

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).