains what is learned. May become bored with routine assignments or impatient waiting for the group.
- k. Ability to think on higher levels or more in-depth than others. Classroom performance/grades may contradict this (i.e. underachiever)
- l. Transfers concepts and learning to a new situation. Ability to make inferences and see connections between seemingly unconnected ideas and activities.

Motivation/Task Commitment

- m. Shows persistence and commitment to getting task completed. Has a long attention span for activities of interest.
- n. Understands topic in depth. Asks unusual questions for age; asks questions that reflect thinking (why? What if?) Or about abstract ideas.
- o. Chooses difficult tasks. Will select more challenging topics/materials/issues.
- p. Becomes very enthusiastic about learning. Does not want to quit; can tune others out. May appear to have boundless energy (sometimes labeled hyperactive).