

PHYSICIANS, PARENTS, AND GIFTED PATIENTS



IOWA TALENTED AND GIFTED ASSOCIATION



HOW DO YOU SHARE INFORMATION ABOUT GIFTEDNESS WITH PARENTS?

- Creating a positive, proactive relationship with the child's parent is key. You are in a position to recognize early behaviors associated with giftedness and to recommend appropriate interventions.
- Physicians are able to see if child development is appropriate, lagging behind, or exceeding development milestones.
- An informed physician can be a source of reassurance for both gifted children and their parents.
- Acting in an advocacy role, the physician can interact with educators and other health professionals, which may be necessary to provide appropriate referrals.
- Physicians often are not aware that giftedness has cognitive, social, emotional implications and physical development that average children do not encounter.
- Awareness and recognition of gifted behaviors and needs is necessary so that physicians may assist parents in advocating for appropriate gifted services.
- With gifted children, as with all children, it is important to be accurate in both diagnosis and treatment.
- Gifted children do not have more physiological issues than other children, but they may have more issues in expressing their giftedness and face vulnerability because of their giftedness.
- When the physician is open to giftedness and issues related to alternate diagnoses, they may be more likely to identify the underlying discrepancies, revealing alternate interventions.

DID YOU KNOW?

- Clear communication will help develop a strong parent and child relationship for explaining overall health and well-being.
- Giftedness does not define a child, but it does directly impact social, educational, and emotional aspects throughout a person's life.
- With knowledge about giftedness and its implications, early recognition and intervention can be especially helpful to later adjustments.
- Misinformation, myths, and censoring are barriers to understanding giftedness and to providing appropriate resources or services.
- When giftedness is contributing to school problems, appropriate interventions cannot happen without knowledge about giftedness and its implications.

*(Jolly, Treffinger, Inman, Smutny,
Parenting Gifted Children, 2011)*



ASYNCHRONOUS DEVELOPMENT

In average children, intellectual, physical, and emotional development progresses at about the same rate. That is, the development is in “sync.”

An average 3-year-old has the intellectual and physical abilities as well as the emotional maturity most other 3-year-olds have.

However, in many high ability/high potential children, the development of those areas is out of “sync.” They do not progress at the same rate.

A high ability/high potential 3- year-old child’s developmental profile could look like this:

Intellectual ability = age 6
Physical ability = age 3
Emotional maturity = age 2

Or this: Intellectual ability = age 7
Physical ability = age 3
Emotional maturity = age 4

Or this: Intellectual ability = age 6
Physical ability = age 4
Emotional maturity = age 3

Or any other combination of the three.

The higher a child’s IQ is, the more out of “sync” his/her development is likely to be.

From “Asynchronous Development” by Carol Bainbridge at About Parenting. <http://giftedkids.about.com/od/glossary>, 2014.



ADVICE FOR INTERACTING WITH GIFTED CHILDREN WITH ASYNCHRONOUS DEVELOPMENT

The National Association for Gifted Children (NAGC) offers this advice for the adults who interact with asynchronous development in a gifted children:

“It is important for parents, teachers, and caregivers to realize that ‘one size does not fit all’ for gifted children--and even those with similar IQ scores may not have similar skills, personalities, rates of development, abilities, or interests.

The individual traits of one gifted child may be extremely different from another.

And, the more highly gifted the gifted child, the more asynchronous she may be.

For example:

It is not unusual for a 7-year-old highly gifted child to be; reading at a 6th grade level, performing math tasks at a 4th grade level and have fine motor skills at a 2nd grade level.

At times, the child may appear to be functioning socially at a level far below her age mates.

Or the opposite; reading at 3rd grade level, performing math at a 6th grade level and functioning socially at a 10th grade level.

National Association for Gifted Children (NAGC) mission is to support those who enhance the growth and development of gifted and talented children through education, advocacy, community building, and research. nagc.org