

### 3. Categories of children to consider for Gifted/LD

(Table developed by Corinne Bees from experience)



<p><b>HIGH IQ BUT ONLY AVERAGE ACHIEVEMENT:</b></p> <p><b>“Under-achievers”</b></p>	<p>Students who are academically gifted but also have learning disabilities have high academic potential. Their academic achievement <b>may not be as low</b> as that of students with average academic potential and learning disabilities, so it is easy to miss their giftedness.</p> <p>High intelligence allows the gifted student to compensate—as if the giftedness and the learning disability cancel each other out. Often, these students may be less likely to be referred for special education testing (Senf, 1983).</p>
<p><b>SCHOOL PHOBIC</b></p>	<p>School phobia is a major problem in this population of Gifted/LD students and often exhibits as abdominal pain (stomachaches) and multiple excuses to stay home.</p> <p>These ailments are something that cannot be checked with a thermometer!</p> <p>Escaping from school can also involve drugs and addiction to computers.</p>

<p><b>HIGH IQ OR SPECIAL ACHIEVEMENT</b></p> <p><i>But do not meet all criteria for gifted</i></p>	<p>Criteria for "gifted" are often full-scale IQ scores above 130.</p> <p>Many people who are Gifted/LD do not obtain this score due to their learning disabilities or their anxiety.</p>
<p><b>OBVIOUS LEARNING DISABILITY</b></p> <p>Giftedness detected through further testing</p>	<p>A special precaution when looking at any assessment scores (reading, writing, and arithmetic):</p> <p>Anxiety and learning disability can so easily affect results. One-to-one testing and possible adaptations such as oral reading of comprehension tests may give a clearer idea of potential.</p>
<p><b>DEPRESSION</b></p> <p><b>BEHAVIOUR PROBLEMS</b></p> <p><b>ADD</b> (Attention Deficit Disorder)</p>	<p>As stated previously, manifestations of distress are a common clue to Gifted/LD. However, anxiety can be hard to measure.</p> <p>Escape into drugs, sleep and/or computers might be a clue.</p> <p>Watch for students who are greatly fatigued after school.</p> <p>Students can be prescribed drugs for depression and/or anxiety when really it is a school-related problem.</p>
<p><b>GIFTED FEMALES</b></p>	<p>Females who are Gifted/LD may mask both their LD and giftedness by behaviour that is designed to make them inconspicuous.</p>
<p><b>CULTURALLY DIFFERENT</b></p> <p>"Unfamiliar gifts"</p>	<p>Pay special attention to people who are from First Nations, ESL, or low-socioeconomic backgrounds. Their cultural context may mean that their gifts show in different ways. For example, watch for a poetry writer who has trouble writing prose. Students with unfamiliar gifts are sometimes so creative that they can appear hard to understand.</p>
<p><b>Gifted Family</b></p>	<p>Look carefully at the child who does not appear gifted in a gifted family or a group of gifted peers.</p>
<p><b>GIFTED FRIENDS</b></p> <p>"Non-gifted Child"</p>	<p>In a family, a sibling without LD may do very well, but the child with LD does not, therefore the student could have added pressure from parents and self. Sibling rivalry can exacerbate the challenges faced by a child who is Gifted/LD.</p>

**References:**

*Corinne Bees, recently retired, was a special education teacher who designed and taught a program called the "GOLD" Program. The program, at Prince of Wales Secondary School in Vancouver, B.C., is for students who are Gifted with Learning Difficulties (Gifted/LD).*

*Adapted by Get into Neurodiversity for a global audience*