

Things My Child Likes to Do

Joseph S. Renzulli / Jennifer Foreman / Laurel Brandon

Introduction

The items on the left-hand side of this document consist of some ways that children may behave. Examples are provided in the center column. Each example applies to a specific subject area or topic, but the item does not apply only to that topic. For instance, for Item 1, "My child will spend more time and energy than his or her age-mates on a topic of his or her interest," the given example involves computer coding, but it could also be *Joan wants to be a veterinarian and spends all of her free time reading about animal biology, volunteering at the animal shelter, and observing at the local vet's office* or *Joan is on a soccer team and voluntarily spends hours outside of team practice perfecting kicks and completing drills*. To save space, only one or two examples are provided for each item.

Directions

For each item, please indicate to what degree the item describes your child. Although you may not have had a chance to know many other children the same age as your son or daughter, your judgments should reflect what you think is typical for a child his or her age.

| Item | Example | Not at all | Some | Much | If <i>Much</i> is selected, please provide an example from your child's life |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|------------------------------------------------------------------------------|
| 1. My child will spend more time and energy than his or her age-mates on a topic of his or her interest. | <i>Joan is learning to program computers and spends every free minute writing code herself or reading about how to code on the Internet.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. My child suggests more imaginative ways of doing things than other children his or her age, even if the suggestions are sometimes impractical. | <i>Tracey suggested cleaning the refrigerator by moving it outside and hosing it down or taking it through the car wash.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. My child is more of a "self-starter" than other children his or her age. He or she works well alone, needing few directions and little supervision. | <i>After watching a YouTube video about musical instruments, Pedro began to make his own guitar from materials he found around the garage.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

CHILD'S NAME: _____

| Item | Example | Not at all | Some | Much | If <i>Much</i> is selected, please provide an example from your child's life |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|----------------------|------------------------------------------------------------------------------|
| 4. More than other children his or her age, my child eagerly focuses on reading for an extended period of time. | <i>Shawn stays up with a flashlight under the covers after bedtime to keep reading his library books; Sharif read the entire Harry Potter series over the 2 weeks of winter break.</i> | <input type="text"/> | <input type="text"/> | <input type="text"/> | |
| 5. More than other children his or her age, my child uses common materials in ways not typically expected. | <i>Hunter proposed bringing a deck of cards when she went camping. She reasoned that if it was dry, her family could play Go Fish, and if it was wet, they could use the cards to help start the campfire.</i> | <input type="text"/> | <input type="text"/> | <input type="text"/> | |
| 6. Compared to his or her age-mates, my child sets high personal goals and expects to see results from his or her work. | <i>Marj insisted on building a robot from spare machine parts even though she knew nothing about engines or construction.</i> | <input type="text"/> | <input type="text"/> | <input type="text"/> | |
| 7. My child is more eager to solve challenging mathematics problems than other children his or her age. | <i>Marissa accurately estimates what the total grocery bill will be while helping with the family's weekly shopping; Chris helps his older brother with his algebra homework.</i> | <input type="text"/> | <input type="text"/> | <input type="text"/> | |
| 8. My child enjoys challenging puzzles, games, and other problems that require complex thinking more than other children his or her age. | <i>Leann solves the Sudoku puzzle in the newspaper for fun every day; Devon prefers games that require strategy to those that rely on luck.</i> | <input type="text"/> | <input type="text"/> | <input type="text"/> | |
| 9. My child pursues advanced reading material independently more than his or her age-mates. | <i>Caleb begs his parents to take him to the library every week and checks out titles from the young adult section; Lauren complains that her class is reading a kids' version of A Midsummer Night's Dream after she's already read the original Shakespeare play.</i> | <input type="text"/> | <input type="text"/> | <input type="text"/> | |

CHILD'S NAME: _____

| Item | Example | Not at all | Some | Much | If <i>Much</i> is selected, please provide an example from your child's life |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|------------------------------------------------------------------------------|
| 10. More than other children his or her age, my child often expresses him- or herself with elaborate or artistic gestures, pictures, or words. | <i>Cameron compared the dancer's movements to the way in which clouds move around the sky when the wind is blowing.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11. While working on a project (and when it is finished), my child knows better than other children his or her age which parts are good and which parts need improvement. | <i>After building a scale model of a lunar city, Kenny realized that there weren't enough solar collectors to heat all the homes he had built.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 12. Compared to other children his or her age, my child avoids typical ways of doing things, choosing instead to find new ways to approach a problem or topic. | <i>Mike had trouble moving a box to the other side of the garage, so he used broom handles as rollers and just pushed it along.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 13. My child demonstrates more curiosity about scientific processes and topics than his or her age-mates. | <i>Samuel constantly asks how household appliances work; Jackie wants to go to the science museum every weekend.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 14. My child likes to "play with ideas" more than other children his or her age, often making up situations that are fanciful, comical, and probably will not occur. | <i>Keoni wondered what would happen if a scientist found a way to kill all insects and then went ahead and did it.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 15. More than other children his or her age, my child voluntarily reads and asks questions about science, history, literature, or other special interest topics in his or her free time. | <i>Lakeesha always reads the Scientific American magazines while waiting in the doctor's office; Anna reads articles on http://www.history.com about the Civil Rights Movement on the weekends.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

CHILD'S NAME: _____

| Item | Example | Not at all | Some | Much | If <i>Much</i> is selected, please provide an example from your child's life |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|------------------------------------------------------------------------------|
| 16. My child is a "doer" who begins a project and shows finished products of his or her work more often than other children his or her age. | <i>Maria began working on a puppet show 4 months ago. She has since built a stage and puppets and has written a script. Tomorrow she's presenting her play at the school talent show.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 17. More than other children his or her age, my child continues to work on a project even when faced with temporary defeats and slow results. | <i>After building a model rocket, Sandra continued to try to launch it despite several failures and "crash landings."</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 18. More than his or her age-mates, my child assists others with areas in which he or she has a special interest and/or advanced knowledge. | <i>Alex is the person everyone in the family goes to when they need a problem fixed with their computer, tablet, or smartphone; Adam keeps the garden healthy by determining which plants need water, fertilizer, or other care based on the plants' condition.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 19. More than other children his or her age, my child gets so involved with a project that he or she gives up other pleasures in order to work on it. | <i>Donté is writing a book about his town's history and spends each night Googling historical records and documents—even when he knows he's missing his favorite TV show.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20. My child spends free time developing advanced technology skills beyond what other children his or her age pursue. | <i>Jasmine independently learned HTML and coded a professional website for her aunt's business; Earl fluently uses all of the advanced functions on the family's DSLR camera to take artistic photographs.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |