

Please Note: This is NOT a validated instrument

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The Institute for the Study of Advanced Development

Checklist for Recognizing Twice Exceptional Children

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Child's Name: _____ Gender: M ___ F ___

Birth Date: _____ Parent _____ Teacher _____ Counselor _____

Your Name: _____ Date: _____

INSTRUCTIONS

The purpose of this checklist is to assist you in recognizing some common characteristics of gifted children with learning disabilities. This is **not** a diagnostic tool. This checklist has **not** been validated and there are no norms. If a child fits many of the characteristics, it would be wise to refer the child for assessment.

Please answer each item as well as you can. Mark "Sometimes" if you have **ever** observed this behavior.

Item	General Characteristics of the Twice Exceptional Learner	Sometimes/Often	Not Observed
1	Appears smarter than grades or test scores suggest		
2	Has a sophisticated speaking vocabulary but poorer written expression		
3	Participates well in class discussions but does not follow through with implementation		
4	Has uneven academic skills, inconsistent grades and test scores		
5	Does well when given sufficient time, but performs poorly on timed tests and takes much longer to complete assignments and homework than other students		
6	Studies very hard before tests, gets good grades on tests but soon forgets most of the learned information. Needs to restudy it for later tests.		
7	Has excellent problem-solving skills, but suffers from low self-esteem		
8	Excels in one area or subject, but may appear average in others		
9	Performs well with challenging work, but struggles with easy material		
10	Is better with reading comprehension than with phonetic decoding of words		
11	Is better at math reasoning than computation		
12	Has wonderful ideas, but has difficulty organizing tasks and activities		
13	Has facility with computers, but illegible or slow handwriting		
14	Has a great (sometimes bizarre) sense of humor and may use it to distract the class		
15	Thrives on complexity but has difficulty with rote memorization		
16	Understands concepts easily and gets frustrated with the performance requirements		
17	Fatigues easily due to the energy required to compensate		
	Comments:		

Item	Visual Processing Weaknesses	Sometimes/Often	Not Observed
18	Struggles with reading		
19	Mixes up plus and minus signs		
20	Has difficulty lining up numbers in calculations		
21	Has difficulty copying from the board		
22	Puts face close to the paper when writing or reading		
23	Skips lines and loses place in reading		
24	Poor spacing when writing		
25	Tires easily when reading or writing		
26	Makes "careless errors" in written work		
	Comments:		

Item	Auditory Processing Weaknesses	Sometimes/Often	Not Observed
27	Does not seem to hear you; may need several repetitions before responding		
28	Mispronounces words or letter sounds		
29	Confuses similar sounding words (e.g., “agent” and “ancient”)		
30	Makes grammatical errors in speech		
31	Misunderstands information		
32	Watches other students to find out what to do		
33	Does not pay attention when being read to or during lectures		
34	Has a weak grasp of phonics, reflected in spelling and pronouncing unfamiliar words		
35	Has a loud voice, especially when there is background noise		
36	Responds better to directions when shown examples of what is expected		
37	Is exhausted after prolonged listening, particularly in the afternoon		
	Comments:		

Item	Sensory Processing Issues	Sometimes/Often	Not Observed
38	Is clumsy and awkward		
39	Has an odd pencil grip		
40	Does not hold paper in place when writing		
41	Has illegible handwriting and tends to avoid writing		
42	Is poor at athletics		
43	Wears very similar soft clothes every day		
44	Gets upset when brushed against accidentally, as in standing in line		
45	Props self up in chair rather than sitting up straight		
46	Becomes easily overstimulated and may throw tantrums		
47	Has low energy and tires easily		
48	Uncomfortable with crowds		
49	Has difficulty with transitions		
50	When younger, had difficulty deciding handedness		
	Comments:		

Item	Attention Deficit/Hyperactivity Disorder Symptoms	Sometimes/Often	Not Observed
51	Has difficulty awaiting turn		
52	Acts impulsively without awareness of consequences		
53	Intrudes on others		
54	Is in motion as if “driven by a motor”		
55	Has difficulty remaining seated		
56	Fidgets with hands or feet or squirms in seat		
57	Easily distracted		
58	Has highly variable performance on different days or during different time periods		
59	Spaces out during assignments and homework, often not completing tasks		
60	Forgetful; may only remember part of an instruction		
61	Concentrates deeply when interested and not at all when not interested		
62	Responds to partial information, thinking understands fully		
63	Complains of boredom, unless work is novel, stimulating, or self-selected		
	Comments:		

Item	Dyslexia or Stealth Dyslexia	Sometimes/Often	Not Observed
64	Reads at a lower level than expected for ability; reading may be average but reasoning is superior		
65	Struggles with phonological processing and the learning of sound-symbol relationships		
66	Shows reversals		
67	Has trouble with right and left		
68	Has difficulty learning to read analog clocks		
69	Sequential and rote memory lack permanence		
70	Spelling and math facts may be forgotten after practice		
71	Spells the same word in several different ways		
72	Written output is more difficult than verbal discussion		
73	Struggles to sequence ideas on paper		
74	Anxious about reading aloud: may leave out words or substitute words with similar meanings or appearance		
	Comments:		

Item	Autistic Spectrum Disorder (includes former “Asperger Syndrome”)	Sometimes/Often	Not Observed
75	Struggles to read social cues: thoughts/feelings of others, nonverbal responses, body language, motivation of others, or others’ response to own behavior		
76	Does not respond appropriately to others’ feelings		
77	Shows rigidity: once a decision has been made, it is very difficult to change it		
78	Is inflexible about tasks. Will only do them one way.		
79	Resists and/or refuses tasks that are not liked, preferred or self-selected.		
80	Shows sensory issues: poor fine/gross motor coordination; difficulty with loud sounds, crowds, close proximity to others, touching/jostling, or transitions		
81	Experiences anxiety, particularly regarding social expectations and conventions		
82	May have flat affect		
83	May have difficulty with unfamiliar inferential language, idioms, etc., tending to be more literal, black and white		
84	Has limited eye contact		
85	Unexpected changes often elicit strong emotional distress		
86	Limited initiation of social interaction, and difficulty responding to overtures by others		
	Comments:		

Item	Anxiety and Depression	Sometimes/Often	Not Observed
87	Is very perfectionistic; needs work done just so and obsesses over unimportant details.		
88	Excessively anxious about tests, presentations, projects, and grades, despite usually doing well and obtaining high grades.		
89	Paralyzed and unable to think clearly with items perceived to be too difficult or heavily timed, until able to relax.		
90	Worries excessively about things great and small (For example: school shootings, bullying, whether people like him/her, getting into trouble, getting things done, dogs, climate change/extinction).		
91	Can’t let go of issues and fall asleep.		
92	Fears going to school or tries to avoid going to school.		
93	Has phobias, such as fear of separation, fear of the dark, fear of burglars breaking in.		
94	Obsesses about things (e.g., germs, contamination, weight) and can’t escape such thoughts.		
95	Feels compelled to do things multiple times (e.g., wash hands) or to count or repeat		

	actions.		
96	Feels hopeless, worthless, or unhappy (e.g., frequently cries).		
97	Lacks or has lost motivation.		
98	Has very poor self-esteem.		
99	Makes statements about wishing to be dead or to have never been born.		
100	Makes threats of self-harm or has harmed self.		
101	Has a negative or gloomy outlook on life: expresses a lot of negative things about self or others (For example: calling self a loser, saying no one will ever like him/her, expressing he/she hates others or self, feels no one is ever nice to him/her).		
	Comments:		

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