


DEFINING 2E KIDS: THE INTERSECTION OF ADHD & GIFTEDNESS

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TODAY'S DISCUSSION:

- What is ADHD?
 - What is Giftedness?
 - How are they identified?
 - What do they look like?
 - Where do they intersect?
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WHAT IS ADHD?

➤ History

➤ Types: Hyperactive/Impulsivity, Inattentive, Combined

➤ Current Definition

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DSM-V CRITERIA

- Individual must exhibit at least 6 of the 9 and must have exhibited these for at least 6 months in two or more settings
- Symptoms must interfere with the person's functioning or development (in the case of children.)
- Symptoms must appear before the age of 12 years

DSM-V CRITERIA

Hyperactivity and Impulsivity

- Often fidgets with or taps hands or feet, or squirms in seat.
- Often leaves seat in situations when remaining seated is expected.
- Often runs about or climbs in situations where it is not appropriate (adolescents or adults may be limited to feeling restless).
- Often unable to play or take part in leisure activities quietly.
- Is often “on the go” acting as if “driven by a motor”.
- Often talks excessively.
- Often blurts out an answer before a question has been completed.
- Often has trouble waiting his/her turn.
- Often interrupts or intrudes on others (e.g., butts into conversations or games)

DSM-V CRITERIA

Inattention

- Often has trouble holding attention on tasks or play activities.
- Often does not seem to listen when spoken to directly.
- Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (e.g., loses focus, side-tracked).
- Often has trouble organizing tasks and activities.
- Often avoids, dislikes, or is reluctant to do tasks that require mental effort over a long period of time (such as schoolwork or homework).
- Often loses things necessary for tasks and activities (e.g. school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, mobile telephones).
- Is often easily distracted
- Is often forgetful in daily activities.


PATH TO DIAGNOSIS

Typical Route	Clinical Route
1) Teacher's referral	1) Developmental History
2) Pediatrician visit	2) Cognitive—WISC-V Educational—WIAT-3
Optional: Vanderbilt checklist	3) Behavioral Observation
	4) CPT- Continuous Performance Test
	5) BRIEF-P/T checklist
	6) BASC-3 P/T checklist: scales related

WHAT IS GIFTED: CLINICAL DEFINITION


- Mildly gifted: IQ scores between 115-129
 - Moderately Gifted: IQ scores between 130-144
 - Highly Gifted: IQ scores from 145-159
 - Exceptionally Gifted: IQ scores from 160-179
 - Profoundly Gifted: IQ scores above 180
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STEREOTYPICAL BEHAVIORS ASSOCIATED WITH GIFTEDNESS

- Colorful imagination
 - Large vocabulary
 - Early and rapid progression through developmental milestones
 - Creative problem solving abilities
 - Compassionate toward others
 - Keen memory
 - Exceptional observation skills
 - Unusually alert
 - Concern with justice and fairness
 - Learns quickly and easily
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WHAT IS TWICE EXCEPTIONAL? (2E)

Gifted AND...

- Learning Disabled
 - ASD
 - ADHD
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GIFTED & ADHD: AND WHENCE THE TWAIN SHALL MEET

The work of James Webb: Over-diagnosis
and Misdiagnosis in Gifted Children

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► Characteristics of Gifted & Bored

- Poor attention/daydreaming
- Lack of Persistence on tasks that are judged irrelevant
- Begins many projects, sees few to completion
- Intensity may lead to struggles with authority
- High activity level; may need less sleep

► Characteristics of ADHD

- Poorly sustained attention
- Diminished persistence on tasks having immediate reinforcement
- Often shift from one uncompleted activity to another
- Impaired adherence to commands to regulate or inhibit behavior
- More active, restless than other children

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► Characteristics of Gifted & Bored

- Difficulty restraining the desire to talk
- Questions rules, customs and traditions
- Loses work; forgets homework; disorganized
- May appear careless
- Highly sensitive to criticism

► Characteristics of ADHD

- Often talk excessively; often interrupt others
- Difficulty adhering to rules and regulations
- Lose things necessary for tasks at home and at school
- May appear inattentive to details
- Highly sensitive to criticism

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COMMON CHARACTERISTICS OF GIFTEDNESS: OVER-EXCITABILITY


- 1) **Intensity/Sensitivity/Over-excitabilities** → **ADHD; Mood Disorder**
- 2) **Intellectual Over-Excitabilities** →
- 3) **Imaginational Over-Excitabilities** → **ADHD; DID**
- 4) **Emotional Over-Excitability** → **ADHD; Anxiety Disorder; Ped. Bipolar**
- 5) **Psychomotor Over-Excitability** → **ADHD; Sensory Integration Disorder**

<https://www.youtube.com/watch?v=W4Gj2UC8gYI>

HOW TO HELP STUDENTS

- Teach Coping Skills
 - Encourage Positive Social Interactions
 - Stimulate Creativity
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AT SCHOOL

- Provide adequate academic challenge
 - Offer students choices/options for learning
 - Honor the cognitive vs developmental differences
 - Provide social/emotional learning opportunities and coping strategies
 - Let students move!
 - Be flexible
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THANK YOU FOR JOINING US TODAY!

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