### 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

- Follows established classroom rules
- Listens to teacher instructions
- Compiles with teacher commands
- Does in-class assignments as directed
- Observes rules governing movement around the room
- Responds to requests and directions promptly

### Noncompliance

- Tends to question laws, rules, authority in general
- Stubborn, uncooperative, resists domination
- Argues that the rest of the parade is out of step
- Is nonconforming
- Is individualistic
- Is unwilling to accept authoritarian pronouncements
- Asks many provocative questions

### Problems with relationships with teachers

- Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace
- Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)
- Often talks excessively
- Often blurts out answers before questions have been completed

### An inability to build or maintain satisfactory interpersonal relationships with teachers

- Problems with relationships with teachers

### Appropriate Behavior

- Avoids breaking classroom rule(s) even when encouraged by a peer
- Makes her/his assistance needs known in an appropriate manner
- Copes with failure in an appropriate manner
- Can accept not getting his/her own way
- Expresses anger appropriately
- Behaves appropriately in nonclassroom settings

### Inappropriate Behavior

- Capricious
- Overactive physically or mentally
- Demanding, assertive, autocratic
- Is uninhibited in expressions of opinion
- Is sometimes radical and spirited in disagreement
- Is tenacious
- Is a high risk taker
- Often is self-assertive (sometimes even aggressive)

### Hyperactive behavior, exhibited by excessive movement

- Often fidgets with hands or feet or squirms in seat
- Often leaves seat in classroom or in other situations in which remaining seated is expected
- 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)
- Is often "on the go" or often acts as if "driven by a motor"

### Impulsivity

- Inappropriate types of behavior or feelings under normal circumstances
- Tendency to develop physical symptoms or fears associated with personal or school problems
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<tr>
<td><strong>LEARNING READINESS OR PREPAREDNESS</strong></td>
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<td>Can follow teacher-written instructions and directions</td>
<td>Is easily bored with routine tasks</td>
<td>Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities</td>
<td>Distractibility or inability to pay attention for a length of time comparable to peers</td>
<td>An inability to learn which cannot be explained by intellectual, sensory, or health factors</td>
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<td>Produces work of acceptable quality given his/her skill level</td>
<td>Prefers to work independently</td>
<td>Often has difficulty sustaining attention in tasks or play</td>
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<td>Has good work habits (e.g., makes efficient use of class time, is organized, stays on task)</td>
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<td>Often does not seem to listen when spoken to directly</td>
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<td>Uses academic tools correctly</td>
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<td>Often has difficulty organizing tasks and activities</td>
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<td>Uses classroom equipment and materials correctly</td>
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<td>Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)</td>
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<td>Attends consistently to assigned tasks</td>
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<td>Is often easily distracted by extraneous stimuli</td>
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<td>Improves academic or social behavior in response to teacher feedback</td>
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<td>Is often forgetful in daily activities</td>
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<td>Questions rules, directions, or instructions that are not clear to her/him</td>
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<td>Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)</td>
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<td>Has independent study skills</td>
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<td>Is often easily distracted by extraneous stimuli</td>
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Comparison of characteristics among creative, gifted, EBD, and ADHD. (continued)

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