

# Gifted children and the physician

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*(pronounce : Van Mia Bêch Mác)*

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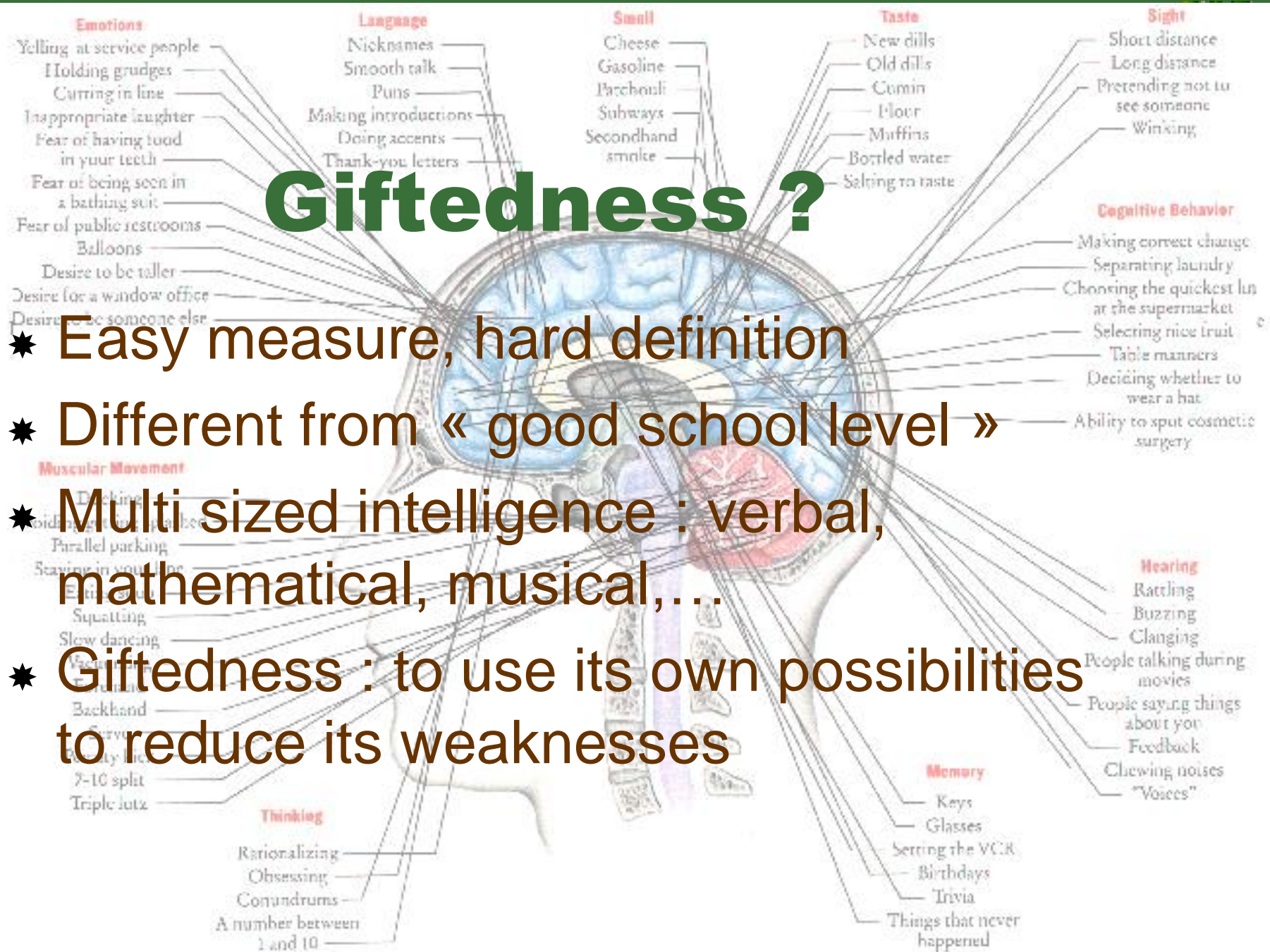
# Giftedness ?

★ Easy measure, hard definition

★ Different from « good school level »

★ Multi sized intelligence : verbal, mathematical, musical, ...

★ Giftedness : to use its own possibilities to reduce its weaknesses



None of this is as easy as it looks ...

**Why do they come  
to the doctor ?**



# Nonsynchronia

- ★ Internal nonsynchronia
  - Gap between intellectual, physical, emotional development
- ★ Social nonsynchronia
  - Difficulty of having age-related friends with the same games, same interests
  - Difficulty of having older friends with the same physical characteristics



# Emotional burden

- ★ Hypersensibility
  - They don't like when something doesn't work
  - Strong emotions, often alone to live them
- ★ Early maturity
- ★ Gap between social situations to live and emotional abilities



# Difficulty with social and family life

- ★ Multiple sized children
- ★ Lack of intellectual stimulation by family
- ★ Bad acceptance of parental or scholar authority
- ★ Burden on family system
- ★ Wish of parents to oversize giftedness





# At school...

- ★ Difficult to « format »
- ★ Global vision of the world around them
- ★ Special attention to details, lack of practical skills
- ★ Always ready for exploring irrational pathways
- ★ Lack of interest, borrow
- ★ Maladjustement at school

# Psychopathologic disorders

- ★ Insomnia
- ★ Psychomotrical problems
- ★ Opposition
- ★ Anxiety or depression
- ★ Autism (Asperger 's syndrome)
- ★ Somatisations





# « dys » children

- ★ Dyslexiques
- ★ Dysgraphiques
- ★ Dysorthographiques
- ★ Dyspraxiques
- ★ Dyscalculiques
- ★ Dysphasiques



# Risk of confusion with attention deficit / hyperactivity disorder

Gifted	ADHD (DSM IV)
Impatience, ennui, fantaisie, ne s'occupent pas des détails (vision globale).	Inattention, oublis, changement fréquents d'activité, ne peuvent se concentrer sur les détails.
Peu intéressés par les manipulations (la main est trop grossière pour l'intellect).	Peuvent se montrer maladroits. Difficulté à terminer une tâche. Difficulté de coordination oculomotrice.
Bouillonnement intellectuel spontané, trop-plein d'énergie motrice. Désorganisés.	Hyperactivité physique, « monté sur ressorts », logorrhée, difficultés d'organisation des activités.
Imagination débordante, émotions intenses, appréhension du monde aiguë. Quête de sens. Tolèrent mal l'échec.	Instabilité de l'humeur. Intolérance à la frustration.
Anxiété, dépression, peurs archaïques	Faible estime de soi.
Concentration intense, durable, si motivation et intérêt.	Aversion, évitement des efforts intellectuels soutenus, distraits par des stimulus externes.
Dyssynchronie interne et sociale	Difficulté à observer les consignes, les règles de vie en groupe, à attendre son tour.
Échec scolaire fréquent par inadaptation, opposition.	Difficultés scolaires par manque de concentration et problèmes de comportement.
Les QI > 130 (+ 2 écarts-type) représentent 2,15 % de la population.	Prévalence 2 à 3 %, prédominance chez les garçons.
Haut potentiel par définition persistant. Les troubles associés peuvent persister. Autres cas familiaux : fratrie, parents.	Persistance à l'âge adulte, fréquemment associé à d'autres troubles psychologiques. Autres cas familiaux : fratrie, parents.

# Management



# Diagnostic process

- ★ IQ measurement
- ★ Global evaluation
  - Situation of the child among his family, at school, with his/her friends
  - « EQ »



# School environment

- ★ School project focused on giftedness
- ★ Particular school
  - Multiple level classroom
  - Teaching in foreign language
  - Special learning skills of the teachers
  - Teachers who know about giftedness
- ★ Shorter and faster school program



# Multidisciplinary management

- ★ Psychological support of the child and his/her family
- ★ Team working with doctors, psychologists, teachers
- ★ Drugs ?
  - Nothing specific
  - Very limited role in management of related disorders
- ★ IQ measurement of parents if they want and if needed



# Belgian inter university network for management of giftedness

- ★ General information, information on teaching methods, professional orientation, stimulating activities
- ★ Counselling, analysis of child and family needs
- ★ Teaching skills for teachers
- ★ Psychological treatment if needed
- ★ Network management with schools and others partners





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Thank you for your attention

