

TABS: Frasier's Traits, Attributes and Behaviors

Guide: This is a guide for observing students in your classroom. As they show evidence of extraordinary potential, jot down the student's name and brief notes about the incident on the Observation Sheet.

<p>INTERESTS Intense interests (sometimes unusual)</p> <p>GENERAL DESCRIPTION Activities, avocations, objects, etc., that have special worth or significance and are given special attention</p> <p>HOW IT MAY LOOK Unusual or advanced interests in a topic or activity; self-starter; pursues an activity unceasingly; beyond the group</p>	<p>MOTIVATION Evidence of desire to learn</p> <p>GENERAL DESCRIPTION Forces that initiate, direct and sustain individual or group behavior in order to satisfy a need or attain a goal</p> <p>HOW IT MAY LOOK Persistent in pursuing/completing self-elected tasks (may be culturally influenced evident in school or non-school activities); enthusiastic learner; has aspirations to be somebody, do something</p>	<p>INQUIRY Questions, experiments, explores</p> <p>GENERAL DESCRIPTION Method of process of seeking knowledge, understanding or information</p> <p>HOW IT MAY LOOK Asks unusual questions for age; plays around with ideas; extensive exploratory behaviors directed toward eliciting information about materials, devices or situations</p>	<p>INSIGHT Quickly grasps new concepts and makes connections; senses deeper meanings</p> <p>GENERAL DESCRIPTION Sudden discovery of the correct solution following incorrect attempts based primarily on trial and error</p> <p>HOW IT MAY LOOK Exceptional ability to draw inferences; appears to be a good guesser; is keenly observant; heightened capacity for seeing unusual and diverse relationships, integration of ideas and disciplines</p>	<p>HUMOR Conveys and picks up on humor well</p> <p>GENERAL DESCRIPTION Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words and gestures</p> <p>HOW IT MAY LOOK Keen sense of humor that may be gentle or hostile; large accumulation of information about emotions; capacity for seeing unusual relationships; unusual emotional depth; openness to experience; sensory awareness</p>
<p>COMMUNICATION SKILLS Highly expressive with words, numbers and symbols</p> <p>GENERAL DESCRIPTION Transmission and reception of signals or meanings through a system of symbols, codes, gestures, language and numbers</p> <p>HOW IT MAY LOOK Unusual ability to communicate (verbally, non-verbally, physically, artistically, symbolically); uses particularly apt examples, illustrations or elaborations</p>	<p>MEMORY Large storehouse of information (on school or non-school topics)</p> <p>GENERAL DESCRIPTION Exceptional ability to retain and retrieve information</p> <p>HOW IT MAY LOOK Already knows; 1-2 repetitions for mastery; has a wealth of information about school or non-school topics; pays attention to details; manipulates information</p>	<p>REASONING Logical approaches to figuring out solutions</p> <p>GENERAL DESCRIPTION Highly conscious, directed, controlled, active, intentional, forward-looking and goal-oriented thought</p> <p>HOW IT MAY LOOK Ability to make generalizations and use metaphors and analogies; can think things through in a logical manner; critical thinker; ability to think things through and come up with a plausible answer</p>	<p>PROBLEM SOLVING ABILITY Effective (often inventive) strategies for recognizing and solving problems</p> <p>GENERAL DESCRIPTION Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion or performance of a task</p> <p>HOW IT MAY LOOK Unusual ability to devise or adopt a systematic strategy for solving problems and to change the strategy if it's not working; creates new designs; inventor</p>	<p>IMAGINATIVE CREATIVITY Produces many ideas; highly original</p> <p>GENERAL DESCRIPTION Process of forming mental images of objects, qualities. Situations, or relationships which aren't immediately apparent to the sense; problem solving through non-traditional patterns of thinking</p> <p>HOW IT MAY LOOK Shows exceptional ingenuity in using everyday materials; is keenly observant; has wild, seemingly silly ideas; fluent and flexible producer of ideas; elaborate; highly curious</p>

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Student(s): _____

Observation Sheet: Observe students in your classroom. As you notice evidence of extraordinary potential, jot down the student's name and brief notes about the incident or behavior in the appropriate boxes. These notes will be useful for you and provide valuable information during the referral process. These categories are used on the TAG Nomination Form.

INTERESTS	MOTIVATION	INQUIRY	INSIGHT	HUMOR
COMMUNICATION SKILLS	MEMORY	REASONING	PROBLEM SOLVING ABILITY	IMAGINATIVE CREATIVITY

