**Gifted Characteristics Inventory**

The following inventory is intended to raise your awareness of the possible behaviors related to gifted characteristics. Circle those statements that seem to describe your child or student more than half of the time or that you see demonstrated intensely in a given context. **My child/student frequently…**

1. Has an understanding of complex ideas and concepts.

2. Expresses familiar ideas in unusual ways; shows great originality.

3. Has only a few close friends.

4. Shows many talents.

5. Enjoys projects because of the choices.

6. Worries so much about doing something imperfectly they become immobilized and fail to do anything at all.

7. Demonstrates extreme emotions, both positive and negative.

8. Is in motion, possibly fidgeting or pacing.

9. Blurs the boundaries between fact and fiction.

10. Needs to understand why and how things are.

11. Complains about tags in clothes or seams in socks.

12. Is not a self-starter; does not display appropriate sense of urgency; misses deadlines.

13. Has an awareness of relationships, uses metaphors or analogies in making mental connections.

14. Turns simple projects into complex; adds details and embellishes.

15. Stands back and watches a game or activity before joining in.

16. Has many interests.

17. Likes to learn by themselves.

18. Tends to take constructive criticism defensively.

19. Has deeply committed relationships and strong emotional attachments to places and things.

20. Has seemingly boundless energy.

21. Daydreams.

22. Searches for and insists on the Truth.

23. Notices subtleties such as small changes in the environment or in people—sees when they are upset or uncomfortable.

24. Procrastinates.

25. Shows confidence in answers willing to support/defend an idea or opinion that is different.

26. Demonstrates an advanced sense of humor.

27. Does more listening than talking.

28. Has difficulty in making activity choices.

29. Good at setting goals.

30. Is afraid to fail because they place so much stock in results and become so disappointed by anything less, failure becomes a very scary prospect.

31. Is deeply compassionate—even for individuals he/she does not know.

32. Is driven to do more and better at tasks of interest, possibly exceeding expectations and requirements.

33. Imagines or visualizes in rich and vivid detail.

34. Analyzes situations, information and people.

35. May be overwhelmed by loud noise, bright lights and strong odors and prefers to work quietly.

36. Seldom accepts responsibility for personal failure; tends to blame circumstances or other people.

37. Approaches problems from different perspectives than what is typical for age group.

38. Asks complex questions not typical of age group.

39. Is mortified when making a mistake in public.

40. Is sometimes afraid to take a risk on an area of perceived interest or possible talent.

41. Is a self-encourager.

42. Has goals that aren’t always reasonable; sets their initial goals out of reach.

43. Is perceived as being melodramatic.

44. Talks at a rapid pace and quite a lot.

45. Uses imagery and metaphor in writing and speech.

46. Requires logic and fairness.

47. Doesn’t do well with big changes.

48. Appears easily distracted when needing to do work; displays selective attention and memory

49. Is interested in challenging situations, tackling difficult problems and issues others may find frustrating.

50. Offers unique solutions to problems or questions.

51. Enjoys solitary activities such as reading or working in a small group.

52. Feels locked in to one area of expertise.

53. Reads to learn things.

54. Tends to spot tiny mistakes and imperfections in their work and in themselves, as well as in others and their work.

55. Seems to actually feel what other people are feeling.

56. Takes risks and can be impulsive.

57. Demonstrates a rich imagination.

58. Is a voracious reader and consumer of information.

59. Asks thought-provoking questions which have a lot of depth.

60. Does well on achievement or intelligence tests, but performance falls far short of abilities.

Did you circle three or more of the questions in any of the following categories? If so, you can get more information on the characteristic along with related strategies and resources from the Gifted Characteristics Management Chart.

**Analytical Thinker**

Total circled for questions 1, 13, 25, 37, 49 = \_\_\_\_

**Creative Thinker/Producer**

Total circled for questions 2, 14, 26, 38, 50 = \_\_\_\_

**Introversion**

Total circled for questions 3, 15, 27, 39, 51 = \_\_\_\_

**Multi-potentiality**

Total circled for questions 4, 16, 28, 40, 52 = \_\_\_\_

**Self Directed Learner**

Total circled for questions 5, 17, 29, 41, 53 = \_\_\_\_

**Perfectionism**

Total circled” for questions 6, 18, 30, 42, 54 = \_\_\_\_

**Emotional Intensity**

Total circled for questions 7, 19, 31, 43, 55 = \_\_\_\_

**Psychomotor Intensity**

Total circled for questions 8, 20, 32, 44, 56 = \_\_\_\_

**Imaginational Intensity**

Total circled for questions 9, 21, 53, 45, 57 = \_\_\_\_

**Intellectual Intensity**

Total circled for questions 10, 22, 34, 46, 58 = \_\_\_\_

**Sensual Intensity**

Total circled for questions 11, 23, 35, 47, 59 = \_\_\_\_

**Underachievement**

Total circled for questions 12, 24, 36, 48, 60 = \_\_\_\_