

Diagnosis Sheet – Giftedness

School Year: _____

Name: _____ Class: _____ Class Teacher: _____

IQ test results available? (Please tick the respective boxes!)	<input type="checkbox"/> yes	<input type="checkbox"/> no
Test: _____	Test Score: _____	Tester: _____

Intellectual Traits	Strength Score		Challenge
	Trait	Challenge	
Fast and complex thinking	0 _____ 10	0 _____ 10	Boredom, underexertion
High logical and analytical capabilities	0 _____ 10	0 _____ 10	Unaccepting of illogical matters
		0 _____ 10	Making things overly complex
		0 _____ 10	Difficulty w/ decision-making
Visual/ spatial style of learning and thinking	0 _____ 10	0 _____ 10	(Seemingly) chaotic
Intense concentration skills, long attention span, stamina	0 _____ 10	0 _____ 10	Non-reactiveness, daydreaming
		0 _____ 10	Fixation (being absorbed)
Looking for patterns	0 _____ 10	0 _____ 10	Compulsiveness
		0 _____ 10	Need to be right
Divergent thinking/ creativity	0 _____ 10	0 _____ 10	Being misunderstood
		0 _____ 10	Rejection
Very good memory	0 _____ 10	0 _____ 10	Impatience
		0 _____ 10	Routine and practice
Little need for practice	0 _____ 10	0 _____ 10	Acquiring learning-processes
		0 _____ 10	Basic abilities, learning strategies
Linguistic abilities	0 _____ 10	0 _____ 10	Tendency to be a “know-it-all”
		0 _____ 10	Dominance
Critical thinking	0 _____ 10	0 _____ 10	Asking many questions
		0 _____ 10	Hyper-critical perspective
Thirst for knowledge, shows a lot of interest	0 _____ 10	0 _____ 10	Exaggerated expectations of self
		0 _____ 10	Exaggerated expectations of others
Intrinsic, intellectual motivation	0 _____ 10	0 _____ 10	Perfectionism
Long-term underexertion	0 _____ 10	0 _____ 10	No learning strategies, procrastination
		0 _____ 10	No frustration tolerance
		0 _____ 10	Stamina, self-motivation
		0 _____ 10	ADHD-like symptoms

Psychological and physical traits	Strength Score		Challenge
	Trait	Challenge	
Openness, independence	0 _____ 10	0 _____ 10	Lacking conformity
Need for input	0 _____ 10	0 _____ 10	Stimulus dosage
High energy level	0 _____ 10	0 _____ 10	Is "too much" for the environment
High sensitivity and sensibility Affected senses: ◦ ◦ ◦	0 _____ 10	0 _____ 10	Stimulus dosage and filtering
		0 _____ 10	Social challenges
Intense emotionality	0 _____ 10	0 _____ 10	Regulating emotions
		0 _____ 10	Social challenges
Strong sense of justice	0 _____ 10	0 _____ 10	Pragmatism
Feeling of being different	0 _____ 10	0 _____ 10	Loneliness
Fixed Mindset	0 _____ 10	0 _____ 10	Approaching challenges
		0 _____ 10	Impostor syndrome
Ambivalence Dilemma	0 _____ 10	0 _____ 10	Balancing/ integrating needs
Narcissism	0 _____ 10	0 _____ 10	Need for mirroring
		0 _____ 10	Appropriate appreciation/ depreciation
Self-worth	0 _____ 10	0 _____ 10	Self-efficacy
		0 _____ 10	Ability awareness
		0 _____ 10	Group dynamics

In case there are several indications for the following characteristics, please consult a specialist:

Original ADHD	0 _____ 10	0 _____ 10	Lacking structure, concentration, inner peace vs. impulsiveness
Symptoms on the Autism Spectrum Scale	0 _____ 10	0 _____ 10	Not recognizing emotions, stimulus processing, compulsiveness, prioritizing logic...
Other Challenges:	<input type="checkbox"/> dyslexia <input type="checkbox"/> Dyscalculia <input type="checkbox"/> Foreign mother tongue		

Other abnormalities / limitations:
Special interests/ resources:

Support Plan – Giftedness

School Year:

Name: _____

Class: _____ Class Teacher: _____

Support Meeting no. _____

on _____

Support Plan			
Area(s)	Goal(s)	Measure(s)	Achievement on . . 20
			<hr/> 0% 50% 100%
			<hr/> 0% 50% 100%
			<hr/> 0% 50% 100%

Follow-up Meeting on: _____

Teacher Signature

Parent / Legal Guardian Signature

Student Signature