

## Questionnaire for parents

Child's name: \_\_\_\_\_

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

1. How would you assess your child's development? Is there anything in particular that you have noticed, for example their development compared to children of the same age, their independence ...

---

---

---

---

2. In your opinion, what are your child's strengths? When playing, intellectually, physically, musically, creatively, when socialising with others etc.

---

---

---

---

3. Have you noticed anything unusual about your child's behaviour?
- in the way they behave towards other children or members of the family
  - physically: any pains, sleeping or eating habits, illnesses
  - on an emotional level
  - when they are doing their homework?

---

---

---

---

---

4. What kind of activities is your child interested in and which ones enable your child to «forget the time»?

- at home: \_\_\_\_\_

- outdoors: \_\_\_\_\_

5. Are there any projects your child likes working on? Did your child use their own initiative to get started on these activities or who motivated them? Who helps your child with such projects?

---

---

---

---

6. When is your child able to concentrate particularly well, and when not?

---



---



---

7. How would you assess your child's intellectual abilities?

- above average  
 average  
 below average

8. What difference do you notice between mathematical and language skills?

---



---

9. Does your child have a best friend? How old is he/she?

---



---



---

10. How old are the children your child most likes to play with?

---



---



---

11. What is your child particularly sensitive to?

---

12. How does your child behave towards other children?

- |  |   |
|--|---|
| <input type="checkbox"/> he/she often wants to decide everything                       | <input type="checkbox"/> he/she prefers the company of adults                                 |
| <input type="checkbox"/> he/she is sociable  | <input type="checkbox"/> he/she gets on well with others                                      |
| <input type="checkbox"/> he/she is reserved  | <input type="checkbox"/> he/she likes to help others, also children who are excluded socially |
| <input type="checkbox"/> he/she often suggests what games to play within his/her group | <input type="checkbox"/> he/she is frequently sad and often withdrawn                         |
| <input type="checkbox"/> he/she is aggressive, hits others                             | <input type="checkbox"/> he/she is often hit by others  |
| <input type="checkbox"/> he/she settles arguments                                      | <input type="checkbox"/> he/she is easily influenced by others                                |
| <input type="checkbox"/> he/she is helpful and likes sharing with others               | <input type="checkbox"/> he/she is respected by the others                                    |
| <input type="checkbox"/> he/she likes to look after younger or weaker children         | <input type="checkbox"/> he/she finds it difficult to lose                                    |
| <input type="checkbox"/> he/she demonstrates a sense of humour                         | <input type="checkbox"/> other _____  |
| <input type="checkbox"/> he/she adapts well to new situations                          | _____   |

13. Does your child behave differently at school to the way they do at home or in their free time? Please provide brief description.

---

---

---

14. Could your child read and write before starting school? How did they learn to read and write?

---

---

---

15. How did kindergarten and starting school go?

---

---

---

---

16. Did you notice anything about your child's behaviour or sensitivity that coincided with starting kindergarten or school? Please provide a description.

---

---

---

---

17. How would you assess your child's performance at school? Are you satisfied?

---

---

---

18. How does your child react towards mistakes or low grades?

---

---

---

---

19. How does your child react towards difficult tasks they cannot solve straight away?

---

---

---

---

20. How far does your child do their homework on their own? Typical patterns?

---

---

---

---

21. What does your child say about kindergarten or school? What do they like and what don't they like?

---

---

---

---

---

22. Is there a noticeable difference between your child's behaviour or sensitivity during the holidays compared to term time?

---

---

---

---

---

23. Does your child have asthma or any other health problem?

---

---

---

---

---

24. Is there anything else you would like to inform me about?

---

---

---

---

---

---

Thank you very much for completing the questionnaire. I will treat the information you have provided me as confidential.

(Peter Dehmelt; Waldo Kuhnert; Alfred Zinn: Diagnostischer Elternfragebogen DEF. Beltz Test, Weinheim 1989)

## Observation sheet part 2 for kindergarten / Primary year 1 (year 2)

(When completing the form, please draw on the descriptions on pages 49–54 from the book.)  
To be completed by the teacher and the parents.

Child's name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

### A General observations

- | --                       | -                        | +                        | ++                       |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>A1</b> Early, self-motivated reading and writing                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>A2</b> Early, self-motivated arithmetic                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>A3</b> Able to understand things quickly                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>A4</b> Oriented towards older children and adults                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>A5</b> Excellent memory  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>A6</b> Long attention span   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>A7</b> Sets themselves high standards                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>A8</b> Preference for challenging tasks                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>A9</b> Drive for independence, eg wanting to do everything themselves    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>A10</b> Interest in social, philosophical or ecological issues           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>A11</b> Desire to start school early or to be given demanding worksheets |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>A12</b> Taking agreements and explanations literally                     |

### B Characteristics of underchallenged school children

If the child shows signs of two or more of the following symptoms over several weeks – despite the implementation of support measures – he/she should undergo psychological testing with the parents' consent at the earliest convenience.

- |                          |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>B1</b> Partial very good performance, but lacks concentration when work requires serious application     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>B2</b> Depressive, unenthusiastic or withdrawn behaviour   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>B3</b> Aggressive, demanding behaviour or being the class clown  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>B4</b> Psychosomatic symptoms such as headaches or stomach aches and frequent absenteeism due to illness |

### C Linguistic intelligence

- |                          |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>C1</b> Extensive vocabulary  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>C2</b> Learns foreign languages quickly (also for children from a different background who have moved to this country) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>C3</b> Expresses himself/herself well, using appropriate language  |

**D Mathematical und logical intelligence**

- | --                       | -                        | +                        | ++                       |  |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>D1</b> Thinking in numbers and quantities                             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>D2</b> Preference for logical and numerical activities                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>D3</b> Well-developed powers of abstraction such as spatial awareness |

**E Inter- and Intrapersonal intelligence (or social-emotional intelligence)**

- |                          |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>E1</b> Particularly good observation and cognitive skills |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>E2</b> Exceptionally good ability to adapt socially       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>E3</b> Leadership skills                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>E4</b> Strong sense of justice                            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>E5</b> Exceptional sensitivity                            |

**F Naturalistic intelligence**

- |                          |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>F1</b> Intense interest in certain topics, with a collector's passion to some extent      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>F2</b> Great knowledge of natural history topics that is unusual for the child's age      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>F3</b> Eagerness to experiment and interest in physical, technical and chemical processes |

**G Creative thinking and conduct**

- |                          |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>G1</b> Asks questions that show great insight, such as those that see uncommon relationships in ideas |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>G2</b> Artistic originality, eg ingenuity in the use of materials                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>G3</b> Sense of humour, eg playing on words and irony   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>G4</b> Creativity and/or willingness to take risks in way of thinking or acting                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>G5</b> Originality in way of thinking and an unconventional behavioural role                          |

The following points under Attitude towards Work (AW) and Social Behaviour (SB) help to understand the child's current position. Children with exceptional abilities can demonstrate great variations in these areas depending on their learning environment.

**AW Attitude towards work and learning** (AW1 needs to be completed by the teacher only)

- |                          |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>AW1</b> Actively participates in lessons                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>AW2</b> Likes learning new things  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>AW3</b> Completes their work and/or homework reliably                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>AW4</b> Plans und structures their tasks independently and appropriately |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>AW5</b> Works at a suitable pace   |

**SB Social behaviour** (SB1 needs to be completed by the teacher only)

- |                          |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>SB1</b> Is considerate towards others when doing teamwork or groupwork |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>SB2</b> Can communicate their own needs or wishes                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>SB3</b> Settles conflicts with others appropriately and fairly         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>SB4</b> Is respected and appreciated by others                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>SB5</b> Is helpful and also stands up for others                       |

**Summary**

<b>General</b>	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
Teacher												
Parents												
<b>Being underchallenged</b>	B1	B2	B3	B4								
Teacher												
Parents												
<b>Language</b>	C1	C2	C3									
Teacher												
Parents												
<b>Mathematics</b>	D1	D2	D3									
Teacher												
Parents												
<b>Social-emotional</b>	E1	E2	E3	E4	E5							
Teacher												
Parents												
<b>Natural sciences</b>	F1	F2	F3									
Teacher												
Parents												
<b>Creativity</b>	G1	G2	G3	G4	G5							
Teacher												
Parents												
<b>Attitude towards work and learning</b>	AW1	AW2	AW3	AW4	AW5							
Teacher												
Parents												
<b>Social behaviour</b>	SB1	SB2	SB3	SB4	SB5							
Teacher												
Parents												

The observation sheet serves primarily as a basis for discussion and can help define support measures. If at least 6 to 8 points from the general observations apply to a child, in addition to at least 8 to 10 points from categories B–C, then the parents and teacher should get together – with the questionnaire about interests and the questionnaire for parents – to discuss the child's needs and to create a support plan.

**Write down the three most noticeable strengths the child has and the areas in which there is potential for development:**

---



---



---



---

**In your opinion, which measures are appropriate for this student?**

---



---

## Observation sheet part 2 for primary school and secondary school

(When completing the form, please draw on the descriptions on pages 49–54 from the book.)  
To be completed by the teacher and the parents.

Child's name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

### A General observations

--	-	+	++	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A1</b> * Early, self-motivated reading and writing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A2</b> * Early, self-motivated arithmetic
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A3</b> Able to understand things quickly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A4</b> Oriented towards older children and adults
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A5</b> Excellent memory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A6</b> Seeks deeper understanding of intellectual tasks and/or strong self-motivation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A7</b> Sets themselves high standards
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A8</b> Preference for challenging tasks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A9</b> Impeded motivation, eg questions the point of what is being learned
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A10</b> Interest in social, philosophical or ecological issues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A11</b> Desire to take part in a development programme or development camp
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A12</b> Taking agreements and explanations literally

\*This is difficult for primary school teachers or secondary school teachers to judge. It would make sense to rely on information provided by parents or the students themselves.

### B Characteristics of underchallenged school children

If the child shows signs of two or more of the following symptoms over several weeks – despite the implementation of support measures – he/she should undergo psychological testing with the parents' consent at the earliest convenience.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>B1</b> Partial very good performance, but many careless mistakes when doing routine tasks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>B2</b> Depressive, unenthusiastic or withdrawn behaviour
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>B3</b> Aggressive, demanding behaviour or being the class clown
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>B4</b> Psychosomatic symptoms such as headaches or stomach aches and frequent absenteeism due to illness

### C Linguistic intelligence

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>C1</b> Extensive vocabulary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>C2</b> Learns foreign languages quickly (also for children from a different background who have moved to this country)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>C3</b> Expresses himself/herself well, using appropriate language

**D Mathematical und logical intelligence**

--   -   +   ++

   **D1** Preference for numbers and quantities   **D2** Able to understand mathematics quickly and/or unconventional solution processes   **D3** Well-developed powers of abstraction such as spatial awareness**E Inter- and Intrapersonal intelligence (or social-emotional intelligence)**   **E1** Particularly good observation and cognitive skills   **E2** Exceptionally good ability to adapt socially   **E3** Leadership skills   **E4** Strong sense of justice   **E5** Exceptional sensitivity**F Naturalistic intelligence**   **F1** Intense interest in particular topics, with a collector's passion to some extent   **F2** Great knowledge of natural history topics that is unusual for the pupil's age   **F3** Eagerness to experiment and interest in physical, technical and chemical processes**G Creative thinking and conduct**   **G1** Asks questions that show great insight, such as those that see uncommon relationships in ideas   **G2** Artistic originality, eg ingenuity in the use of materials   **G3** Sense of humour, eg playing on words and irony   **G4** Creativity and/or willingness to take risks in way of thinking or acting   **G5** Originality in way of thinking and an unconventional behavioural role

The following points under Attitude towards Work (AW) and Social Behaviour (SB) help to understand the child's current position. Children with exceptional abilities can demonstrate great variations in these areas depending on their learning environment.

**AW Attitude towards work and learning** (AW1 needs to be completed by the teacher only)   **AW1** Actively participates in lessons   **AW2** Likes learning new things   **AW3** Completes their work and/or homework reliably   **AW4** Plans und structures their tasks independently and appropriately   **AW5** Works at a suitable pace**SB Social behaviour in the class** (SB1 needs to be completed by the teacher only)   **SB1** Is considerate towards others when doing teamwork or groupwork   **SB2** Can communicate their own needs or wishes   **SB3** Settles conflicts with others appropriately and fairly   **SB4** Is respected and appreciated by others   **SB5** Is helpful and also stands up for others

**Summary**

<b>General</b>	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
Teacher												
Parents												
<b>Being underchallenged</b>	B1	B2	B3	B4								
Teacher												
Parents												
<b>Language</b>	C1	C2	C3									
Teacher												
Parents												
<b>Mathematics</b>	D1	D2	D3									
Teacher												
Parents												
<b>Social-emotional</b>	E1	E2	E3	E4	E5							
Teacher												
Parents												
<b>Natural sciences</b>	F1	F2	F3									
Teacher												
Parents												
<b>Creativity</b>	G1	G2	G3	G4	G5							
Teacher												
Parents												
<b>Attitude towards work and learning</b>	AW1	AW2	AW3	AW4	AW5							
Teacher												
Parents												
<b>Social behaviour</b>	SB1	SB2	SB3	SB4	SB5							
Teacher												
Parents												

The observation sheet serves primarily as a basis for discussion and can help define support measures. If at least 6 to 8 points from the general observations apply to a child, in addition to at least 8 to 10 points from categories B–C, then the parents and teacher should get together – with the questionnaire about interests and the questionnaire for parents – to discuss the child’s needs and to create a support plan.

**Write down the three most noticeable strengths the child has and the areas in which there is potential for development:**

---



---



---

**In your opinion, which measures are appropriate for this student?**

---



---

# Talent portfolio

Name: \_\_\_\_\_

Start of the portfolio \_\_\_\_\_

End of the portfolio \_\_\_\_\_

The pieces of work I collect for my portfolio are important to me and I worked on them at school or at home. The collection illustrates my interests, my motivation, where I am in my development, the way I learn and what my strengths are.

With my teacher's support and possibly that of my parents I spend some time choosing the pieces for my portfolio and creating a table of contents to go with them.

I collect:

- something that illustrates what and how I think:  
For example a poem I have written myself, project work, a good essay, a mathematical exercise, a computer programme I have written myself or a webpage I have created myself etc.
- the best pieces of work from different subjects.
- a description of an important learning experience either at school or outside school, for example notes from a natural sciences experiment, a description of a theatre or musical performance I was part of etc.
- Pictures, drawings, photographs that show how I feel about myself and the way I work at home or at school.
- Games, puzzles, constructions (photograph), compositions (recording) that I have created myself.
- Awards, prizes, or certificates of participation I received for achievements in sports, arts, mathematics, music or other disciplines.
- evidence of how I solved a difficult problem.

I am proud of my portfolio, show it to others and listen to feedback. This gives me further ideas, enabling me to learn and continue to develop.

(Richard Lange: Engaged Learning. Workshopdokumentation. Zürich 1999. Ulrike Stednitz: Potenzialevaluation und Beratung. In: Begabungsförderung in der Volksschule – Umgang mit Heterogenität. Trendbericht Nr. 2. SKB, Aarau 1999. Susan Baum: Nurturing the Gifts and Talents of Primary Grade Students. Creative Learning Press, USA 1998)