



There are 2 Es in crEativE: Attention Divergent Hyperactive Giftedness

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Franklin Simmons

Franklin was born premature and has had several illnesses over the years, and as a result is underweight. Additionally, he is often unkempt in his appearance. Nevertheless, he has a commanding personality and is often described as “the life of the party” by friends and high-strung by his mother. Franklin hates school and often acts out in class. However, he is also very imaginative and will frequently daydream. His teachers have suggested that he may need to be assessed for ADHD. He enjoys telling elaborate stories of his own creation to his friends. His father recently passed away and Franklin has not returned to school since. He has been spending a great deal of time by himself at various libraries around town.

Ethnicity: Caucasian Age: 10

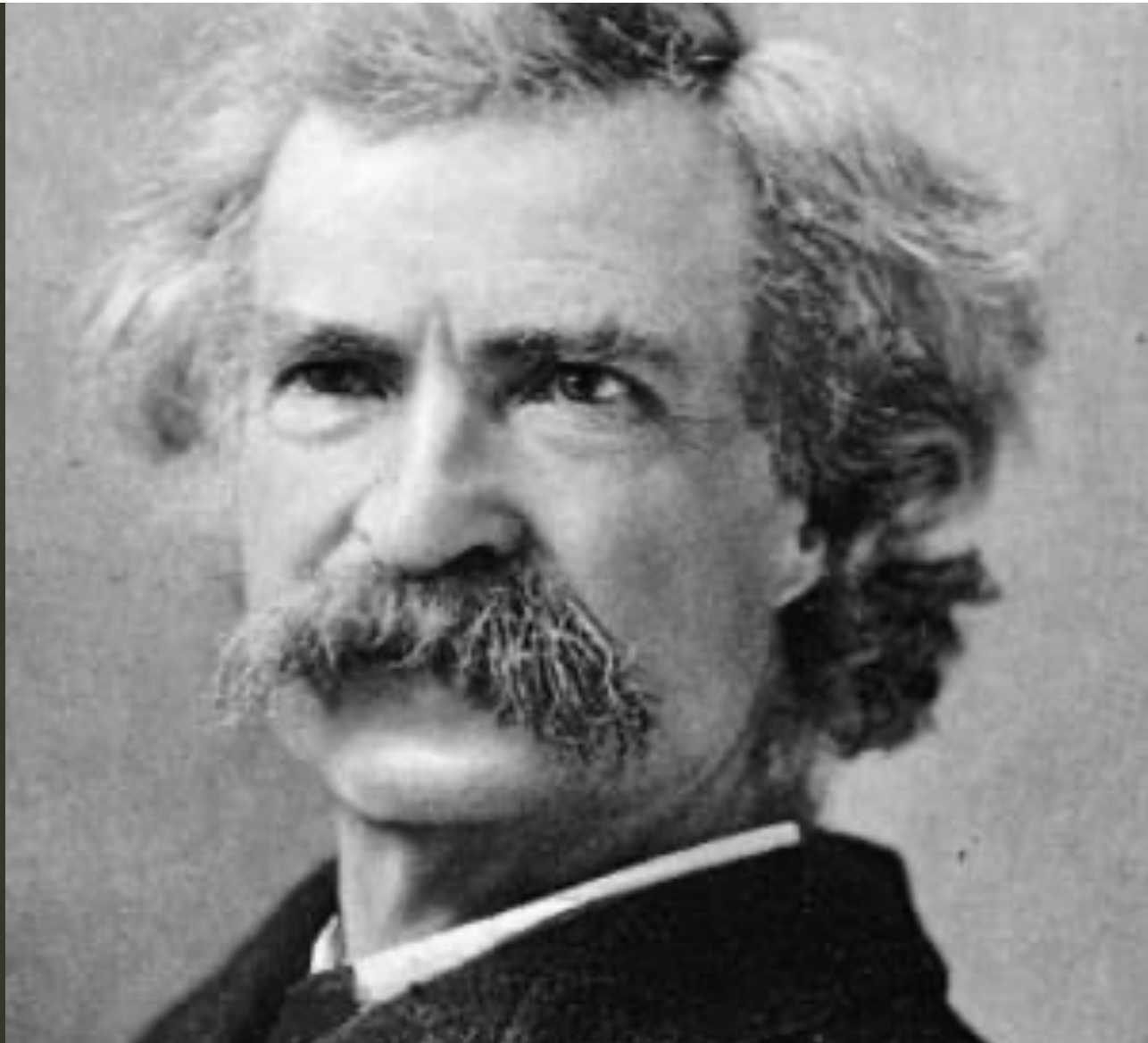
Educational Level: 5th grade Height: 5'1"

Weight: 55 lbs. Appearance: Unkempt

IQ: 115 Creativity: Outstanding


School Achievement: Poor Social Adjustment: Above Average

Mark Twain





Meet Michael

- ▶ Bright student
 - ▶ Advanced vocabulary
 - ▶ Imaginative
 - ▶ Asked questions
 - ▶ Quirky sense of humor
 - ▶ ADHD
 - ▶ Dyslexic
 - ▶ Behavior Issues
 - ▶ Low self-esteem
- 

ADHG

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



Estimated 385,000 twice- exceptional children in the United States

Assouline, Colangelo, VanTassel-Basra, Lupkowski-
Shoplik, 2015

Identification Issues

- Masking effect
- Minority within a minority
- Reverse hierarchy of learning



Characteristics of Students with ADHD

Kolfer, Rapport, Bolden, Sarver, & Raiker (2010) found that working memory (WM) was lower in adolescents with ADHD when compared to a non-ADHD control group.



Characteristics of Students with ADHD

Students with ADHD fail to maintain attention over time and to suppress attention to non-relevant information (WM), suggesting that this group should experience problems in higher order thinking (Zentall, 2005).



Characteristics of Students with ADHD

Students with ADHD

- ▶ Tell more creative stories with novel themes and plots (Zentall, 1998)
- ▶ Use more nonverbal information and strategies during problem solving in response to high states of arousal (videos and games) (Lawrence et al., 2002)
- ▶ Contribute to higher percentages of correct problem solutions in cooperative groups when compared to groups without ADHD participants (Kuester & Zentall, 2011).



Characteristics of Students with ADHD

White & Shah (2011) found that adults with ADHD showed higher levels of creative achievement than non-ADHD peers.

- ▶ ADHD group had a preference for idea generation
- ▶ Non-ADHD group showed a preference for clarifying and developing ideas



Characteristics of Twice-Exceptional Students with ADHD

Score higher on tests of creative thinking than similar IQ peers without ADHD
(Fugate, Zentall, & Gentry, 2013)



Gifted FIRST!



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



Foster Creativity

- ▶ Create an environment that nurtures exploration and inquiry



Foster Creativity

- ▶ Build self-awareness



Foster Creativity

- ▶ Help them find their happy place



Foster Creativity

- ▶ Provide opportunities for choice



Foster Creativity

- ▶ Provide them with time



Foster Creativity

- ▶ Provide meaningful and challenging experiences

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