GIFTED...It Need Not Be an Elitist Word:
Let’s not disillusion our brightest minds before they even get a chance.

Educate Yourself About Giftedness:
Pediatric clinicians play a pivotal role in promoting healthy growth and development in gifted children.

- Enhance future interactions with gifted children and their parents.
- Obtain tangible educational measures to help address concerns efficiently.
- Decrease misdiagnoses and promote greater sensitivity in providing services.
- Improve medical care and support for gifted children and their families.

SENG Helps Improve Your Clinical Skills

- FREE SENG library of articles and brochures
- Low-cost professional SENGinars
- Annual national family conference
- Certified C.E. Courses and SMPG Facilitator Training
- FREE SENGVine Newsletters
- FREE Misdiagnosis Lecture at University of Wisconsin/ Madison Grand Rounds (http://bit.ly/MisdiagnosisLecture)
- Misdiagnosis and Dual Diagnosis of Gifted Children and Adults (Webb, et al)
- Join our SENG Community: Facebook, Twitter

SENG
Supporting Emotional Needs of the Gifted

Decreasing Medical Misdiagnosis In Gifted Children

SENG
P.O.Box 488, Poughquag, NY 12570
www.SENGifted.org
A 501(c) 3 nonprofit organization
**Gifted Children Can Be At Risk for Medical Misdiagnosis**
- Gifted children are in every pediatric medical practice.
- These children possess advanced aptitudes, yet can present in complex ways, making identification challenging.
- They can develop negative coping skills due to lack of support and understanding.
- Typical gifted behaviors may resemble behavioral disorders, while certain medical disorders may be minimized or go unnoticed.
- Gifted children then can be incorrectly diagnosed and treated, overlooked or misunderstood.

**Early Recognition & Intervention are Crucial**

**The Challenge for Clinicians**
- Clinicians seldom receive formal instruction about giftedness.
- Parents may feel boastful discussing giftedness with their child’s doctor.
- Behaviors directly associated with giftedness may mimic medical or mental health disorders.
- Some gifted children do have medical and mental health conditions (2e, twice-exceptional), and differentiating between an actual diagnosis and a misdiagnosis can be challenging.

<table>
<thead>
<tr>
<th>CLINICAL TRAIT</th>
<th>POSSIBLE GIFTED EXPLANATION</th>
<th>POSSIBLE MEDICAL MISDIAGNOSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High activity level</td>
<td>Passionate learner, kinesthetic learner</td>
<td>ADHD</td>
</tr>
<tr>
<td>Low impulse control, impatient, interrupts others</td>
<td>Asynchrony, judgment lags intelligence (delay of prefrontal cortex)</td>
<td>ADHD</td>
</tr>
<tr>
<td>Worries frequently</td>
<td>Idealistic, grapples with moral, ethical, philosophical issues, spiritual issues</td>
<td>Anxiety disorder, depression</td>
</tr>
<tr>
<td>Extra-sensitive to loud noise, clothing tags, fluorescent lights</td>
<td>Dabrowski’s overexcitabilities</td>
<td>Sensory-motor integration disorder, auditory-processing disorder</td>
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<tr>
<td>Difficulty relating to classmates, atypical humor</td>
<td>Asynchrony, unusual interests and passions</td>
<td>Autism spectrum</td>
</tr>
<tr>
<td>Distractible, fails to complete tasks, refuses to do schoolwork</td>
<td>Daydreams, active imagination, needs to be intellectually challenged</td>
<td>ADHD, learning disability, auditory-processing disorder, conduct disorder</td>
</tr>
<tr>
<td>Stubborn, averse to transitions</td>
<td>Independent, high expectations, deep interests, drive to learn</td>
<td>Obsessive-compulsive personality disorder, autism spectrum</td>
</tr>
<tr>
<td>Highly emotional, moody, argumentative</td>
<td>High sensitivity, intensity, asynchrony, needs increased challenge</td>
<td>Mood disorder, conduct disorder</td>
</tr>
<tr>
<td>Fine motor coordination delays, poor handwriting</td>
<td>Asynchrony, mind quicker than hand</td>
<td>Dysgraphia, dyslexia, learning disability</td>
</tr>
<tr>
<td>Atypical sleep pattern</td>
<td>Low need to sleep, won’t stop learning to sleep, nightmares, vivid dreams</td>
<td>Sleep disorder, ADHD, mood disorder</td>
</tr>
<tr>
<td>Atypical eating pattern</td>
<td>Too busy learning to eat, averse to food textures</td>
<td>Food allergies, eating disorder, mood disorder</td>
</tr>
<tr>
<td>Speech delays</td>
<td>Asynchrony</td>
<td>Autism spectrum</td>
</tr>
</tbody>
</table>

*Supporting Emotional Needs of the Gifted (SENG)...Changing Lives – Changing Futures*