

Twice exceptional Learners Recognizing Questionnaire

The purpose of this questionnaire is to identify characteristics observable in class for a learner with both specific attitudes and skills AND learning disability. If a majority of items are checked in several categories, a suspicion of twice exceptionality could be raised and should be referred to a specialist psychologist.

Appears more intelligent than academic performance suggests	
Develops uneven academic skills (may excel in one area and be average or below average in others) or has inconsistent academic performance	
Uses highly sophisticated vocabulary when speaking, but written expression appears weaker	
When working on assignments, has creative ideas, but has difficulty organizing ideas or task	
Understands concepts easily but gets frustrated by his/her inability to master certain skills	
Participates well in class discussions, but lacks listening and concentration when lectured	
Has difficulty following directions when on task	
Performs well when given sufficient time, but less so when time is limited or when there is a timing	
Takes longer than other students to complete school tasks or homework	
May perform better on more difficult tasks than on easy tasks	
Shows low self-motivation and effort for academic tasks	
Shows low self-esteem, especially in his/her area of weakness	
Uses mechanisms to compensate for his/her deficits (e.g., a learner with fine motor problems will only want to write on the computer)	
Fatigues easily because of the energy required to compensate for deficits at school	
Has some deficits in executive function	
Can be very self-critical or perfectionist	
Has unrealistic expectations of his/her performance	
Demonstrates disruptive behaviors in class	

Displays poor social skills and feelings of isolation (may be aggressive or defensive in some relationships)	
Requires unusual support from parents for school work, social interaction, organization, etc.	
Is hypersensitive	
Has one or more specific skills (artistic, musical, technical, etc.)	

Reference: Massé, L., Baudry, C., Couture, C., Pearson, J. and Bégin, J.Y. (2021). Education of gifted students - Module 3.



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