

Parent Inventory for Finding Potential

© 2000 by Karen B. Rogers

Please check how often you observe the following behaviors in your child. Circle the number that indicates your response.

Behavior or Characteristic	Seldom or Never	Sometimes	Regularly	Almost Always
1. Reflective – when asked a complex question or given a new task, tends to take time to think before jumping in	1	2	3	4
2. Connective – makes connections with what is already known or tries to apply new information to other contexts	1	2	3	4
3. Focused – stays attentive and alert when new or complex information is being given, long attention span	1	2	3	4
4. Retentive – remembers information in vast quantities easily	1	2	3	4
5. Enjoys School – loves attending school and even “plays” school at home	1	2	3	4
6. Enthusiastic – enters into most activities with eagerness	1	2	3	4
7. Sensitive to Problems – ready to question or change situations, see inconsistencies, suggest improvements	1	2	3	4
8. Abstract Thinker – makes generalizations and draws conclusions that summarize complex information easily	1	2	3	4
9. Persistent in Own Interests – tries to follow through on self-initiated work	1	2	3	4
10. Curious – pursues interests to satisfy own curiosity, wants to know why and how	1	2	3	4
11. Perceptive – is alert, observant beyond years	1	2	3	4
12. Aesthetically Responsive – responds to beauty in arts and nature	1	2	3	4
13. Independent Thinker – follows own ideas, rather than others’	1	2	3	4
14. Sensitive to Others – easily understands how others feel or think, easily hurt by others’ negative actions	1	2	3	4
15. Independence – uses own set of values to dictate behavior; concerned with free expression of own ideas	1	2	3	4
16. Sensitive to Ideas, Stories – upset with sad, negative, hurtful events related through some form of communication	1	2	3	4

Behavior or Characteristic	Seldom or Never	Sometimes	Regularly	Almost Always
17. Independent in Action – plans, organizes activities, evaluates results	1	2	3	4
18. Processing Speed – learns new information easily, recalls rote information rapidly	1	2	3	4
19. Verbal – learned to speak and read considerably earlier than age mates, uses extensive vocabulary	1	2	3	4
20. Fair – looks out for welfare of others, compassionate, concerned with justice and fairness	1	2	3	4
21. Sense of Humor – can laugh at self, enjoys lighter moments, sensitive to hidden meanings, puns	1	2	3	4
22. Self-accepting– understands, accepts own feelings, thoughts, and how best to learn; views self realistically	1	2	3	4
23. Intense – highly motivated and skilled in a specific subject area or domain	1	2	3	4
24. Self-Critical – mistrusts own ability, lower self-concept than age mates, hard on self in self-evaluation	1	2	3	4
25. Achievement Need – strong drive to be “the best,” be recognized as expert, master domain of knowledge or set of skills	1	2	3	4
26. Persistent in Assigned Tasks – concerned with completion and follow through when given a task to do	1	2	3	4
27. Elaborative – concerned with detail, complexity, involved with implications of situation	1	2	3	4
28. Dominant – asserts self with influence in group situations	1	2	3	4
29. Uneven – is not balanced in skill and ability; very good in some things but not everything	1	2	3	4
30. Flexible – approaches ideas from number of perspectives; is adaptable	1	2	3	4
31. Structurer – shapes the environment around self so comfortable; negotiates tasks to suit own needs, interests	1	2	3	4
32. Risk-taking – takes mental, emotional, and physical risks easily	1	2	3	4
33. Tolerant of Ambiguity – comfortable in “messy” contexts and with ill-structured tasks which seem impossible to solve	1	2	3	4
34. Confident – feels can produce at will; positive about own abilities	1	2	3	4
35. Inner Locus – attributes success and failure to own efforts and ability	1	2	3	4
36. Fluent – produces large number of ideas easily	1	2	3	4
37. Original – uses original methods, creates unusual, unique products	1	2	3	4
38. Imaginative – freely responds to ideas, producing mental images, fanciful insights	1	2	3	4

Behavior or Characteristic	Seldom or Never	Sometimes	Regularly	Almost Always
39. Physically Expressive –enjoys physical activities as means for self-expression	1	2	3	4
40. Energy Level – has available pep and vigor for carrying on most activities	1	2	3	4
41. Task Analytic –breaks down tasks into sequential steps through backwards planning	1	2	3	4
42. Global Scanner –scans complex information quickly to pick out important items	1	2	3	4
43. Perceptual Perspective Taker – can orient self and figures in space easily	1	2	3	4
44. Popular – others enjoy and want to be with this person	1	2	3	4
45. Accepting of Others – relates to others with genuine interest, concern; seeks out others, is warm	1	2	3	4
46. Physically Able – is coordinated, agile, participates well in organized games	1	2	3	4
47. Socially Mature – able to work with others, can give and take, sensitive to others' wants	1	2	3	4
48. Happy – cheerful, has satisfied look on face most of the time	1	2	3	4
49. Emotionally Controlled – expresses and displays emotions appropriately	1	2	3	4
50. Stable – can cope with normal frustrations of living; adjusts easily to change	1	2	3	4
51. Associative – finds similarities, differences between cognitive, verbal, and visual pairs easily	1	2	3	4

INSTRUCTIONS: Use the key below to compute the 5 mean scores for the 5 scales on PIP. Plot the scores on the chart below. Scores of 2.67–3.33 indicate the domain to be an area of strength. Mean scores of 3.34–4.00 indicate the domain to be an area of giftedness.

KEY:

- Scale 1: Intellectual Add scores from (Items 1-22). Divide by 22
- Scale 2: Academic Add scores from (Items 2, 4-6, 9-10, 13, 15, 17-18, 23-29)
Divide by 17
- Scale 3: Creative Add scores from (Items 2, 6-7, 9-10, 12-13, 15-16, 17, 21-22, 27, 29, 30-40) Divide by 24
- Scale 4: Social Add scores from (Items 6-7, 9-11, 14, 16, 17, 20-22, 27-28, 31, 40-51) Divide by 25
- Scale 5: Artistic Add scores from (Items 2-4, 9, 12-13, 16-17, 23-27, 29, 32, 38-39, 51) Divide by 18