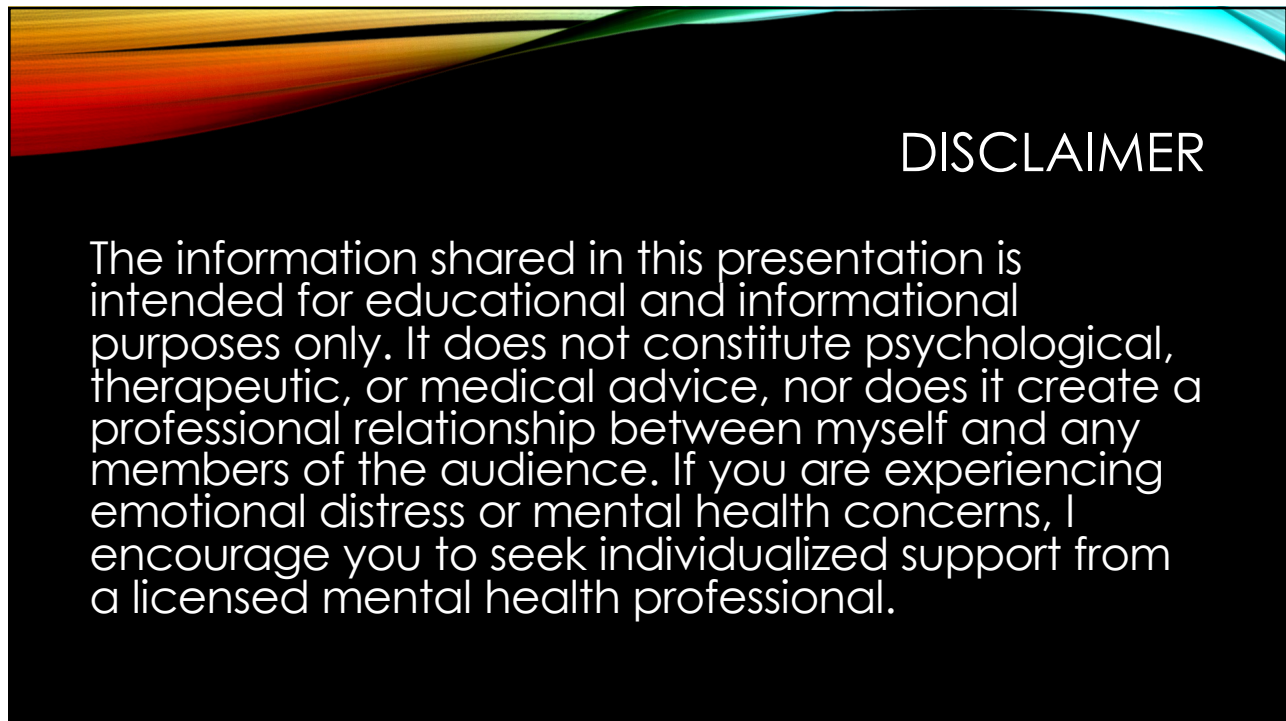
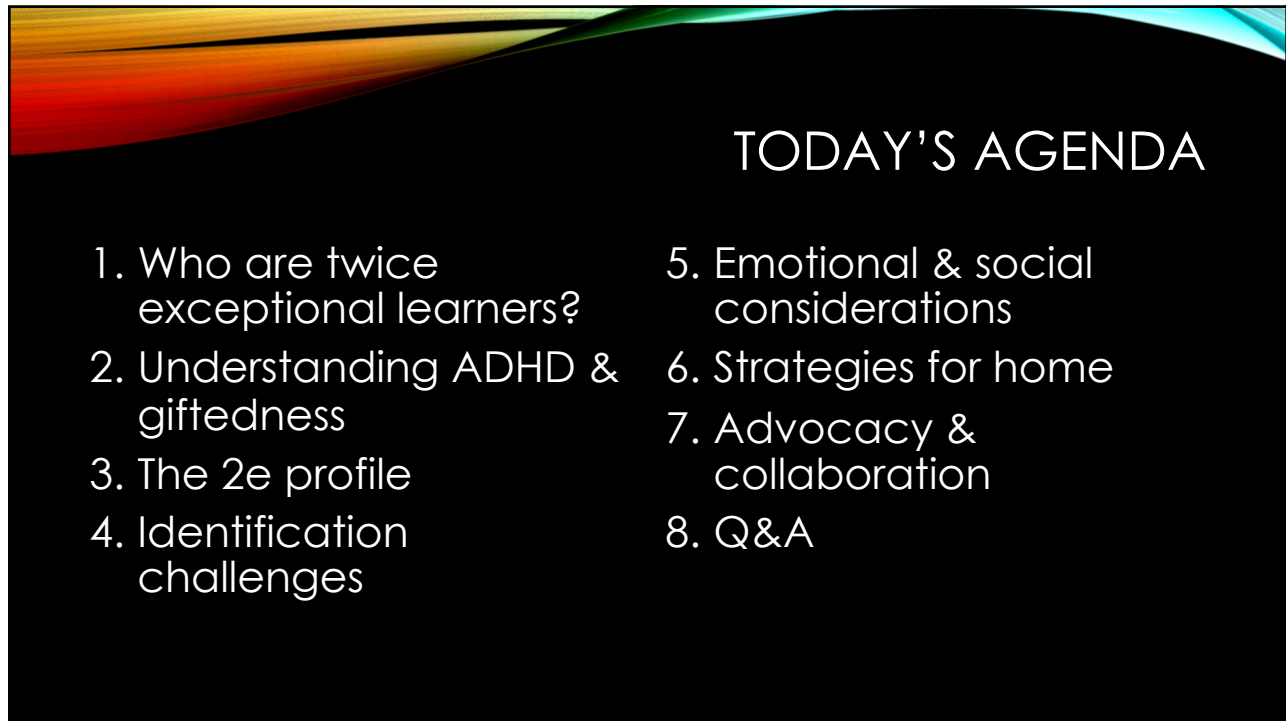


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## TODAY'S AGENDA

1. Who are twice exceptional learners?
2. Understanding ADHD & giftedness
3. The 2e profile
4. Identification challenges
5. Emotional & social considerations
6. Strategies for home
7. Advocacy & collaboration
8. Q&A

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## WHO ARE TWICE EXCEPTIONAL LEARNERS?

- Students who are both identified as gifted and have a diagnosed disability (e.g., ADHD, dyslexia, autism)
- Key Characteristics (Silverman, 1997):
  - Asynchronous development
  - High intellectual or creative abilities
  - Concurrent learning and/or behavioral challenges
- Why it's important:
  - Masked or overlooked needs.
  - Potential for extraordinary achievement if properly supported



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## ADHD: SYMPTOMS & IMPACT ON LEARNING

- Core Symptoms (DSM-5, 2013):
  - Inattention (organizational challenges, distractibility)
  - Hyperactivity (fidgeting, restlessness)
  - Impulsivity (interrupting, difficulty waiting)
- Impact on Academic Performance (Barkley, 2015):
  - Struggles with executive functioning (planning, time management)
  - Difficulty sustaining effort on routine tasks

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## ADHD IS A DEFICIT IN REGULATING ATTENTION IN ACTIVITIES THAT ARE LESS STIMULATING



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## GIFTEDNESS: TRAITS & MISCONCEPTIONS

- Common Traits (Webb et al., 2016):
  - Rapid learning, excellent memory
  - High curiosity, passion for specific interests
  - Creativity, advanced problem-solving
  - Emotional intensity or heightened sensitivity
- Misconceptions:
  - "Gifted means straight A-s."
  - Giftedness equals high maturity."

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## PREVALENCE AND RESEARCH FINDINGS

- ADHD Prevalence: Approximately 8-10% of U.S. children have ADHD (CDC, 2020).
- Estimated 2e Population: About 2-5% of the student population may be 2e (NAGC, 2023).
- An April 2023 study in the journal *Intelligence* found that among a large sample of children with ADHD, about 8.7% also met criteria for high intellectual ability (IQ  $\geq$  125).
- Observations from teachers and clinicians suggest that 5-10% of children identified as gifted may have ADHD.

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## WHY IS THE 2e IDENTIFICATION SO CHALLENGING?

- Giftedness can mask ADHD symptoms and ADHD can obscure giftedness.
- Bright students who are underchallenged or bored in the classroom can look like they have ADHD whether they do or not.
- ADHD symptoms can easily overshadow a student's high potential and often these kids do not stand out as having high potential.
- Overlap in observable behaviors between gifted learners and ADHD symptoms can lead to both misdiagnosis and under-recognized ADHD in gifted children.

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# GIFTED CHARACTERISTICS VS. ADHD CHARACTERISTICS

Edited Chart from *To Be Gifted and Learning Disabled*, Baum, et al, 2017

Characteristic	Gifted	ADHD
Sustaining attention	Poor attention often due to boredom; daydreaming	Difficulty with sustained attention; daydreaming
Listening skills	Preoccupation w/ own ideas and concepts; appears bored	Diminished ability to listen attentively
Task completion	Completion of tasks directly related to personal interests	Struggles with independent task completion
Motivation	Lack of persistence on tasks that seem irrelevant or meaningless	Avoids and dislikes sustained mental activity unless interested
Organization	Organization may be seen as unnecessary depending on the task	Messy and may misplace items needed for work; disorganized

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## GIFTED CHARACTERISTICS VS. ADHD CHARACTERISTICS (CONT.)


Edited Chart from *To Be Gifted and Learning Disabled*, Baum, et al, 2017

Characteristic	Gifted	ADHD
Following directions	Questions rules and directions	Because of impulsivity, following directions is a challenge
Impulsivity	Highly sensitive, but judgement lags well behind intellectual development	Impulsive; poor judgement in interactions (not waiting turn, interrupting)
Verbal manifestations	Magnified curiosity and need to prove yields much talking	Excessive talking
Reactions to authority	Intensity that leads to struggles with authority	Struggles adhering to rules for behavior regulation

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### THE INTERSECTION OF GIFTEDNESS AND ADHD: THE BEST OF BOTH WORLDS


- Exceptional, creativity, curiosity, original thinking, problem solving, and passionate engagement
- The ability to make novel connections that others may miss
- Rapid learning in favorite subjects



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## THE INTERSECTION OF GIFTEDNESS AND ADHD: THE CHALLENGES OF BOTH WORLDS

- Struggles with tasks requiring sustained attention or organization, refusals, defiance
- Difficulty with executive functioning: time management, planning completing assignments
- Asynchronous Development: High achievement (but underdeveloped social, emotional, and organization skills)
- Misalignment between intellectual capacity and practical output creates confusion, misunderstanding, and stress

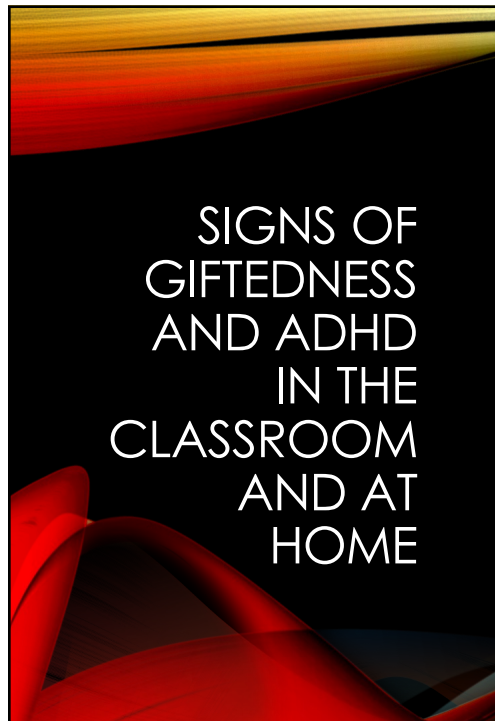


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## EMOTIONAL & SOCIAL CONSIDERATIONS

-  Emotional intensity & regulation struggles
-  Heightened anxiety, perfectionism (Neihart et al., 2002)
-  Sleep Problems related to anxiety
-  Social Challenges of both groups get magnified:
  - Feeling "different" from peers
  - Risk of bullying or social isolation
-  Self-Esteem & Identity: Struggle with "They say I'm smart, but I can't keep up."

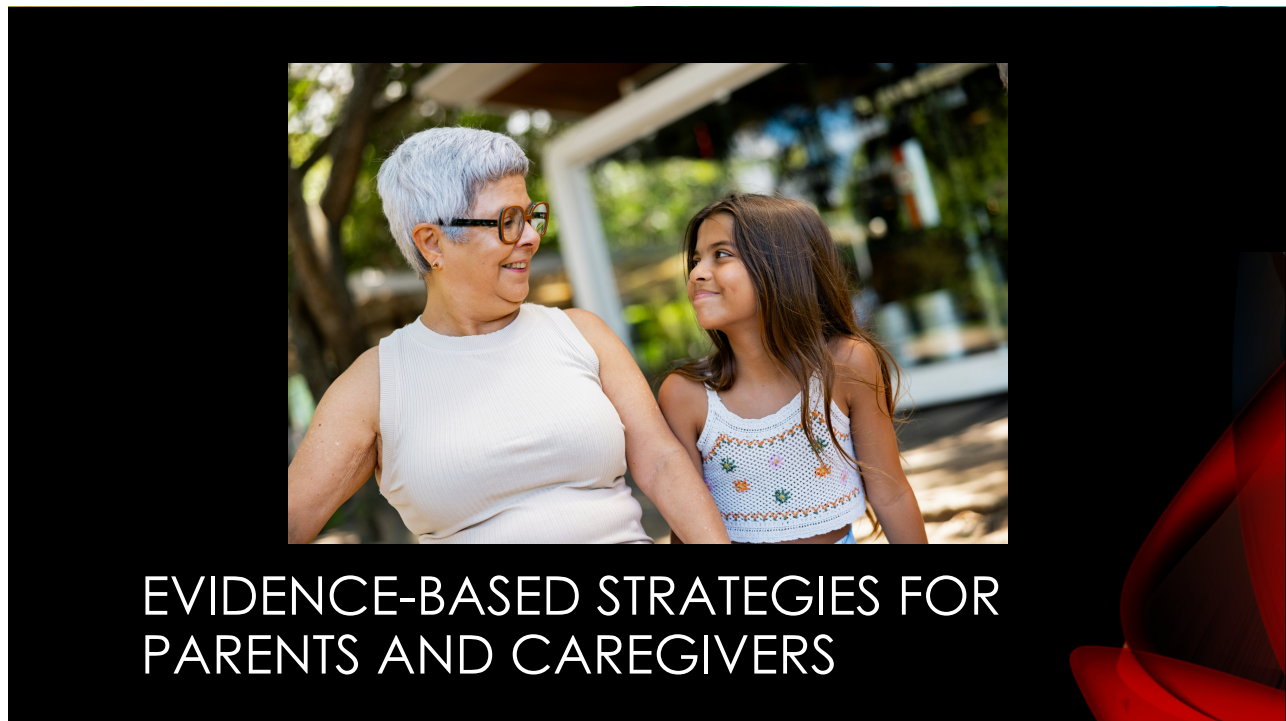
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**SIGNS OF GIFTEDNESS AND ADHD IN THE CLASSROOM AND AT HOME**

-  Asks complex questions, but may interrupt or appear inattentive
-  Excels in creative tasks, but procrastinates or forgets homework
-  May be highly verbal, but struggles with written work
-  Experiences boredom, frustration, or emotional outbursts


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**EVIDENCE-BASED STRATEGIES FOR PARENTS AND CAREGIVERS**




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STRUCTURED HOME ENVIRONMENT

- ✓ Consistent, predictable routines
- 🕒 For younger kids, visual schedules, checklists, timers
- 🚶 Limiting afterschool activities
- 👁 Visually labeled organization
- 🎒 Weekly backpack check

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STRENGTHS-BASED SUPPORT

- Focusing on what our child does well builds confidence and motivation.
- Use natural interests as entry points for learning and engagement. Encourage hobbies/interests.
- Promote a growth mindset: focus on effort rather than performance.
- Teach children to break tasks into small, manageable steps (for schoolwork, chores, and daily routines).
- Provide frequent feedback (ideally 3-5 positives for each negative).

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## EMOTIONAL AND SOCIAL WELLBEING

- Validate child's feelings—acknowledge their strengths and struggles.
- Encourage friendships based on shared interests.
- Teach coping strategies for frustration, anxiety, perfectionism
- Consider social or support groups for 2e learners.
- Consider counseling.



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## ADVOCACY AND COLLABORATION

- Partner with teachers, counselors, and specialists to create individualized supports.
- Request comprehensive evaluations—look for both strengths and challenges.
- Develop IEPs or 504 Plans that address giftedness and ADHD.
- Share insights about your child's learning style and needs.



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## EVIDENCE-BASED STRATEGIES FOR EDUCATORS

- Encouraging a Growth Mindset.
- Differentiated Curriculum:
  - Enrichment activities plus needed supports provides depth and complexity (Tomlinson, 2017)
  - ADHD Accommodations: extended time, breaks, organizational support
  - Executive Function Supports: Checklists, timers, organization apps
  - Positive Behavior Supports & Empathy: Clear expectations, frequent feedback, emotional validation

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## TAKEAWAYS

- Gifted children with ADHD are uniquely talented and uniquely challenged.
- Compassion + strengths-based support = empowered 2e learners.
- Collaboration between educators, parents, and students is key.
- This week: catch your child doing something hard — and name the effort out loud.

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Many twice-exceptional kids are like **race cars with bicycle brakes** — enormous power, but they need support to steer and regulate.

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## ADDITIONAL RESOURCES: BOOKS

- Barkley, R. A. (2015). *Executive functions: What they are, how they work, and why they evolved*. Guilford Press.
- Baum, S. M., Schader, R. M., & Owen, S. V. (2017). *To be gifted and learning disabled: Strength-based strategies for helping twice-exceptional students with LD, ADHD, ASD, and more* (3rd ed.). Prufrock Press.
- Webb, J. T., Amend, E. R., Beljan, P., Webb, N. E., Kuzujanakis, M., Olenchak, F. R., & Goerss, J. (2016). *Misdiagnosis and dual diagnoses of gifted children and adults: ADHD, bipolar, OCD, Asperger's, depression, and other disorders* (2nd ed.). Great Potential Press.

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## ADDITIONAL RESOURCES: ARTICLES AND WEBSITES

- ADDitude Editors. (2023, March 28). Twice exceptional: Recognizing ADHD in gifted children. ADDitude. <https://www.additudemag.com/twice-exceptional-adhd-signs/>
- Antshel, K. M. (2023). ADHD, giftedness, and the twice-exceptional student. *Intelligence*, 97, 101754. <https://www.sciencedirect.com/science/article/pii/S016028962300017X>
- Child Mind Institute. (n.d.). Twice-exceptional kids: Both gifted and challenged. Child Mind Institute. <https://childmind.org/article/twice-exceptional-kids-both-gifted-and-challenged/>
- Davidson Institute. (2022, April 6). ADHD and giftedness: What do parents need to know? Davidson Gifted Blog. <https://www.davidsongifted.org/gifted-blog/adhd-and-giftedness-what-do-parents-need-to-know/>
- Kaufman, S. B. (2019, August). Giftedness & ADHD: A strengths-based perspective and approach. CHADD. <https://chadd.org/attention-article/giftedness-adhd-a-strengths-based-perspective-and-approach/>

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## QUESTIONS?

Lourdes Valdes, PhD  
[lourdes@drvaldes.net](mailto:lourdes@drvaldes.net)

<https://drvaldes.net/>

633 E. Fernhurst Drive, Suite 501  
Katy, TX 77450  
Office: 832-437-6260

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