

Richmond School District

Parent Inventory for Finding Potential (PIP)

Adapted from K.B. Rogers, Re-forming Gifted Education Matching the Program to the Child, 2002

Student _____ Grade _____ Age _____ Birthdate _____

Parent Completing Inventory _____ Phone # _____

Email _____ Teacher _____

Please indicate how often you observe the following behaviors in your child. Check the box that indicates your response.

Behavior or Characteristic	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
1. <i>Reflective</i> - when asked a complex question or given a new task, tends to take time to think before jumping in				
2. <i>Connective</i> -makes connections with what is already known or tries to apply new information to other contexts				
3. <i>Focused</i> - stays attentive and alert when new or complex information is being given: long attention span				
4. <i>Retentive</i> - remembers information in vast quantities easily				
5. <i>Enjoys School</i> - loves attending school and even "plays" school at home.				
6. <i>Enthusiastic</i> - enters into most activities with eagerness				
7. <i>Sensitive to Problems</i> - ready to question or change situations, see inconsistencies, suggest improvements				
8. <i>Abstract Thinker</i> -makes generalizations and draws conclusions that summarize complex information easily				
9. <i>Persistent in Own Interests</i> - tries to follow through on self-initiated work				
10. <i>Curious</i> - pursues interests to satisfy own curiosity; wants to know why and how				
11. <i>Perceptive</i> - is alert, observant beyond years				
12. <i>Aesthetically Responsive</i> - responds to beauty in arts and nature				
13. <i>Independent Thinker</i> - follows own ideas, rather than others'				
14. <i>Sensitive to Others</i> - easily understands how others feel or think; easily hurt by others' negative actions				
15. <i>Independence</i> - uses own set of values to dictate behavior; concerned with free expression of own ideas				
16. <i>Sensitive to Ideas, Stories</i> - upset with sad, negative, hurtful events related through some form of communication				
17. <i>Independent in Action</i> - plans, organizes activities; evaluates results				
18. <i>Processing Speed</i> - learns new information easily; recalls rote information rapidly				
19. <i>Verbal</i> – learned to speak and read considerably earlier than age mates; uses extensive vocabulary				
20. <i>Fair</i> - looks out for welfare of others; compassionate; concerned with justice and fairness				
21. <i>Sense of Humor</i> - can laugh at self; enjoys lighter moments, sensitive to hidden meanings, puns				
22. <i>Self-Accepting</i> - understands, accepts own feelings, thoughts, and how best to learn; views self realistically				
23. <i>Intense</i> - highly motivated and skilled in specific subject area or domain				
24. <i>Self-Critical</i> - mistrust own ability; lower self-concept than age mates; hard on self in self-evaluation				
25. <i>Achievement Need</i> - strong drive to be "the best", recognized as expert, master domain of knowledge or set of skills				
26. <i>Persistent in Assigned Tasks</i> - concerned with completion and follow through when given a task to do				
27. <i>Elaborative</i> - concerned with detail, complexity; involved with implications of situation				

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Behavior or Characteristic	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
28. <i>Dominant</i> - asserts self with influence in group situations				
29. <i>Uneven</i> - is not balanced in skills and abilities; very good in some things but not everything				
30. <i>Flexible</i> - approaches ideas from a number of perspectives; is adaptable				
31. <i>Structurer</i> - shapes the environment around self so comfortable; negotiates tasks to suit own needs, interests				
32. <i>Risk-Taker</i> - takes mental, emotional , and physical risks easily				
33. <i>Tolerant of Ambiguity</i> - comfortable in "messy" contexts and with ill-structured tasks which seem impossible to solve				
34. <i>Confident</i> -feels can produce at will; positive about own abilities				
35. <i>Inner Locus of Control</i> - attributes success and failure to own efforts and ability				
36. <i>Fluent</i> - produces large number of ideas easily				
37. <i>Original</i> - uses original methods; creates unusual, unique products				
38. <i>Imaginative</i> - freely responds to ideas, producing mental images, fanciful insights				
39. <i>Physically Expressive</i> - enjoys physical activities as means for self-expression				
40. <i>Energy Level</i> - has available pep and vigor for carrying on most activities				
41. <i>Task Analytic</i> - breaks down tasks into sequential steps through backwards planning				
42. <i>Global Scanner</i> - scans complex information quickly to pick out important items				
43. <i>Perceptual Perspective Taker</i> - can orient self and figures in space easily				
44. <i>Popular</i> - others enjoy and want to be with this person				
45. <i>Accepting of Others</i> - relates to others with genuine interest, concern; seeks out others, is warm				
46. <i>Physically Able</i> - is coordinated, agile; participates well in organized games				
47. <i>Socially Mature</i> - able to work with others; can give and take; sensitive to others' wants				
48. <i>Happy</i> - cheerful; has satisfied look on face most of the time				
49. <i>Emotionally Controlled</i> - expresses and displays emotions appropriately				
50. <i>Stable</i> - can cope with normal frustrations of living; adjusts easily to change				
51. <i>Associative</i> - finds similarities, differences between cognitive, verbal and visual pairs easily				

Additional Information:

Return this inventory to the GT Coordinator.

(Adapted from K.B Rogers, Reforming Gifted Education Matching the Program to the Child, 2002) (Revised 9/08)