

Table M-5
Parent and Teacher Recommendation Form for Preschool Children Who Are Gifted and Talented

PARENT AND TEACHER RECOMMENDATION FORM
FOR PRESCHOOL CHILDREN WHO ARE GIFTED AND TALENTED

Child's name: _____ Date: _____
 Age: _____ Sex: _____ Grade: _____ School: _____
 Name of person filling out form: _____

Directions: Please check the box using the following scale:

Rating Scale:	1	2	3
	Not true	Somewhat true	Very true

Characteristic	Check One			Characteristic	Check One		
	1	2	3		1	2	3
Developmental Characteristics				Learning Style (Cont.)			
1. Showed unusual alertness in infancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Takes apart and reassembles things with unusual skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Showed advanced progression through the early developmental milestones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Remembers and makes mental connections between past and present experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Understood directions, such as right and left, at an early age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Personality			
4. Showed early interest in time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Demonstrates a preference for novelty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Learned to read before age 5 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Shows curiosity and asks many questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Showed early interest in numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Modifies language when talking to less mature children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Style				22. Has a sense of humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Has outstanding memory and can carry out complex instructions to do several things in succession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Becomes absorbed in one kind of activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Has a long attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Is persistent and sticks to a task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Has an advanced vocabulary and communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Displays great interest or skill in ordering or grouping objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Uses metaphors or analogies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Shows sensitivity to the needs or feelings of other children or adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Makes up songs or stories spontaneously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Shows unusual attentiveness to features of the home or preschool environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Makes interesting shapes or patterns with blocks, board shapes, or other materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Uses verbal skills to handle conflict or to influence other children's behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Puts together difficult puzzles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Prefers to play with older children or with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Understands abstract or complex concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. Is able to look after themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Masters a new skill, concept, song, or rhyme with unusual speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. Wanted to do things for themselves at an early age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Uses language to exchange ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Source: Adapted, in part, from Roedell, W. C. (1980). Programs for gifted young children. In W. C. Roedell, N. E. Jackson, & H. B. Robinson (Eds.), *Gifted young children* (pp. 66–89). Teachers College Press. and Silverman, L. K. (1997). Family counseling with the gifted. In N. Colangelo & G. A. Davis (Eds.), *Handbook of gifted education* (pp. 382–397). Allyn & Bacon.
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