Parent/Teacher/Counselor Checklist for Recognizing Twice Exceptional Children
Linda Silverman, Barbara Gilman & Elizabeth Maxwell

Child’s Name: ___________________________ Gender: M___ F___ Birth Date: ___________
Your Name: __________________________________________________ Date: ________________

(check one) Parent: _______ Teacher: _______ Counselor: _________

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.

<table>
<thead>
<tr>
<th>Item</th>
<th>General Characteristics of the Twice Exceptional Learner</th>
<th>Sometimes/Often</th>
<th>Not Observed</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Appears smarter than grades or test scores suggest</td>
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<tr>
<td>2</td>
<td>Has a sophisticated speaking vocabulary but poorer written expression</td>
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<td>3</td>
<td>Participates well in class discussions but does not follow through with implementation</td>
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<td>4</td>
<td>Has uneven academic skills, inconsistent grades and test scores</td>
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<td>5</td>
<td>Does well when given sufficient time, but performs poorly on timed tests and takes much longer to complete assignments and homework than other students</td>
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<tr>
<td>6</td>
<td>Experiences loss of confidence and self-esteem in area(s) of weakness</td>
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<td>7</td>
<td>Excels in one area or subject, but may appear average in others</td>
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<td>8</td>
<td>Performs well with challenging work, but struggles with easy material</td>
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<td>9</td>
<td>Needs unusual parent support in academic learning, social interaction, organization, etc.</td>
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<td>10</td>
<td>Has wonderful ideas, but has difficulty organizing tasks and activities</td>
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<tr>
<td>11</td>
<td>Has facility with computers, but illegible or slow handwriting</td>
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<td>12</td>
<td>Resists demonstrating weaknesses; may deflect attention with humor, etc.</td>
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<td>13</td>
<td>Thrives on complexity but has difficulty with rote memorization</td>
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<tr>
<td>14</td>
<td>Understands concepts easily and gets frustrated with the performance requirements</td>
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<tr>
<td>15</td>
<td>Fatigues easily due to the energy required to compensate</td>
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</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Item</th>
<th>Visual Processing Weaknesses</th>
<th>Sometimes/Often</th>
<th>Not Observed</th>
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</thead>
<tbody>
<tr>
<td>16</td>
<td>Struggles with reading</td>
<td></td>
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<tr>
<td>17</td>
<td>Mixes up plus and minus signs</td>
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<tr>
<td>18</td>
<td>Has difficulty lining up numbers in calculations</td>
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<tr>
<td>Item</td>
<td>Auditory Processing Weaknesses</td>
<td>Sometimes/Often</td>
<td>Not Observed</td>
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<tr>
<td>19</td>
<td>Has difficulty copying from the board</td>
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<tr>
<td>20</td>
<td>Puts face close to the paper when writing or reading</td>
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<tr>
<td>21</td>
<td>Skips lines and loses place in reading</td>
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<tr>
<td>22</td>
<td>Poor spacing when writing</td>
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<tr>
<td>23</td>
<td>Tires easily when reading or writing</td>
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<tr>
<td>24</td>
<td>Makes “careless errors” in written work</td>
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Comments:

<table>
<thead>
<tr>
<th>Item</th>
<th>Sensory Processing Issues</th>
<th>Sometimes/Often</th>
<th>Not Observed</th>
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</thead>
<tbody>
<tr>
<td>25</td>
<td>Does not seem to hear you; may need several repetitions before responding</td>
<td></td>
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<tr>
<td>26</td>
<td>Mispronounces words or letter sounds</td>
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<tr>
<td>27</td>
<td>Confuses similar sounding words (e.g., “agent” and “ancient”)</td>
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<tr>
<td>28</td>
<td>Makes grammatical errors in speech</td>
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<tr>
<td>29</td>
<td>Misunderstands information</td>
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<tr>
<td>30</td>
<td>Watches other students to find out what to do</td>
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<tr>
<td>31</td>
<td>Does not pay attention when being read to or during lectures</td>
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<tr>
<td>32</td>
<td>Weak grasp of phonics affects spelling and pronouncing unfamiliar words</td>
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<tr>
<td>33</td>
<td>Has a loud voice, especially when there is background noise</td>
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<tr>
<td>34</td>
<td>Responds better to directions when shown examples of what is expected</td>
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<tr>
<td>35</td>
<td>Is exhausted after prolonged listening, particularly in the afternoon</td>
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Comments:
<table>
<thead>
<tr>
<th>Item</th>
<th>Attention Deficit/Hyperactivity Disorder Symptoms</th>
<th>Sometimes/Often</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>47</td>
<td>Has difficulty with transitions</td>
<td></td>
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<tr>
<td>48</td>
<td>When younger, had difficulty deciding handedness</td>
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<tr>
<td></td>
<td><strong>Comments:</strong></td>
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<td></td>
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<tr>
<td>49</td>
<td>Has difficulty awaiting turn</td>
<td></td>
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<tr>
<td>50</td>
<td>Acts impulsively without awareness of consequences</td>
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<tr>
<td>51</td>
<td>Intrudes on others</td>
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<td>52</td>
<td>Is in motion as if “driven by a motor”</td>
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<tr>
<td>53</td>
<td>Has difficulty remaining seated</td>
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<tr>
<td>54</td>
<td>Fidgets with hands or feet or squirms in seat</td>
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<tr>
<td>55</td>
<td>Easily distracted</td>
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<tr>
<td>56</td>
<td>Classroom and test performance are variable</td>
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<tr>
<td>57</td>
<td>Spaces out during assignments and homework, often not completing tasks</td>
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<td>58</td>
<td>Forgetful; may only remember part of an instruction</td>
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<td>59</td>
<td>Concentrates deeply when interested and not at all when not interested</td>
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<td>60</td>
<td>Responds to partial information, thinking understands fully</td>
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<td>61</td>
<td>Complains of boredom, unless work is novel, stimulating, or self-selected</td>
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<td></td>
<td><strong>Comments:</strong></td>
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<thead>
<tr>
<th>Item</th>
<th>Dyslexia or Stealth Dyslexia</th>
<th>Sometimes/Often</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>62</td>
<td>Reads at a lower level than expected for ability; reading may be average but</td>
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<tr>
<td></td>
<td>reasoning is superior</td>
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<tr>
<td>63</td>
<td>Struggles to learn sound-symbol relationships</td>
<td></td>
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<tr>
<td>64</td>
<td>Reading comprehension is stronger than phonetic decoding of words</td>
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<td>65</td>
<td>Shows reversals; may confuse right and left</td>
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<tr>
<td>66</td>
<td>Has difficulty learning to read analog clocks</td>
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<td>67</td>
<td>Sequential and rote memory lack permanence</td>
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<td>68</td>
<td>Spelling and math facts may be forgotten after practice</td>
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<td>69</td>
<td>Spells the same word in several different ways</td>
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<td>70</td>
<td>Written output is more difficult than verbal discussion</td>
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<tr>
<td>71</td>
<td>Struggles to sequence ideas on paper</td>
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<td>72</td>
<td>Anxious about reading aloud</td>
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<tr>
<td>Item</td>
<td>Autistic Spectrum Disorder (includes “Asperger Syndrome”)</td>
<td>Sometimes/Often</td>
<td>Not Observed</td>
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<tr>
<td>73</td>
<td>May leave out words or substitute words with similar meanings or appearance</td>
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<td></td>
<td><strong>Comments:</strong></td>
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<tr>
<td>74</td>
<td>Struggles to read social cues: thoughts/feelings of others, nonverbal responses, body language, motivation of others, and others’ response to own behavior</td>
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<td>75</td>
<td>Does not respond appropriately to others’ feelings</td>
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<td>76</td>
<td>Shows rigidity: once a decision has been made, it is very difficult to change it</td>
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<tr>
<td>77</td>
<td>Shows sensory issues (e.g., poor fine/gross motor coordination, difficulty with loud sounds, tactile sensitivity, and transitions)</td>
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<td>78</td>
<td>Experiences anxiety, particularly regarding social expectations and conventions</td>
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<td>79</td>
<td>May have flat affect</td>
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<td>80</td>
<td>May have difficulty with unfamiliar inferential language, idioms, etc., tending to be more literal, black and white</td>
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<td>81</td>
<td>Has limited eye contact</td>
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<td>82</td>
<td>Unexpected changes often elicit strong emotional distress</td>
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<tr>
<td>83</td>
<td>Limited initiation of social interaction; difficulty responding to overtures by others</td>
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<td></td>
<td><strong>Comments:</strong></td>
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