

**Please Note: This is NOT a validated instrument**

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**Parent/Teacher/Counselor Checklist for Recognizing Twice Exceptional Children**

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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.

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	Experiences loss of confidence and self-esteem in area(s) of weakness		
7	Excels in one area or subject, but may appear average in others		
8	Performs well with challenging work, but struggles with easy material		
9	Needs unusual parent support in academic learning, social interaction, organization, etc.		
10	Has wonderful ideas, but has difficulty organizing tasks and activities		
11	Has facility with computers, but illegible or slow handwriting		
12	Resists demonstrating weaknesses; may deflect attention with humor, etc.		
13	Thrives on complexity but has difficulty with rote memorization		
14	Understands concepts easily and gets frustrated with the performance requirements		
15	Fatigues easily due to the energy required to compensate		
	<b>Comments:</b>		

Item	Visual Processing Weaknesses	Sometimes/Often	Not Observed
16	Struggles with reading		
17	Mixes up plus and minus signs		
18	Has difficulty lining up numbers in calculations		

19	Has difficulty copying from the board		
20	Puts face close to the paper when writing or reading		
21	Skips lines and loses place in reading		
22	Poor spacing when writing		
23	Tires easily when reading or writing		
24	Makes “careless errors” in written work		
	<b>Comments:</b>		

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

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

47	Has difficulty with transitions		
48	When younger, had difficulty deciding handedness		
	<b>Comments:</b>		

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

<b>Item</b>	<b>Dyslexia or Stealth Dyslexia</b>	<b>Sometimes/Often</b>	<b>Not Observed</b>
62	Reads at a lower level than expected for ability; reading may be average but reasoning is superior		
63	Struggles to learn sound-symbol relationships		
64	Reading comprehension is stronger than phonetic decoding of words		
65	Shows reversals; may confuse right and left		
66	Has difficulty learning to read analog clocks		
67	Sequential and rote memory lack permanence		
68	Spelling and math facts may be forgotten after practice		
69	Spells the same word in several different ways		
70	Written output is more difficult than verbal discussion		
71	Struggles to sequence ideas on paper		
72	Anxious about reading aloud		

73	May leave out words or substitute words with similar meanings or appearance		
	<b>Comments:</b>		

Item	Autistic Spectrum Disorder (includes “Asperger Syndrome”)	Sometimes/Often	Not Observed
74	Struggles to read social cues: thoughts/feelings of others, nonverbal responses, body language, motivation of others, and others’ response to own behavior		
75	Does not respond appropriately to others’ feelings		
76	Shows rigidity: once a decision has been made, it is very difficult to change it		
77	Shows sensory issues (e.g., poor fine/gross motor coordination, difficulty with loud sounds, tactile sensitivity, and transitions)		
78	Experiences anxiety, particularly regarding social expectations and conventions		
79	May have flat affect		
80	May have difficulty with unfamiliar inferential language, idioms, etc., tending to be more literal, black and white		
81	Has limited eye contact		
82	Unexpected changes often elicit strong emotional distress		
83	Limited initiation of social interaction; difficulty responding to overtures by others		
	<b>Comments:</b>		

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