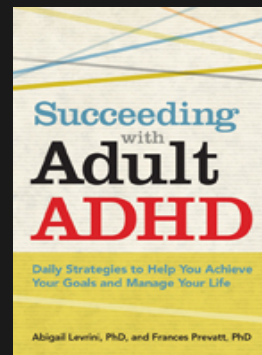
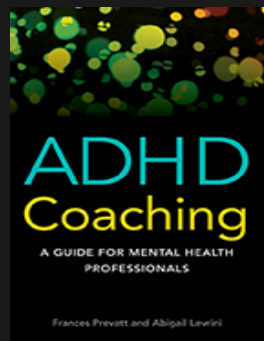




**ABIGAIL LEVRINI, PHD** is a licensed clinical psychologist, ADHD specialist, renowned speaker, and bestselling author. She can be found throughout the media on WebMD, The Washington Post, NAMI, APA, PsychCentral, and many other popular means of press. Dr. Levrini's first book is an American Psychological Association (APA) bestseller, ("Succeeding with Adult ADHD: Daily Strategies to Help you Achieve Your Goals and Manage Your Life", 2012). Her second book was published in June of 2015 and is titled, "ADHD Coaching: A Guide for Mental Health Professionals". Dr. Levrini also stars in the American Psychological Association's Therapy Video Series on Adult ADHD Treatment.

**Dr. Levrini and the Psych Ed Connections staff offer the following services:**

- Psychological & Educational Assessment
- Individual , Couples, and Family Therapy
- ADHD Coaching
- Subject Tutoring & Test Prep



Behaviors Associated with ADHD	Behaviors Associated with Giftedness
(Barkley, 2006; Hinshaw & Ellison, 2016)	(Webb, 1993)
Poorly sustained attention in almost all situations	Poor attention, boredom, daydreaming in specific situations
Diminished persistence on tasks not having immediate Consequences	Low tolerance for persistence on tasks that seem irrelevant
Impulsivity, poor ability to delay gratification	Judgment lags behind intellect
Impaired adherence to commands to regulate or inhibit behavior in social contexts	Intensity may lead to power struggles with authorities
More active, restless than normal children	High activity level; may need less sleep
Difficulty adhering to rules and regulations	Questions rules, customs, and traditions





# Similarities & Differences

## Similarities

- Problem completing or turning in work
- Problem following rules
- Difficulties with peers/lag in emotional maturity (2-3 years)

## Differences

- Gifted children choose not to do work, those with ADHD are distracted, disorganized or overwhelmed.
- Gifted children question rules, those with ADHD struggle to self-regulate.
- Gifted children internalize feelings, struggle with social acceptance and feeling valued for their opinions. Those with ADHD may be aggressive or annoying to peers.

# Is it really ADHD...?

## Questions to consider before referring the gifted child for an ADHD evaluation:

- Do symptoms occur only in the school setting?
- Although easily distracted by environment when uninterested in a task, does the child try to avoid disturbing others?\*
- Does the child delay a response when spoken to, but ultimately give a thoughtful response?
- Does the child attributes impulsive 'blurting out' to needing to share important information?
- Can the child repeat back instructions after appearing inattentive?
- Does the child thrive on working on multiple and complex tasks?

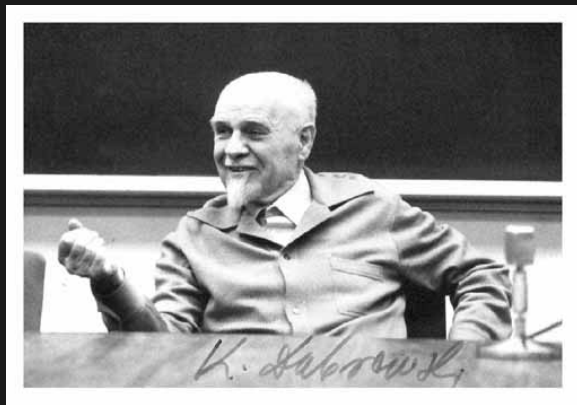
# Or is it....BOTH??

- Are gifted children over-diagnosed with the disorder?
  - High ability can mask ADHD, and attention deficits and impulsivity tend to depress the test scores as well as the high academic performance that many schools rely on to identify giftedness.
  - Kaufman and her colleagues' (2000) work indicates that identified gifted ADHD children are more impaired than other ADHD children, suggesting the possibility that we are missing gifted children with milder forms of ADHD.
  - Teachers may tend to focus on the disruptive behaviors of gifted ADHD students and fail to see indicators of high ability.
- Does the emerging research suggest any differences in intervention or support?
  - Gifted children whose attention deficits are identified later may be at risk for developing learned helplessness and chronic underachievement (Moon, 2001).
  - It is recommended that children who fail to meet test score criteria for giftedness and are later diagnosed with ADHD be retested for the gifted program (Baum, Olenchak, & Owen, 1998; Moon, 2002).
  - Keeping the focus on talent development, rather than on remediation of deficits, appears to yield more positive outcomes and to minimize problems of social and emotional adjustment (Baum, Owen & Dixon, 1991; Olenchak, 1994; Olenchak & Reis, 2002; Reis, McGuire, & Neu, 2000).
- While a misdiagnosis of ADHD is undesirable, diagnostic errors of omission are just as serious and may be even more prevalent among gifted students.

Dabrowski's "Overexcitabilities" -

Dabrowski claimed that some people were more excitable than others and their reactions made them appear to be more intense than others

He found this to be especially true in gifted individuals



## Dabrowski's Theory About Overexcitabilities

Why does it matter for gifted kids?

[www.RaisingLifelongLearners.com](http://www.RaisingLifelongLearners.com)







# Further Reading:

