

Skills Considered Critical for Success in the Regular Classroom (Kauffman, 1993)	Negative Characteristics of Creative Individuals (Davis, 1992)	Potentially Negative Manifestations of Giftedness (Renzulli & Reis, 1985)	Diagnostic Criteria for Attention-Deficit/Hyperactivity Disorder (DSM-IV, 1994)	Possible Signs or Characteristics of Behavioral Disorders and Emotional Disturbance (Smith & Lukasson, 1992)	Federal Definition: Seriously Emotionally Disturbed (EHA, Section 121a.5) (Nelson, Rutherford, Center, & Walker, 1991)
COMPLIANCE	NONCOMPLIANCE				
<p>Follows established classroom rules</p> <p>Listens to teacher instructions</p> <p>Complies with teacher commands</p> <p>Does in-class assignments as directed</p> <p>Observes rules governing movement around the room</p> <p>Responds to requests and directions promptly</p>	<p>Tends to question laws, rules, authority in general</p> <p>Stubborn, uncooperative, resists domination</p> <p>Argues that the rest of the parade is out of step</p>	<p>Is nonconforming</p> <p>Is individualistic</p> <p>Is unwilling to accept authoritarian pronouncements</p> <p>Asks many provocative questions</p>	<p>Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace</p> <p>Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)</p> <p>Often talks excessively</p> <p>Often blurts out answers before questions have been completed</p>	<p>Problems with relationships with teachers</p>	<p>An inability to build or maintain satisfactory interpersonal relationships with teachers</p>
APPROPRIATE BEHAVIOR	INAPPROPRIATE BEHAVIOR				
<p>Avoids breaking classroom rule(s) even when encouraged by a peer</p> <p>Makes her/his assistance needs known in an appropriate manner</p> <p>Copes with failure in an appropriate manner</p> <p>Can accept not getting his/her own way</p> <p>Expresses anger appropriately</p> <p>Behaves appropriately in nonclassroom settings</p>	<p>Capricious</p> <p>Overactive physically or mentally</p> <p>Demanding, assertive, autocratic</p>	<p>Is uninhibited in expressions of opinion</p> <p>Is sometimes radical and spirited in disagreement</p> <p>Is tenacious</p> <p>Is a high risk taker</p> <p>Often is self-assertive (sometimes even aggressive)</p>	<p>Often fidgets with hands or feet or squirms in seat</p> <p>Often leaves seat in classroom or in other situations in which remaining seated is expected</p> <p>Often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)</p> <p>Is often "on the go" or often acts as if "driven by a motor"</p>	<p>Hyperactive behavior, exhibited by excessive movement</p> <p>Aggression toward self or others</p> <p>Impulsivity</p>	<p>Inappropriate types of behavior or feelings under normal circumstances</p> <p>Tendency to develop physical symptoms or fears associated with personal or school problems</p>

Comparison of characteristics among creative, gifted, EBD, and ADHD.

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LEARNING READINESS OR PREPAREDNESS	LACK OF READINESS OR PREPAREDNESS FOR LEARNING				
<p>Can follow teacher-written instructions and directions</p> <p>Produces work of acceptable quality given his/her skill level</p> <p>Has good work habits (e.g., makes efficient use of class time, is organized, stays on task)</p> <p>Uses academic tools correctly</p> <p>Uses classroom equipment and materials correctly</p> <p>Attends consistently to assigned tasks</p> <p>Improves academic or social behavior in response to teacher feedback</p> <p>Questions rules, directions, or instructions that are not clear to her/him</p> <p>Has independent study skills</p>	<p>Sloppiness and disorganization with unimportant matters</p> <p>Forgetful, absentminded, mind wanders, watches windows</p> <p>Low interest in details</p> <p>May not participate in class activities</p>	<p>Is easily bored with routine tasks</p> <p>Prefers to work independently</p>	<p>Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities</p> <p>Often has difficulty sustaining attention in tasks or play</p> <p>Often does not seem to listen when spoken to directly</p> <p>Often has difficulty organizing tasks and activities</p> <p>Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)</p> <p>Is often easily distracted by extraneous stimuli</p> <p>Is often forgetful in daily activities</p>	<p>Distractibility or inability to pay attention for a length of time comparable to peers</p>	<p>An inability to learn which cannot be explained by intellectual, sensory, or health factors</p>

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INTERPERSONAL RELATIONSHIPS OR SOCIAL SKILLS	INTERPERSONAL RELATIONSHIPS OR SOCIAL SKILLS DIFFICULTIES				
<p>Listens while other students are speaking Respects property and the rights of others Is honest with others</p> <p>SOURCE: Kauffman, J. M. (1993). <i>Characteristics of emotional and behavioral disorders of children and youth</i> (5th ed.). New York: Macmillan Publishing, Merrill.</p>	<p>Self-centered, intolerant, tactless Indifference to common conventions and courtesies Temperamental, moody Emotional, withdrawn, aloof, uncommunicative Argumentative, cynical, sarcastic, rebellious Will not join scouts</p> <p>SOURCE: Davis, G. A. (1992). <i>Creativity is forever</i>. Dubuque, IA: Kendall/Hunt Publishing.</p>	<p>Tends to dominate others when they are around Stubborn in beliefs</p> <p>SOURCE: Renzulli, J. S., & Reis, S. M. (1985). <i>The schoolwide enrichment model: A Comprehensive plan for educational Excellence</i>. Mansfield Center, CT: Creative Learning Press.</p>	<p>Often has difficulty playing or engaging in leisure activities quietly Often has difficulty awaiting turn Often interrupts or intrudes on others (e.g., butts into conversations or games)</p> <p>SOURCE: American Psychiatric Association. (1994). <i>Diagnostic and statistical manual of mental disorders</i> (4th ed.). Washington, DC: Author.</p>	<p>Few or no friends Problems with family relations Immature social skills Feelings of depression and unhappiness Withdrawal into self Anxiety or fearfulness Ideas of suicide expressed</p> <p>SOURCE: Smith, D. D., & Luckasson, R. (1992). <i>Introduction to special education</i>. Boston: Allyn & Bacon.</p>	<p>An inability to build or maintain satisfactory interpersonal relationships with peers A general, pervasive mood of unhappiness or depression</p> <p>SOURCE: Nelson, C. M., Rutherford, R. B., Center, D. B., & Walker, H. M. (1991). Do public schools have an obligation to serve troubled children and youth? <i>Exceptional Children</i>, 406-413.</p>

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