

Directions: For each characteristic demonstrated please give specific examples in the space provided. Please indicate where this trait is demonstrated. Please remember each child is an individual and may not need every trait filled out. Leaving out a trait will not compromise identification.

Trait, Aptitude, or Behavior	General Description	How it May Look (Positive)	How it May Look (Negative)
<p>Motivation Evidence of desire to learn.</p>	<p>Internal drive or encouragement that initiates, directs, or sustains individual or group behavior in order to satisfy a need or attain a goal.</p>	<ul style="list-style-type: none"> • Internal drive • Enthusiastic Learner • Self-starter • Demonstrates persistence • Requires little direction • Independent • Aspiration to be somebody • Aspiration to do something <p>(May be culturally influenced)</p>	<ul style="list-style-type: none"> • Questions authority • Does not follow typical or teacher -directed path • May prefer to do things on their own /own way <p>(May be culturally influenced)</p>
<p>Interests Intense or sometimes unusual interests</p>	<p>Activities, avocations, objects, etc. that have special worth or significance and are given special attention.</p>	<ul style="list-style-type: none"> • Intense interest that may be unusual for age • Often seeks and obtains information from a variety of media • Self-starter • Pursues an activity unceasingly beyond the group <p>(May be culturally influenced)</p>	<ul style="list-style-type: none"> • May overextend self • May be preoccupied with own choices • May seem obsessed with a passion or project <p>(May be culturally influenced)</p>
<p>Communication Skills Highly expressive with words, numbers, or symbols</p>	<p>Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, and numbers).</p>	<ul style="list-style-type: none"> • Transmission and reception of signals or meanings thru a system of symbols (codes, gestures, language, and numbers) • Unusual ability to communicate (verbally, nonverbally, physically, artistically, symbolically) • Uses particularly apt examples, illustrations, or elaborations. <p>(May be culturally influenced)</p>	<ul style="list-style-type: none"> • May dominate discussions in a variety of settings • May appear to not listen to others <p>(May be culturally influenced)</p>
<p>Problem-Solving Ability Effective, often inventive, strategies for recognizing and solving problems</p>	<p>Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion of a performance task.</p>	<ul style="list-style-type: none"> • Creates new designs and solutions, an inventor, a tinkerer • Has strategies for recognizing and solving problems • Sees cause and effect relationships and asks why <p>(May be culturally influenced)</p>	<ul style="list-style-type: none"> • Does not necessarily do well on tasks with limited choices/answers • Can be argumentative • Can get frustrated when things don't work • May reject usual methods or routine tasks <p>(May be culturally influenced)</p>
<p>Memory Large storehouse of information on school or non-school topics</p>	<p>Exceptional ability to retain and retrieve information.</p>	<ul style="list-style-type: none"> • Large storehouse of information on a variety of topics • Exceptional ability to retain and retrieve information <p>(May be culturally influenced)</p>	<ul style="list-style-type: none"> • May correct others • May not show work but only answers • May challenge authority to become deeper and more complex with respect to subject • Large storehouse of information may seem trivial or unconnected <p>(May be culturally influenced)</p>

<p>Inquiry/Curiosity Questions, experiments, explores</p>	<p>Method or process of seeking knowledge, understanding, or information.</p>	<ul style="list-style-type: none"> • Willing and eager to learn new material • Asks provocative questions • Adventurous spirit • Willing to take risks • Extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations <p>(May be culturally influenced)</p>	<ul style="list-style-type: none"> • May persistent in asking questions • May not be satisfied with simple explanations • May refuse to follow rules or do things unless there is connection and purpose <p>(May be culturally influenced)</p>
<p>Insight Quickly grasps new concepts; sees connections; senses deeper meanings</p>	<p>Sudden discovery of correct solution following attempts based primarily on trial and error; putting disparate elements together in unexpected ways.</p>	<ul style="list-style-type: none"> • Grasps concepts and complex problems easily • Recognizes unusual and diverse relationships • Reasons well • Senses deeper meaning • Recognizes (unusual) relationships and sees connections • Appears to be a good guesser • Integrates ideas and disciplines <p>(May be culturally influenced)</p>	<ul style="list-style-type: none"> • May point out discrepancies or mistakes of others • May resist routine learning • Resists drill and practice • Argues (too) well <p>(May be culturally influenced)</p>
<p>Reasoning Logical approaches to figuring out solutions</p>	<p>Highly conscious, directed, controlled, active, intentional forward-looking, and goal-oriented thought.</p>	<ul style="list-style-type: none"> • Logical approaches to figuring out solutions • Highly conscious • Intentional forward-looking • Goal-oriented thought • Makes mental connections and transfers learning to other subjects or real life situations • Ability to make generalizations • Ability to use metaphors and analogies 	<ul style="list-style-type: none"> • Questions routine approaches to learning • Can be overly critical • May require direct instruction to learn to apply reasoning abilities
<p>Humor Conveys and picks up on humor well</p>	<p>Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words or gestures.</p>	<ul style="list-style-type: none"> • Intellectually playful • Derives pleasures from many aspects of learning • Ability to synthesize key ideas in complex situations in a humorous way • Exceptional sense of timing in words or gestures • Conveys and picks up on humor well • Capacity for seeing the “unusual” • Heightened sensory awareness • large accumulation of information about emotions <p>(May be culturally influenced)</p>	<ul style="list-style-type: none"> • Humor may be gentle or hostile • May distract or annoy others with jokes or puns • Humor not understood by peers • Humor may be bizarre • Tendency to see humor in situations that may not appear humorous • May be unaware of how others interpret their humor <p>(May be culturally influenced)</p>
<p>Imagination/Creativity Produces many ideas; highly original</p>	<p>Process of forming mental images of objects; qualities, situations, or relationships which aren’t immediately apparent to the senses; problem solving through nontraditional patterns of thinking.</p>	<ul style="list-style-type: none"> • May produce many ideas • May produce highly original ideas • Shows exceptional ingenuity for using everyday materials • Active imagination • Enjoys doing things in new ways • Likes to pretend • Fluent <p>(May be culturally influenced)</p>	<ul style="list-style-type: none"> • May have wild, seemingly silly ideas • Develops and tells elaborate stories • Is seen as deviant or non-conformist • Has trouble distinguishing fact from fiction • Does not follow or wait for directions • May follow “own” rules <p>(May be culturally influenced)</p>

<p>Intensity (“Over excitabilities”) Strength of reactions, responses, behaviors (The term “Over excitabilities” comes from Polish psychologist Dabrowski.)</p>	<p>Very strong or extreme responses to stimuli in five areas: emotional, intellectual, sensory, psychomotor, and imagination.</p>	<ul style="list-style-type: none"> • Intensities (over excitabilities) • Powerful emotions • Seeks intellectual stimulation • Constant or repetitive movement or gesturing <p>(May be culturally influenced)</p>	<ul style="list-style-type: none"> • Strength of reactions • Responses and behaviors to anxiety, stress, or intense engagement • Can be emotional, intellectual, sensory, psychomotor and imagination • Link to Dabrowski’s Over-excitabilities • Sensory experiences evoke strong responses • Constant or repetitive movement or gesturing • Intense fantasy life • May need creative outlets for intensity <p>(May be culturally influenced)</p>
<p>Sensitivity Strong reactions to emotional stimuli</p>	<p>Events and situations in the affective and social domains elicit a stronger response than usual.</p>	<ul style="list-style-type: none"> • Strong sense of compassion • Keen sense of justice • Empathy • Aesthetic presentation <p>(May be culturally influenced)</p>	<ul style="list-style-type: none"> • May be overly sensitive to peers • Rigid about social issues • Overly self-critical • Existential worrying • Often overly self-critical <p>(May be culturally influenced)</p>
<p>Visual / Spatial Visual-Spatial intelligence refers to ability to represent the outer world internally in your mind.</p>	<p>The ability to hold the world visually in your mind. The ability to know where you are in space. You find it easy to visualize things as though you were an observer taking up different positions. Students who are Visual-Spatial acquire, process, synthesize, and communicate information and concepts through the use of images.</p>	<ul style="list-style-type: none"> • Empathetic • Sees big picture • Extraordinarily imaginative • See in multiple dimensions • Oral expression may be easier than written expression • Reaches correct conclusions suddenly or without visible steps • Recognizes and sees patterns • Solves problems in unusual ways • Thinks outside the box • Recalls information in unusual ways • Sees unusual relationships <p>(May be culturally influenced)</p>	<ul style="list-style-type: none"> • Uncomfortable speaking in front of others • May struggle with timed tasks; poor sense of time • Resists demonstrating steps or may be unable to show steps • Poor handwriting • Appears disorganized • Appears disengaged • May have difficulty with details • Presents as underachievement <p>(May be culturally influenced)</p>

<p>Perfectionist Tendencies Ability to perform perfectly is tied to self esteem</p>	<p>The belief that perfection can and should be attained; if not, the person is not worthy or not felt valued (can be adaptive or maladaptive).</p>	<ul style="list-style-type: none"> • Attention to detail and/ or routines • Incredible focus • Mastery • May be very time-conscious • Goal-oriented • May be organized • Follows rules • Intrinsically motivated • Pleasure from achievement <p>(May be culturally influenced)</p>	<ul style="list-style-type: none"> • Feels goals are unachievable without perfect performance • May refuse or avoid doing tasks • Constantly seeks approval • Difficulty disengaging from tasks because it is never quite right • Test anxiety • Frustration • Lack of persistence with difficult tasks • Unrealistic expectations • Self-esteem issues • Low tolerance for different viewpoints and expectations • Fear of risk taking • Inflexibility • Over commits • Lack of ability to say no <p>(May be culturally influenced)</p>
<p>Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills and a sense of responsibility)</p>	<p>Has vision, inspires others, and empowers others to achieve common goals. Exerts social influence. Uses persuasion to achieve, exercises power to achieve goals of the leader, uses force to achieve. Types: task-oriented, active, relationship-oriented, reflective, culturally influenced.</p>	<ul style="list-style-type: none"> • May be leader in a field or area • Excels at establishing well-defined patterns of organization, channels of communication, and ways of getting takes accomplished • Can find balance • Maintains personal relationships between members of the group • Considers impact from others • Takes risks • Has vision • Delegates • Believes in others • Problem solves • One or more characteristic can be exhibited in a variety of settings <p>(May be culturally influenced)</p>	<ul style="list-style-type: none"> • Bossy • Further negative ideas • Controlling • Inflexible • Intolerant • May lead others in a negative direction (ring leader) • One or more characteristic can be exhibited in a variety of settings <p>(May be culturally influenced)</p>