

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

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

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