

## Gifted or ADHD?

| GIFTED?  | Need More Information    | ADD/ADHD?   |
|--|--------------------------|---|
| <input type="checkbox"/> Contact with intellectual peers diminishes inappropriate behavior   | <input type="checkbox"/> | <input type="checkbox"/> Contact with intellectual peers has no positive effect on behavior   |
| <input type="checkbox"/> Appropriate academic placement diminishes inappropriate behavior  | <input type="checkbox"/> | <input type="checkbox"/> Appropriate academic placement has no positive effect on behavior  |
| <input type="checkbox"/> Curricular modifications diminish inappropriate behaviors   | <input type="checkbox"/> | <input type="checkbox"/> Curricular modifications have no effect on behavior  |
| <input type="checkbox"/> The child has logical (to the child) explanations for inappropriate behavior  | <input type="checkbox"/> | <input type="checkbox"/> Child cannot explain inappropriate behavior  |
| <input type="checkbox"/> When active, child enjoys the movement and does not feel out of control   | <input type="checkbox"/> | <input type="checkbox"/> Child feels out of control   |
| <input type="checkbox"/> Learning appropriate social skills had decreased "impulsive" or inappropriate behavior  | <input type="checkbox"/> | <input type="checkbox"/> Learning appropriate social skill has not decreased "impulsive" or inappropriate behavior                  |
| <input type="checkbox"/> Child has logical (to the child) explanations why tasks, activities are not completed   | <input type="checkbox"/> | <input type="checkbox"/> Child is unable to explain why tasks, activities are not completed   |
| <input type="checkbox"/> Child displays fewer inappropriate behaviors when interested in subject matter or project   | <input type="checkbox"/> | <input type="checkbox"/> Child's behaviors not influenced by his/her interest in the activity                                       |
| <input type="checkbox"/> Child displays fewer inappropriate behaviors when subject matter or project seems relevant or meaningful to the child   | <input type="checkbox"/> | <input type="checkbox"/> Child's behaviors do not diminish when subject matter or project seems relevant or meaningful to the child |
| <input type="checkbox"/> Child attributes excessive talking or interruptions or need to share information, need to show that he/she knows the answer, or need to solve a problem immediately | <input type="checkbox"/> | <input type="checkbox"/> Child cannot attribute excessive talking or interruptions to a need to learn or share information          |
| <input type="checkbox"/> Child who seems inattentive can repeat instructions   | <input type="checkbox"/> | <input type="checkbox"/> Child who seems inattentive is unable to repeat instructions   |
| <input type="checkbox"/> Child thrives on working on multiple tasks-- gets more done, enjoys learning more   | <input type="checkbox"/> | <input type="checkbox"/> Child moves from task to task for no apparent reason   |
| <input type="checkbox"/> Inappropriate behaviors are not persistent-- seem to be a function of subject matter  | <input type="checkbox"/> | <input type="checkbox"/> Inappropriate behaviors persist regardless of subject matter   |
| <input type="checkbox"/> Inappropriate behaviors are not persistent-- seem to be a function of teacher or instructional style  | <input type="checkbox"/> | <input type="checkbox"/> Inappropriate behaviors persist regardless of teacher or instructional style                               |
| <input type="checkbox"/> Child acts out to get teacher attention   | <input type="checkbox"/> | <input type="checkbox"/> Child acts out regardless of attention   |

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Permission to reprint this article has been granted to the Davidson Institute for Talent Development by Sharon Lind and California Gifted Association's *The Communicator*.