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

<table>
<thead>
<tr>
<th>Gifted</th>
<th>Asperger’s Disorder</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Memory and Attention</strong></td>
<td><strong>Memory and Attention</strong></td>
</tr>
<tr>
<td>Excellent memory for facts and information about a variety of topics</td>
<td>Superb memory for facts and detailed information related to selected topics of special interest</td>
</tr>
<tr>
<td>Typically accurate recall for names and faces</td>
<td>Poor recall for names and faces</td>
</tr>
<tr>
<td>Dislikes rote memorization tasks although he/she may do it well</td>
<td>Enjoy thinking about and remembering details, facts, and figures</td>
</tr>
<tr>
<td>Intense focus on topics of interest</td>
<td>Intense focus on primary topic of interest</td>
</tr>
<tr>
<td>If distracted, is likely to return to a task quickly with or without redirection</td>
<td>If distracted by internal thoughts, redirecting to task at hand may be difficult</td>
</tr>
<tr>
<td><strong>Speech and Language</strong></td>
<td><strong>Speech and Language</strong></td>
</tr>
<tr>
<td>Extensive, advanced vocabulary</td>
<td>Advanced use of words with lack of comprehension for all language used</td>
</tr>
<tr>
<td>Communicates understandings of abstract ideas</td>
<td>Thinks and communicates in concrete and literal terms with less abstraction</td>
</tr>
<tr>
<td>Rich and interesting verbal style</td>
<td>Uninviting verbal style</td>
</tr>
<tr>
<td>Engages others in interests</td>
<td>Style or content lacks reciprocity and engagement of others in their personal interests</td>
</tr>
<tr>
<td>Asks challenging questions</td>
<td>Repeats questions and information</td>
</tr>
<tr>
<td>Expressive language/speech pattern of an older child</td>
<td>Pedantic and seamless speech</td>
</tr>
<tr>
<td>Elaborates with or without prompts</td>
<td>Little or no elaboration with run-on speech</td>
</tr>
<tr>
<td>Understands and engages in sophisticated and/or socially reciprocal humor, irony, and sarcasm</td>
<td>Misunderstands jokes involving social reciprocity</td>
</tr>
<tr>
<td>Understands cause/effect or give and take of conversation</td>
<td>Has difficulty understanding give and take of conversation</td>
</tr>
<tr>
<td>Able to communicate distress verbally</td>
<td>Communicates distress with actions rather than words</td>
</tr>
<tr>
<td><strong>Social and Emotional</strong></td>
<td><strong>Social and Emotional</strong></td>
</tr>
<tr>
<td>Able to identify and name friends; enjoys high social status in some circles</td>
<td>Demonstrates significant difficulty and lacks understanding of how to establish and keep friends</td>
</tr>
<tr>
<td>Aware of social norms</td>
<td>Indifferent to social norms of dress and behavior</td>
</tr>
<tr>
<td>Keenly aware that he/she is different from peers</td>
<td>Limited recognition of differences with peers</td>
</tr>
<tr>
<td>Spontaneous sharing of enjoyment, activities, interests, or accomplishments</td>
<td>Little or no interest in spontaneous sharing of enjoyment, activities, interests, or accomplishments</td>
</tr>
<tr>
<td>Engages others in conversation</td>
<td>Shows significant difficulty initiating or engaging others in conversation</td>
</tr>
<tr>
<td>Aware of another’s perspective and able to take and understand others’ viewpoint</td>
<td>Assume others share his/her personal views</td>
</tr>
<tr>
<td>Follows unwritten rules of social interactions</td>
<td>Unaware of social conventions or the reasons behind them</td>
</tr>
<tr>
<td>Shows keen social insight and an intuitive nature</td>
<td>Lacks social insight</td>
</tr>
<tr>
<td>Usually demonstrates appropriate emotions</td>
<td>Demonstrates inappropriate or immature emotions and flat or restricted affect</td>
</tr>
<tr>
<td>Aware of others’ emotions and recognizes others’ feelings easily</td>
<td>Limited recognition of others’ emotions</td>
</tr>
<tr>
<td>Able to read social situations and respond to social cues</td>
<td>Misreads social situations and may not respond (or even know how to respond) to social cues</td>
</tr>
<tr>
<td>Shows empathy for others and able to comfort a friend in need</td>
<td>Does not typically show empathy or concern for someone in need</td>
</tr>
<tr>
<td><strong>Behavioral</strong></td>
<td><strong>Behavioral</strong></td>
</tr>
<tr>
<td>May passively resist but will often go along with change</td>
<td>Actively or aggressively resists change; rigid</td>
</tr>
<tr>
<td>Questions rules and structure</td>
<td>Adheres strictly to rules and needs structure</td>
</tr>
<tr>
<td>Stereotypical behaviors (e.g., hand or finger flapping, twisting, or complex body movements) not present</td>
<td>Stereotypical behaviors (e.g., hand or finger flapping, twisting, or complex body movements) are present</td>
</tr>
<tr>
<td>When problems arise, he/she is typically distressed by them</td>
<td>When problems arise, parents or teachers are distressed by them while student may be unaware of distressing situation unless personally affected</td>
</tr>
<tr>
<td><strong>Motor Skills</strong></td>
<td><strong>Motor Skills</strong></td>
</tr>
<tr>
<td>Well-coordinated</td>
<td>Lacks age-appropriate coordination</td>
</tr>
<tr>
<td>Interested in team sports</td>
<td>Avoids team sports</td>
</tr>
<tr>
<td>Demonstrates appropriate development of self-help skills</td>
<td>Delayed acquisition of self-help skills</td>
</tr>
</tbody>
</table>

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