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Attention Divergent Hyperactive Giftedness

A Strength-Based Paradigm

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Twice-exceptional (2e): gifted with a co-occurring learning difference

It’s Not Easy Being Green

Blue
Complex challenges

Yellow
Distinguishing strengths

Green
Where the two intersect, and where 2e students live





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Our Goals for Twice-Exceptional Learners

01

Foster a positive learning environment

02

Develop a strength-based paradigm

03

Acknowledge areas of challenge

ADHG · ATTENTION DIVERGENT HYPERACTIVE GIFTED

We need to take the deficit and deficiency out of the conversation

Not learning deficient, but learning different

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Gifted FIRST!

The child doesn’t change; rather, it is how they are perceived that makes all the difference.

A STRENGTH-BASED PARADIGM MEANS

- Addressing strengths and interests
- Providing appropriate social and emotional support
- Adapting for academic strengths and accommodating learning needs
- Creating a supportive, safe, problem-solving culture that values success

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The Brain & ADHG

What dopamine does



- A neurotransmitter tied to motivation, emotional significance, relevance, pain, and pleasure
- Insufficient dopamine is associated with ADHD: difficulty with focus and motivation
- Low dopamine can show up as impulsivity, stimulation-seeking, and speaking without a filter

When dopamine is highest in schoolchildren

Moving · Laughing · Interacting · Being read to · Feeling a sense of accomplishment · Having choice

Neuroimaging studies show stronger long-term memory when there is trust and positive feeling.

Sheynikhovich, D., Otani, S., & Arleo, A. (2013). Dopaminergic control of long-term depression/long-term potentiation threshold in prefrontal cortex. Journal of Neuroscience, 33, 13914–13926.

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Five Components of Successful 2e Programs

1

Psychologically safe environment

Belonging, with challenges and strengths both acknowledged

2

Tolerance for asynchrony

Uneven intellectual, physical, and social-emotional development is expected

3

Positive relationships

Trusting connections with adults and with peers

4

The gift of time

Time to process, to pause, and to incubate ideas

5

Strength-based, talent-focused learning

Gifted first: build on strengths while supporting challenges

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Suite of Tools™



A 360° strength-based assessment for understanding who 2e learners are and how to meet their needs (Baum & Schader).

- C.L.U.E.S.™
- My LearningPrint™
- Creating Possibilities
- **Quick Personality Indicator™ (QPI)**: our focus today

Strengths-Based Assessment Lab, Elmbridge University

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Quick Personality Indicator™ · Baum & Nicols

Personality Prototypes



Practical Manager

Timekeeper · Organizer · Concrete sequential



Learned Expert

Thinker · Logician · Abstract sequential



Creative Problem Solver

Inventor · Adventurer · Risk taker



People Person

Ambassador · Sensitive, emotional · Creative artist

Everyone is a blend of all four; one or two usually predominate.

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Timekeeper · Organizer · Concrete sequential

Practical Manager



CHARACTERISTICS

- Perfectionism
- Procrastination
- Rigidity and difficulty with change
- Overstimulation

IT'S A GOOD DAY WHEN

"Everything gets checked off the list"

- No surprises; things go as planned
- Work before play
- Life follows a schedule

KEYS TO NEGOTIATION

- Be practical and precise
- Argue from objective facts
- Stay calm
- Pilot, trial, then evaluate results

WORKSPACE

- A quiet place to work, away from noise and activity

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Thinker · Logician · Abstract sequential

Learned Expert



CHARACTERISTICS

- Avid reader
- Great at arguing a point
- Loves non-fiction, theories, and interesting information
- Uses technology to learn new things

IT'S A GOOD DAY WHEN

"I can think and strategize"

- A great debate on an issue
- Time to read, follow the news, or take on a mental challenge
- Some structure and routine

KEYS TO NEGOTIATION

- Present a logical, research-based argument
- Agree rules of debate (3-minute rule, one-on-one)
- Bring in a mediator

WORKSPACE

- A quiet place with access to technology
- A table with books spread about

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Inventor · Adventurer · Risk taker

Creative Problem Solver



CHARACTERISTICS

- Great at inventing
- Likes to take risks
- Loves fun and adventure
- Loves challenging, competitive games and creative productivity

IT'S A GOOD DAY WHEN

"I can do it my way"

- Lots of choices and options
- Creative problem solving and new ideas
- No fixed plan; options left open

KEYS TO NEGOTIATION

- Offer choice or options
- Look for a creative solution
- Give general guidelines, not detailed, iron-clad decisions

WORKSPACE

- Space to spread out and move about
- Thinking may happen lying on the floor
- Portable tools suit learners on the move

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Ambassador · Sensitive, emotional · Creative artist

People Person



CHARACTERISTICS

- Great at being dramatic
- Likes to be artistic
- Good leader
- Connects with, cares about, and understands others

IT'S A GOOD DAY WHEN

"I feel special and appreciated"

- Everyone agrees and is friendly
- Time to be with friends
- Being told they are loved or did a good job

KEYS TO NEGOTIATION

- Use non-hostile language; no accusations
- Assure them they are loved and respected despite conflict
- Agree to disagree

WORKSPACE

- Close to peers or family, not isolated
- Study buddies, with scheduled social breaks

FIVE DIMENSIONS

Learning Environments that Support ADHG Students

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Five Learning Environments in the Classroom



Intellectual	Critical thinking, choice in how to show learning, and less rote work
Social	Time with intellectual peers, talent-based grouping, mentors and peer buddies
Creative	Real-world problems, trial and error, and mistakes as learning opportunities
Emotional	A safe space for expression, healthy risk-taking, and plans for predictable stressors
Physical	Room to move, flexible seating, brain breaks, and attention to sensory needs

ACADEMIC AND SOCIAL-EMOTIONAL

Strategies to Support ADHG Students

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Dual Differentiation

Supporting strengths

- Provide choice and ownership of learning when possible
- Provide access to advanced and accelerated classes
- Pretest to eliminate what students already know
- Offer real-world investigations and topics of interest
- Emphasize strengths
- Share inspiring biographies of talented, creative individuals

Supporting challenges

- Utilize assistive technology
- Allow extended time
- Emphasize mastery of concepts over home practice (most difficult first)
- Differentiate the task and adapt the environment
- Encourage multiple ways to demonstrate knowledge
- Keep formal accommodations in place in advanced classes (e.g., IEP or 504 plans in the U.S.)

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Instructional Accommodations

Teach to strengths and interests

Connect content to what students do well and care about

Multisensory and interactive

Movement for input; creative products for output

Curriculum compacting

Pretest, then replace mastered content with enrichment or acceleration

Big ideas

Focus on global concepts and real-world problem solving

> **“Teach science in science, NOT reading and writing!”**
>
> Hughes

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General Academic Strategies

Organization	**A self-determined organizational system** Graphic organizers, checklists, highlighters, colored folders and notebooks
Memory	**Multiple modalities** Visual cueing and graphic representation
Metacognition	**Make thinking visible** Break up tasks and model thinking processes

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Integrative Strategies

Enriched remediation

- Let students know HOW the remediation works
- Add background knowledge that engages their intellect

Task analysis

- Break tasks down into explicit subtasks
- Let students learn how to accommodate their areas of challenge, and allow them to do so

Example While tracing letter sounds, students also explore the history of the letter: “A” began as the Phoenician aleph, a symbol for cattle, before the Greeks renamed it alpha.

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Social-Emotional Needs

01

A respectful environment

Mutually respectful, flexible, and free of judgment

02

Repeated affirmations

“I am a capable person.”

03

Reframe negative thoughts

Recognize, stop, and transform negative thought patterns

04

Organizational skills

Offer options such as checklists and calendars; don’t impose your own system

05

Relaxation and free choice

Time to stretch, move, eat well, and recharge

06

Praise self-initiation

Verbal praise for any self-initiated behavior

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What Adults Can Do

1. Recognize and respect the relationship between social-emotional needs and academic needs
2. Be cautious about forcing your desires on students based on your perception of their strengths
3. Teach pro-social skills
4. Teach ADHG students to enjoy non-academic activities
5. Teach ways to manage stress
6. Model the behavior you wish the ADHG student to exhibit

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Putting It into Practice

Educators

- Pretest, compact, and offer choice in how students show what they know
- Keep accommodations in place in advanced classes
- Design for all five dimensions of the learning environment

Parents and caregivers

- Notice your child's personality blend, and your own
- Match the workspace and the way you negotiate to that blend
- Model coping, calm communication, and stress management

Researchers and advocates

- Use strength-based language: different, not deficient
- Look beyond achievement when identifying 2e learners
- Help remove the stigma that keeps ADHG students hidden

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In Summary



The Environment

Nurture exploration and inquiry



Talent Development

Let them work within their strengths and interests



Cognitive Development

Provide the gift of time



Positive Sense of Self

Build self-awareness



Creativity

Help them find their happy place

ADHG · ATTENTION DIVERGENT HYPERACTIVE GIFTEDNESS

Let’s make ADHG happen!

Celebrate what makes these children unique: their creativity, motivation, and resilience.

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Thank you.

Questions and discussion

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APPENDIX

Additional Detail for QPI

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Activities Each Type Enjoys

Practical Manager

- Practical tasks
- Specific directions given
- Showing what I know through facts and concepts
- Making charts, graphs, fact sheets, and diagrams

Learned Expert

- Theoretical and abstract work
- Thinking, synthesizing, and giving my opinion
- Exploring resources and expert opinions
- Editorials, debates, research reports, documentaries

Creative Problem Solver

- Creative and open-ended tasks
- Having a choice of options
- Doing things my own way, without too many guidelines
- Inventions, performances, humor, and multimedia

People Person

- Creative work with arts integration
- Personally relevant and metaphorical tasks
- Working with a partner or small group
- Poetry, performing arts, creative writing, journaling