# TABs checklist and exemplar

Traits, Attributes and Behaviours – TABs (Frasier et al., 1997)

**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.

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| **INTERESTS** | **MOTIVATION** | **INQUIRY** | **INSIGHT** | **HUMOR** |
| Intense interests (sometimes unusual) | Evidence of desire to learn | Questions, experiments, and explores | Quickly grasps new concepts and makes connections; senses deeper meanings | Conveys and picks up on humour well |
| **General Description** | **General Description** | **General Description** | **General Description** | **General Description** |
| Activities, avocations, objects, etc., that have special worth or significance and are given special attention | Forces that initiate, direct and sustain individual or group behaviour in order to satisfy a need or attain a goal | Process of seeking knowledge, understanding or information | Sudden discovery of the correct solution following incorrect attempts based primarily on trial and error | Ability to synthesise key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words and gestures |
| **How it may look** | **How it may look** | **How it may look** | **How it may look** | **How it may look** |
| * Unusual or advanced interests in a topic or activity * self- starter * pursues an activity unceasingly * beyond the group | * Persistent in pursuing/completing self- elected tasks (may be culturally influenced and evident in school or non-school activities) * enthusiastic learner * has aspirations to be somebody, do something | * Asks unusual questions for age * plays around with ideas * exploratory behaviours directed toward eliciting information about materials, devices or situations | * Exceptional ability to draw inferences * appears to be a good guesser * is keenly observant * heightened capacity for seeing unusual and diverse relationships, and integration of ideas | * Keen sense of humour * large accumulation of information about emotions * capacity for seeing unusual relationships * unusual emotional depth * Open to new experience * sensory awareness |
| **COMMUNICATION SKILLS** | **MEMORY** | **REASONING** | **PROBLEM SOLVING-ABILITY** | **IMAGINATIVE CREATIVITY** |
| Highly expressive with words, numbers and symbols | Large storehouse of information (on school or non- school topics)  **General Description**  Exceptional ability to retain and retrieve information.  **How it may look**   * Already knows * 1-2 repetitions for mastery * has a wealth of information about school or non-school topics. | Logical approaches to figuring out solutions  **General Description**  Highly conscious, directed, controlled, active, intentional, forward-looking and goal- oriented thought (shared goals of the community – Motivation - identification).  **How it may look**   * Ability to make generalizations and use metaphors and analogies * critical thinker * ability to think things through and come up with a plausible answer. | Effective (often inventive) strategies for recognizing and solving problems  **General Description**  Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion or performance of a task.  **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. | Produces many ideas; highly original/ Arts  **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.  Artistic expression  **How it may look**   * Shows exceptional ingenuity in using everyday materials; * has wild, seemingly silly ideas * producer of lots of ideas |
| **General Description** |
| Transmission and reception of signals or meanings through a system of symbols, codes, gestures, language and numbers.  **How it may look**   * Unusual ability to communicate (verbally, nonverbally, physically, artistically, symbolically) * uses particularly apt examples illustrations or elaboration. |

**TABs exemplar:** This TABs checklist has been completed for Alexander who is a Year 5 Australian Aboriginal student attending a primary school in rural Victoria.

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| **INTERESTS** | **MOTIVATION** | **INQUIRY** | **INSIGHT** | **HUMOR** |
| Alexander demonstrates intense focus on local culture and language. He is involved with his local Aboriginal cultural group and spends much of his spare time at his local Aboriginal community centre. | Alexander demonstrates intense persistence in many outside of school tasks, particularly those linked to his local Aboriginal community centre.  In school, Alexander demonstrates intense enthusiasm and interest in tasks that are of particular interest to him – particularly related to history. | Alexander asks unusual questions for his age. His questions are often concerned with how different events in the past have impacted different groups.  Often Alexander won’t rest until he gets an answer to a question he has posed. | Alexander will often work through a trial and error method until he reaches a correct solution.  Alexander will often connect new material being covered to real-world contexts or concepts being covered in other subjects. | Alexander often gets jokes that are aimed beyond his age level.  Alexander often plays practical jokes on people that rely on numerous steps and much set up. |
| **COMMUNICATION SKILLS**  Alexander learns new vocabulary quickly, and can engage in wordplay. He particularly enjoys puns. | **MEMORY**  Alexander has ready recall of large stores of knowledge. The Elders at the community centre notice that he can readily recall the stories and cultural knowledge that have been shared with him. His teacher notices that he is able to recall new material after 1 or 2 repetitions. | **REASONING** | **PROBLEM SOLVING-ABILITY** | **IMAGINATIVE CREATIVITY** |
| Alexander often uses sophisticated metaphors to communicate his ideas. He enjoys unpacking the relationships between different events and people (particularly in history). | Alexander often comes up with his own ways to solve problems. He is flexible and will try different approaches, but likes to plan out his approach before he begins. | Alexander often provides what seems like ‘silly ideas’ but when asked to explain they make sense.  Alexander often appears to be daydreaming. |

**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.

**Student(s)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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