Gifted and...

The Curious Dilemmas that Occur at the Intersection of Giftedness and Special Needs

Dr. Shelagh A. Gallagher
Engaged Education
Charlotte, NC
gallagher5@carolina.rr.com

There is information that is not on the slides; get paper and pencil
Email me

Topic is impossibly long for one hour
geared mostly towards novices

(empathy to parents)
All Gifted Children are *Asynchronous*

- In Comparison with Age-Mates

- Internal Development
  - Cognitive
  - Physical
  - Emotional Intensity and/or Immaturity

Twice Exceptional: When the level of asynchrony or overexcitability is so extreme it interferes with everyday functioning

continuum

*Dramatically*

asynchronous in

ways that

interfere with quality of life
Sometimes not just *TWICE* exceptional

- Learning Disabled (LD)
- Attention Deficit Disorder (ADHD)
- Asperger Disorder (AS)

They can have more than one

Not addressing physical disabilities
As many as \textbf{1 in 6} gifted children qualifies as some form of 2e

Dr. Linda Silverman, Gifted Child Development Center

In CMS 40 students in honors classes next year---
6 twice exceptional children---but DIFFERENT

Study from Japan
Individually Administered IQ Test

Weschler Intelligence Test for Children = WISC IV
Stanford Binet V
Many common symptoms, the need to dig deeper

Biggest lesson: VERY individual
What is a Learning Disability?

Martha

IQ: 116
Language Arts: B
Social Studies: C
Mathematics: B
Science: C

Academic Adjustment: Average-Low
Social Adjustment: Average-Low
Self-Control: Average

Speaks well, seems to get the big pictures
Spelling is bad, writing awful, content thin—where is the effort?
Does OK in science and falls short on the test
Resistent reader
Parents say she is an AVID learner, always in the back yard, memorizes everything
Learning Disability:
Cognitive problem that interferes with the ability to store, process or produce information

1. Auditory processing weaknesses (CAPD)
2. Visual perceptual difficulties
3. Spatial disorientation
4. Dyslexia

Not always immediately apparent
May be quite subtle; could remain undetected

Her teacher thinks she needs the basics
It’s all about Wiring
A neurological malfunction resulting in
“... an imperfect ability to
listen,
think,
speak,
read,
write,
spell,
or do mathematical calculations”

So many different kinds
Let’s pretend that we are in a classroom and you have been asked to read aloud…
A long time ago in a large, dark, easy, forest there lived three amas. The papa ama was purple, the mama ama was blue and the little ama was pink. They lived in a ove y ittte ama odging that was very very big. Too large, in fact for the ittte ama fami y. Papa ama and Mama ama were worried that they would lose ittte ama because ittte ama loved aying ow—si y o’ ama!

How difficult can this be?

You would read this more slowly
You would fall behind miss the next four line
You would feel less able
You paying attention 100% of the time
<table>
<thead>
<tr>
<th>Subtest</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Comprehension</td>
<td>144</td>
</tr>
<tr>
<td>Perceptual Reasoning</td>
<td>92</td>
</tr>
<tr>
<td>Working Memory</td>
<td>110</td>
</tr>
<tr>
<td>Processing Speed</td>
<td>97</td>
</tr>
</tbody>
</table>

Full Scale IQ = 116

Discrepancy score is a CLUE, not a diagnosis
20 points

Notice that all these scores are average or above
Figure 1. Comparison of Mean IQ and Achievement Data for Twice-Exceptional (OT/LD), Gifted (OT), and Learning Disabled (LD) Students

Nielsen & Higgens, 2005

IQ v achievement discrepancy
Gifted Children with Learning Disabilities

1. Difficulty with memorization, writing, computation, phonics, and/or spelling
2. Disorganization
3. Difficulties with sequential tasks
4. Often fails to complete assignments
5. Performs poorly on timed tests
6. Submits short, sloppy work of much lower quality than is capable

Down on herself—big challenge
## Strengths of Gifted Children with Learning Disabilities

1. Abstract reasoning (concepts, mathematics); insight
2. Keen visual memory, spatial skills
3. Advanced vocabulary
4. Sophisticated sense of humor
5. Imaginative and creative
6. Good problem finding- and solving skills
7. Grasp of metaphors, analogies, satire
8. Comprehension of complex systems

Often get through without being diagnosed on the strength of these skills
Solutions:
Components for Success
1. Gifted and talented instruction in the child’s area of strength
2. Opportunities for instruction of specific, targeted skills and strategies in academic areas affected by the disability (extended time; modified modes)
3. Support
   – Augment text with pictures and graphs
   – Use books on tape
   – Allow students to use dictation function on their computer
4. Structure:
   - Physical guides: rulers, grids
   - Chunk assignments
   - Tactile aids
What is Attention Deficit Disorder?

Bryan

IQ Test Results: Full Scale IQ (WISC III) 140

Classroom Achievement (Grades)
Language Arts: B
Social Studies: C
Mathematics: B
Science: C

Behavioral Summary (high, average, low):
Classroom Adjustment: Average-Low
Social Adjustment: Average
Self-Control: Low

Cleary gifted—what’s going on?
Bryan’s WISC IV
Subtest Scores

Verbal Comprehension : 150
Perceptual Reasoning: 130
Working Memory: 129
Processing Speed: 96

Full Scale IQ = 140

Part of the issue with his GRADES is that behavior is often folded into academic grades.

Typically, kids with ADHD have IQ scores slightly below expectation…is this below expectation?

Not REALLY ADHD?
ADD: A *transmitter* deficit

- An ATTENTION problem
  - Impulsivity
  - Inattention
  - Combined

Pooh and Tigger

Girls tend to be pooh types
What’s it **LIKE** ?
• The human body is comprised of several interrelated systems including the skeletal, circulatory, limbic systems
• The human body is comprised of several interrelated systems including the skeletal, circulatory, limbic systems
• The human body is comprised of several interrelated systems including the skeletal, circulatory, limbic systems
• The human body is comprised of several interrelated system including the skeletal, circulatory, limbic systems
• The human body is comprised of several interrelated system including the skeletal, circulatory, limbic systems
Children with ADHD are often described as...

- Unable to wait
- Intrusive
- Stubborn
- Disruptive
- Argumentative
- Anxious
- Disorganized

You could also think about being on a spinning ride at an amusement park—OK, ready to stop…

Adhd v psychomotor OE
concentration
control

True ADHD is very difficult

Comorbid anxiety, aggressive, depression
ADHD, Giftedness and Socialization

• Typically developing gifted children are advanced in their friendship expectations

• Like other children with ADHD, gifted children with ADHD demonstrate a 2-3 year lag in socialization. (Neihart, Reis, Robinson, & Moon, 2002).

6 — 8 — 10

WHAT are the implications?
### Distinguishing between LD and ADD

<table>
<thead>
<tr>
<th>LD</th>
<th>ADD</th>
</tr>
</thead>
<tbody>
<tr>
<td>“a wiring problem”</td>
<td>a neurochemical ‘transmitter’ problem</td>
</tr>
<tr>
<td>A <strong>LEARNING</strong> problem</td>
<td>A <strong>FOCUS</strong> problem</td>
</tr>
<tr>
<td>Academic difficulties due to cognitive processing problems</td>
<td>Academic difficulties due to focus issues</td>
</tr>
<tr>
<td>Auditory processing</td>
<td>Hyperactive</td>
</tr>
<tr>
<td>Spatial problems</td>
<td>Distractible</td>
</tr>
<tr>
<td>Language deficits</td>
<td>Impulsive</td>
</tr>
<tr>
<td>Can be treated by behavior modification</td>
<td>Can be treated through medication</td>
</tr>
<tr>
<td>Needs extended time</td>
<td>Does NOT need extended time</td>
</tr>
</tbody>
</table>

Typical gifted students are mature

Transition to middle school difficult

Acceleration very different
Solutions for ADHD

- Short term course of Medication:
  - Concerta, Adderall XR, Biphetin, Metadate CD, Ritalin LA, Focalin, Vyvanse
- Classroom Modification
  - Have an identifiable structure
  - Advanced Organizers
  - Chunk assignments
  - Reward slow and thorough
  - Use full-participation strategies
- Interactions
  - Don’t debate; low and slow
  - Don’t raise your voice
  - Praise specific behavior, avoid global praise

Wake up the frontal cortex

Put them in front
Away from the air conditioner, door, high traffic
Hand signals
Write time on paper so they see how long they take

Structure—different from gifted education. Can’t handle too much open-endedness or independence

Quiet and straightforward don’t let them be victim or hero
What is Asperger’s Disorder?

Steve

(A) Qualitative impairment in social interaction

(B) Restricted, repetitive and stereotyped patterns of behavior, interests, and activities
IQ Test Results: Full Scale IQ (WISC IV) 125

Classroom Achievement (Grades)
Language Arts: C
Social Studies: C
Mathematics: A
Science: A

Behavioral Summary (high, average, low):
Classroom Adjustment: Average-Low
Social Adjustment: Low
Self-Control: High

Self control too high
Qualitative Impairment In Social Interaction

- lack of empathy
- naïve, inappropriate, one-sided interaction
- little or no ability to form friendships
- monotone, repetitive speech
- poor non-verbal communication
- intense absorption in certain subjects and
- clumsy and ill-coordinated movements (sensory integration)
  (Burgoine & Wing 1983)


There is no general language delay
There is no severe global cognitive impairment
Is commonly misdiagnosed as ADD, Bipolar, Tourettes, OCD and more
Occurs in roughly 1 of 100 children
Identified more in males than females—adapting behaviors different
Lacks ‘Theory of Mind’

- Wants friends but doesn’t know how to make friends
- Feels but does not always know how to express
- Does not understand what ‘manners’ are
- Does not see the impact of his (rude) words on the feelings of others
- Assumes that everyone is interested in what s/he is interested in; wants to do what s/he wants to do
As a result the AS child can appear naïve aloof eccentric and disobedient.

When in truth he really doesn’t get it
A Conversation between
Mother and Son

AJ hit me with a basketball

Oh, Dear! That must have hurt...did he do it on purpose?

What do you mean?

I mean was he trying to throw the basketball at you or was he trying to throw it somewhere else?

Well, he had the basketball and he threw it and it hit me in the face and I cried...is that 'on purpose'?

Back to Pikachu for a minute
Can you estimate the total number of squares by counting only the red squares? Why or why not?

Word problems
Novels
Small group activity

Absolutely interferes with academic functioning
Restricted, Repetitive and Stereotyped Patterns

- Extremely sensitive to light and sound, as in a school cafeteria or gym as well as fire drills.
- Dislikes change in routines, transitions
- Dislikes textures of certain clothing, food
- Emotionally timid or explosive; anxious
- Repetitive behaviors (spinning, rocking)
Steves’s WISC IV Subtest Scores

Verbal Comprehension: 133
Perceptual Reasoning: 128
Working Memory: 106
Processing Speed: 97

Full Scale IQ = 131
The Gift in Aspergers Disorder

- Honest
- Ethical
- Loyal
- Strong academic skills

Passionate about their interest
Solutions

- Medication: Tic behavior (Intuniv), Anti-anxiety (Wellbutrin, Celexa, ...)
- Perceptive Sentences/Social Stories/Comic Book Conversations
- Note cards/hand signals
- Social Skills group
- Part-to-Whole Instruction
- Highly Structured Settings and Routines
- Advance Organizers for Transitions
- Sensory Comforting (soft toy, ball)
- Massage
- Occupational Therapy
Mommy talks to a lot of people.
Mommy likes talking to other people.
Sometimes when Mommy is talking to other people I want to talk too.

*I can say “Excuse me!” to see if Mommy can talk to me.*

Sometimes Mommy will answer me right away.
Other times Mommy is talking about something very important. When she is talking about something important she cannot answer me right away.

*If I say “Excuse me” and Mommy doesn’t answer, I can wait until she is done talking.*

This will make Mommy very happy.
People who are polite and wait until other people are finished talking.

I am going to try to be very polite.
Carol Gray

Felt Boards
Colorform

<table>
<thead>
<tr>
<th>Global Dilemma: Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• They SEEM forgetful, lazy, inconsistent, unmotivated, disruptive, rude</td>
</tr>
<tr>
<td>• Unlike typically developing gifted children they seem immature and inconsistent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Global Solutions: Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Their brains are working hard every day to compensate for their deficit– they are frustrated, confused, and exhausted.</td>
</tr>
<tr>
<td>• Gifted education is not a reward for good behavior, it is a response to educational need.</td>
</tr>
</tbody>
</table>

Discrepancy score is performance relative to ability
Global Dilemma: Identification

- Specific, limited deficits hide overall giftedness
- All have behaviors may keep general educators from referring
- Remediating deficit may take precedence over gifted services
- Requirements that performance be ‘below average’

Global Solutions: Identification

- Multiple Identifiers
- Assess in comparison to other LD/ADD/AS children
- Use discrepancy scores as a basis for identification
- Use the General Ability Index (GAI) for WISC IV
- Provide information to general and special educators

Discrepancy score is performance relative to ability
Global Dilemma: Services

- Gifted education is a pivotal part of academic and self-esteem
- Requires advocacy to justify pull-out or differentiation
- Social and academic
- Unlike typically developing gifted children they require structured learning environments

Global Solutions: Services

- Include gifted services on IEP and gifted educator on IEP team
- Make gifted program participation independent of regular class grades
- The best environment is often the self-contained 2e classroom
- Integrate hands-on, inquiry-based, conceptually oriented instruction*
- Contracts
- Textbooks on CD, speech recognition software

Gifted education is a lifeline to these students

It has to look different
## Conventional Interventions

<table>
<thead>
<tr>
<th>Learning Disabilities</th>
<th>ADHD</th>
<th>PDD/AS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Behavior Modification</td>
<td>• Medication</td>
<td>• Medication</td>
</tr>
<tr>
<td>• Training in area of Disability</td>
<td>• Tutoring</td>
<td>• Behavior Modification</td>
</tr>
<tr>
<td>• Environmental Adjustments</td>
<td>• Behavior Modification</td>
<td>• Environmental Adjustments</td>
</tr>
<tr>
<td>• Technology</td>
<td>• Environmental Adjustments</td>
<td>• Social Skills Training</td>
</tr>
<tr>
<td>• Counseling</td>
<td>• Technology</td>
<td>• Technology</td>
</tr>
<tr>
<td></td>
<td>• Counseling</td>
<td>• Counseling</td>
</tr>
</tbody>
</table>
Alternative Approaches

• Neurofeedback
• Nutritional Supplements/Diet
• Occupational Therapy/Vision Therapy/Auditory Therapy
• Massage
• Acupuncture/Acupressure
Books

- That Crumpled Paper was Due Last Week
- Smart Kids with Learning Difficulties: Overcoming Obstacles and Realizing Potential
- The Pretenders: Gifted People Who Have Difficulty Learning
- Misdiagnosis and Dual Diagnosis of Gifted Children and Adults.
- Can I tell you about Aspergers Syndrome?
- Pretending to be Normal
- The Out of Sync Child
- The Complete Guide to Aspergers Syndrome
- Driven to Distraction
OnLine Resources

- http://www.nagc.org
- http://www.hoagiesgifted.org/twice_exceptional.htm
- http://www.2enewsletter.com/welcome%20page.htm
- http://uniquelygifted.org/
Big Picture

- 2e children are *more impaired* than typically developing children with exceptionalities
- 2e children spend all day dealing with minds that are trying to compensate—they’re tired
- 2e children have physiological disorders—they’re not behaving that way on purpose
- A 2e children may ‘look’ just exceptional or gifted -- or neither—they are hard to find

Exceptionality suppresses test scores and achievement
Catch Them at Their **BEST!!!**

- Artistic talent
- Mechanical wizardry
- A knack for computers
- Genius with puzzles and mazes
- Inventiveness
- Creative ideas
- An intuitive grasp of the essential rather than the superficial
- Uncanny empathy
Questions?