

Empowering Gifted Behavior Scale

(Jenkins-Friedman, Bransky and Murphy, 1986)

STUDENT'S NAME _____

Subject(s) for which you have student _____

| | | | | |
|---|--|---------------|--|---|
| D | 1. Sees things as “black” or “white” (either devastating or wonderful) | _____ | Sees things in shades of “gray” | E |
| | | 1 2 3 4 5 6 7 | | |
| D | 2. Sets unrealistically high or unchallengingly low | _____ | Sets goals that can be met with effort | E |
| | | 1 2 3 4 5 6 7 | | |
| E | 3. Separates desires from demands on self | _____ | Makes desires into demands on self (I'd <i>like</i> to get an A = I must get an A) | D |
| | | 1 2 3 4 5 6 7 | | |
| D | 4. Wants to reach goal immediately; impatient with intermediate steps | _____ | Works patiently in stages toward a goal | E |
| | | 1 2 3 4 5 6 7 | | |
| E | 5. Pleased with own accomplishments | _____ | Ignores own accomplishments; dwells on “failures” | D |
| | | 1 2 3 4 5 6 7 | | |
| E | 6. Accepts being average in an important activity | _____ | Embarrassed to be average in an important activity (academic, athletics, leadership) | D |
| | | 1 2 3 4 5 6 7 | | |
| D | 7. Rejects or is hurt by constructive criticism | _____ | Accepts and uses constructive criticism | E |
| | | 1 2 3 4 5 6 7 | | |
| E | 8. Neatness, completeness, correctness is appropriate for the task | _____ | Insistent (even compulsive) about neatness, completeness of work | D |
| | | 1 2 3 4 5 6 7 | | |
| D | 9. Avoids activity in which he/she might fail | _____ | Risks failure; accepts and learns from failure | E |
| | | 1 2 3 4 5 6 7 | | |
| E | 10. Doesn't delay unpleasant or difficult tasks | _____ | Has difficulty getting started; procrastinates | D |
| | | 1 2 3 4 5 6 7 | | |
| E | 11. Completes tasks as promised | _____ | Is inconsistent about follow-through | D |
| | | 1 2 3 4 5 6 7 | | |

Note. E = Enabling Behavior D = Disabling Behavior

Used with permission from Jenkins-Friedman, Bransky, and Murphy (1986).