

CHARACTERISTICS OF GIFTED STUDENTS WHO ARE BORED VS. ADHD

Characteristics of Gifted Students Who are Bored compared to ADHD

- Poor attention and daydreaming when bored
- Low tolerance for persistence on tasks that seem irrelevant
- Begin many projects, see few to completion
- Development of judgment lags behind intellectual growth
- Intensity may lead to power struggles with authorities
- High activity level; may need less sleep
- Difficulty restraining desire to talk; may be disruptive
- Questions rules, customs, and traditions
- Lose work, forget homework, are disorganized
- May appear careless
- Highly sensitive to criticism
- Do not exhibit problem behaviors in all situations
- More consistent levels of performance at a fairly consistent pace

Characteristics of Students with ADHD

- Poorly sustained attention
- Diminished persistence on tasks not having immediate consequences
- Often shift from one uncompleted activity to another
- Impulsivity, poor delay of gratification
- Impaired adherence to commands to regulate or inhibit behavior in social contexts
- More active, restless than other children
- Often talk excessively
- Often interrupt or intrude on others (e.g. butt into games)
- Difficulty adhering to rules and regulations
- Often lose things necessary for tasks or activities at home or school
- May appear inattentive to details
- Highly sensitive to criticism
- Problem behaviors exist in all settings, but in some are more severe
- Variability in task performance and time used to accomplish tasks

Implications for Students with Dual Exceptionalities

Commitment to identifying and nurturing the gifts of students with disabilities implies specific changes in the way educators approach identification, instruction, and classroom dynamics.

Identification

- Include students with disabilities in initial screening phase
- Be willing to accept nonconventional indicators of intellectual talent
- Look beyond test scores
- When applying cutoffs, bear in mind the depression of scores that may occur due to the disability
- DO NOT aggregate subtest scores into a composite score
- Compare with others who have similar disabilities
- Weight more heavily areas of performance unaffected by the disability
- Weight more heavily characteristics that enable the child to effectively compensate for the disability
- Allow the child to participate in gifted programs on a trial basis

Instruction

- Be aware of the powerful role of language; reduce communication limitations and develop alternative modes for thinking and communicating
- Emphasize high-level abstract thinking, creativity, and a problem-solving approach
- Have great expectations: these children often become successful as adults in fields requiring advanced education
- Provide for individual pacing in areas of giftedness and disability
- Provide challenging activities at an advanced level
- Promote active inquiry, experimentation, and discussion
- Promote self-direction