

**Table 1**  
**Giftedness/Asperger's Disorder Checklist (GADC)© Prereferral Checklist**

Gifted	Asperger's Disorder
<b>Memory and Attention</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Excellent memory for facts and information about a variety of topics</li> <li><input type="checkbox"/> Typically accurate recall for names and faces</li> <li><input type="checkbox"/> Dislikes rote memorization tasks although he/she may do it well</li> <li><input type="checkbox"/> Intense focus on topics of interest</li> <li><input type="checkbox"/> If distracted, is likely to return to a task quickly with or without redirection</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Superb memory for facts and detailed information related to selected topics of special interest</li> <li><input type="checkbox"/> Poor recall for names and faces</li> <li><input type="checkbox"/> Enjoys thinking about and remembering details, facts, and figures</li> <li><input type="checkbox"/> Intense focus on primary topic of interest</li> <li><input type="checkbox"/> If distracted by internal thoughts, redirecting to task at hand may be difficult</li> </ul>
<b>Speech and Language</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Extensive, advanced vocabulary</li> <li><input type="checkbox"/> Communicates understandings of abstract ideas</li> <li><input type="checkbox"/> Rich and interesting verbal style</li> <li><input type="checkbox"/> Engages others in interests</li> <li><input type="checkbox"/> Asks challenging questions</li> <li><input type="checkbox"/> Expressive language/speech pattern of an older child</li> <li><input type="checkbox"/> Elaborates with or without prompts</li> <li><input type="checkbox"/> Understands and engages in sophisticated and/or socially reciprocal humor, irony, and sarcasm</li> <li><input type="checkbox"/> Understands cause/effect or give and take of conversation</li> <li><input type="checkbox"/> Able to communicate distress verbally</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advanced use of words with lack of comprehension for all language used</li> <li><input type="checkbox"/> Thinks and communicates in concrete and literal terms with less abstraction</li> <li><input type="checkbox"/> Uninviting verbal style</li> <li><input type="checkbox"/> Style or content lacks reciprocity and engagement of others in their personal interests</li> <li><input type="checkbox"/> Repeats questions and information</li> <li><input type="checkbox"/> Pedantic and seamless speech</li> <li><input type="checkbox"/> Little or no elaboration with run-on speech</li> <li><input type="checkbox"/> Misunderstands jokes involving social reciprocity</li> <li><input type="checkbox"/> Has difficulty understanding give and take of conversation</li> <li><input type="checkbox"/> Communicates distress with actions rather than words</li> </ul>
<b>Social and Emotional</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to identify and name friends; enjoys high social status in some circles</li> <li><input type="checkbox"/> Aware of social norms</li> <li><input type="checkbox"/> Keenly aware that he/she is different from peers</li> <li><input type="checkbox"/> Spontaneous sharing of enjoyment, activities, interests, or accomplishments</li> <li><input type="checkbox"/> Engages others in conversation</li> <li><input type="checkbox"/> Aware of another's perspective and able to take and understand others' viewpoint</li> <li><input type="checkbox"/> Follows unwritten rules of social interactions</li> <li><input type="checkbox"/> Shows keen social insight and an intuitive nature</li> <li><input type="checkbox"/> Usually demonstrates appropriate emotions</li> <li><input type="checkbox"/> Aware of others' emotions and recognizes others' feelings easily</li> <li><input type="checkbox"/> Able to read social situations and respond to social cues</li> <li><input type="checkbox"/> Shows empathy for others and able to comfort a friend in need</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates significant difficulty and lacks understanding of how to establish and keep friends</li> <li><input type="checkbox"/> Indifferent to social norms of dress and behavior</li> <li><input type="checkbox"/> Limited recognition of differences with peers</li> <li><input type="checkbox"/> Little or no interest in spontaneous sharing of enjoyment, activities, interests, or accomplishments</li> <li><input type="checkbox"/> Shows significant difficulty initiating or engaging others in conversation</li> <li><input type="checkbox"/> Assume others share his/her personal views</li> <li><input type="checkbox"/> Unaware of social conventions or the reasons behind them</li> <li><input type="checkbox"/> Lacks social insight</li> <li><input type="checkbox"/> Demonstrates inappropriate or immature emotions and flat or restricted affect</li> <li><input type="checkbox"/> Limited recognition of others' emotions</li> <li><input type="checkbox"/> Misreads social situations and may not respond (or even know how to respond) to social cues</li> <li><input type="checkbox"/> Does not typically show empathy or concern for someone in need</li> </ul>
<b>Behavioral</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> May passively resist but will often go along with change</li> <li><input type="checkbox"/> Questions rules and structure</li> <li><input type="checkbox"/> Stereotypical behaviors (e.g., hand or finger flapping, twisting, or complex body movements) not present</li> <li><input type="checkbox"/> When problems arise, he/she is typically distressed by them</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively or aggressively resists change; rigid</li> <li><input type="checkbox"/> Adheres strictly to rules and needs structure</li> <li><input type="checkbox"/> Stereotypical behaviors (e.g., hand or finger flapping, twisting, or complex body movements) are present</li> <li><input type="checkbox"/> When problems arise, parents or teachers are distressed by them while student may be unaware of distressing situation unless personally affected</li> </ul>
<b>Motor Skills</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Well-coordinated</li> <li><input type="checkbox"/> Interested in team sports</li> <li><input type="checkbox"/> Demonstrates appropriate development of self-help skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks age-appropriate coordination</li> <li><input type="checkbox"/> Avoids team sports</li> <li><input type="checkbox"/> Delayed acquisition of self-help skills</li> </ul>

Note. From Amend, Beaver-Gavin, Schuler, and Beights (2008).