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CHALLENGES AND POTENTIALITIES OF STUDENTS WITH ATTENTION-DEFICIT/HYPERACTIVITY DISORDER AND HIGH ABILITIES: A SYSTEMATIC REVIEW

Bruna Barbosa Almendra Dantas[1]
Aline Alencar Sousa Trigo[2]
Deoclecio Santana De Almeida[3]
Mauricio Bastos Souza[4]
Talita Fernandes Santos[5]
André Henrique do Vale de Almeida[6]
Camille Batista Da Silva Santana[7]

ABSTRACT: **Objective:** To analyze the challenges and potentialities of students with Attention-Deficit/Hyperactivity Disorder and High Abilities/Giftedness. **Methods:** A systematic review of the literature was conducted in accordance with the PRISMA guidelines, with searches performed in the MEDLINE, LILACS, and Scopus databases. The time frame comprised the period from 2015 to 2025, applying eligibility criteria focused on studies that addressed the neuropsychological and pedagogical profile of this population. **Results:** The findings indicated that the main potentialities lie in abstract verbal reasoning and creativity, whereas the challenges are concentrated in deficits in executive functions, such as working memory and inhibitory control. It was identified that insufficient teacher preparation and the absence of integrated assessment instruments contribute to misdiagnosis and to the emotional distress of students. **Conclusion:** Double exceptionality, ADHD and HA/SD, evidences a complex profile that combines high abilities with self-regulatory weaknesses. This condition requires a multidimensional pedagogical approach, with curricular enrichment and psychopedagogical support, in order to promote effective inclusion and comprehensive development.

Keywords: Double exceptionality. Neurodiversity. Executive functions. School inclusion. Pedagogical practices.

[1] Undergraduate student in Medicine, Centro Universitário de Excelência (UNEX), Feira de Santana, Bahia, Brazil.
[2] Undergraduate student in Medicine, Centro Universitário de Excelência (UNEX), Feira de Santana, Bahia, Brazil.
[3] Undergraduate student in Medicine, Centro Universitário de Excelência (UNEX), Feira de Santana, Bahia, Brazil.
[4] Undergraduate student in Medicine, Centro Universitário de Excelência (UNEX), Feira de Santana, Bahia, Brazil.
[5] Undergraduate student in Medicine, Centro Universitário de Excelência (UNEX), Feira de Santana, Bahia, Brazil.
[6] Faculty member, Medicine Program, Centro Universitário de Excelência (UNEX), Feira de Santana, Bahia, Da Brazil.
[7] Faculty member, Medicine Program, Centro Universitário de Excelência (UNEX), Feira de Santana, Bahia, Da Brazil.

RESUMO: **Objetivo:** Analisar os desafios e as potencialidades de estudantes com Transtorno de Déficit de Atenção/Hiperatividade e Altas Habilidades/Superdotação. **Métodos:** Foi realizada uma revisão sistemática da literatura de acordo com as diretrizes PRISMA, com buscas conduzidas nas bases de dados MEDLINE, LILACS e Scopus. O recorte temporal compreendeu o período de 2015 a 2025, aplicando critérios de elegibilidade voltados a estudos que abordassem o perfil neuropsicológico e pedagógico dessa população.**Resultados:** Os achados indicaram que as principais potencialidades estão no raciocínio verbal abstrato e na criatividade, enquanto os desafios concentram-se em déficits nas funções executivas, como memória de trabalho e controle inibitório. Identificou-se que a preparação insuficiente de professores e a ausência de instrumentos de avaliação integrados contribuem para diagnósticos equivocados e para o sofrimento emocional dos estudantes. **Conclusão:** A dupla excepcionalidade, TDAH e AH/SD, evidencia um perfil complexo que combina altas habilidades com fragilidades autorregulatórias. Essa condição exige uma abordagem pedagógica multidimensional, com enriquecimento curricular e apoio psicopedagógico, a fim de promover a inclusão efetiva e o desenvolvimento integral.

Palavras-chave: Dupla excepcionalidade. Neurodiversidade. Funções executivas. Inclusão escolar. Práticas pedagógicas.

RESUMEN: **Objetivo:** Analizar los desafíos y las potencialidades de estudiantes con Trastorno por Déficit de Atención/Hiperactividad y Altas Capacidades/Superdotación.**Métodos:** Se realizó una revisión sistemática de la literatura de acuerdo con las directrices PRISMA, con búsquedas efectuadas en las bases de datos MEDLINE, LILACS y Scopus. El período de análisis comprendió de 2015 a 2025, aplicando criterios de elegibilidad centrados en estudios que abordaran el perfil neuropsicológico y pedagógico de esta población.**Resultados:** Los hallazgos indicaron que las principales potencialidades se encuentran en el razonamiento verbal abstracto y la creatividad, mientras que los desafíos se concentran en déficits en las funciones ejecutivas, como la memoria de trabajo y el control inhibitorio. Se identificó que la preparación insuficiente del profesorado y la ausencia de instrumentos de evaluación integrados contribuyen a diagnósticos erróneos y al malestar emocional de los estudiantes.**Conclusión:** La doble excepcionalidad, TDAH y AACC/SD, evidencia un perfil complejo que combina altas capacidades con debilidades en la autorregulación. Esta condición requiere un enfoque pedagógico multidimensional, con enriquecimiento curricular y apoyo psicopedagógico, con el fin de promover la inclusión efectiva y el desarrollo integral.

Palabras clave: Doble excepcionalidade. Neurodiversidad. Funciones ejecutivas. Inclusión escolar. Prácticas pedagógicas.

INTRODUCTION

Attention-Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by persistent patterns of inattention, impulsivity, and hyperactivity that significantly interfere with academic performance, social relationships, and daily functioning. These symptoms are frequently associated with impairments in executive functions, including difficulties in planning, organization, and sustained attention, which may compromise learning processes and behavioral regulation in school contexts (François-Sévigny; Pilon, 2025).

The cognitive and behavioral manifestations of ADHD may persist across different stages of development and are frequently associated with academic underachievement and psychosocial difficulties. Research has shown that students with ADHD often present deficits in attention regulation and executive functioning that directly affect academic engagement and performance (Alhossein *et al*., 2025; Romano *et al*., 2024).

In parallel, increasing attention has been directed toward individuals with High Abilities/Giftedness (HA/G), a construct that refers to students who demonstrate exceptional performance or potential in one or more domains of intelligence. Contemporary theoretical frameworks highlight the multidimensional nature of talent development and recognize that high abilities may emerge in linguistic, logical-mathematical, spatial, interpersonal, intrapersonal, and other cognitive domains (Cornoldi; Giofrè; Toffalini, 2023).

Although high intellectual potential is often associated with superior academic performance, some students simultaneously present high cognitive abilities and neurodevelopmental disorders. This condition is known as twice-exceptionality, referring to individuals who combine advanced intellectual abilities with conditions such as ADHD or learning disorders (Vélez-Calvo *et al*., 2023; Holmgren *et al*., 2023).

Students with this dual profile may exhibit complex cognitive and behavioral characteristics. While high intellectual potential may compensate for certain academic difficulties, executive dysfunctions related to ADHD may interfere with organization, attention control, and task persistence. As a result, these students may remain underidentified or misdiagnosed within educational systems (François-Sévigny; Pilon; Gauthier, 2022; Gomez; Stavropoulos; Vance, 2020).

Empirical studies have demonstrated that students with both ADHD and high intellectual abilities often show heterogeneous cognitive profiles. For example, research indicates that although these students may perform well on measures of reasoning and intellectual ability, they may still present weaknesses in executive functioning and attentional control (McCoach; Siegle; Rubenstein, 2020; Cadenas *et al*., 2020).

These characteristics highlight the importance of comprehensive assessment approaches that consider both cognitive strengths and functional limitations. Accurate identification of twice-exceptional students requires multidisciplinary evaluation processes that integrate neuropsychological assessment, educational observation, and contextual information from families and teachers (Baum; Schader; Hébert, 2019).

Given these challenges, understanding the interaction between ADHD and High Abilities/Giftedness is essential to promote effective identification strategies and educational interventions. Therefore, the present study aims to analyze the challenges and potentialities of students with Attention-Deficit/Hyperactivity Disorder and High Abilities/Giftedness and to identify practices that support their diagnosis, educational inclusion, and academic development.

METHODS

Type of study

This is a systematic review of the literature, conducted in accordance with the PRISMA 2020 guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) to ensure methodological rigor and transparency at all stages. The study was registered in the international database PROSPERO under the number CRD420251067497, ensuring the scientific integrity of the process.

Sources of information and search strategy

Searches were conducted in the MEDLINE (via PubMed), LILACS, and Scopus databases, as well as through a manual search of the reference lists of the included studies. Controlled descriptors from the MeSH and DeCS vocabularies were used, combined with Boolean operators. The basic search strategy was: (("Attention Deficit Disorder with Hyperactivity"[MeSH] OR "ADHD") AND ("Gifted Child"[MeSH] OR "High abilities")) AND ("Educational Status"[MeSH] OR "Learning"[MeSH] OR "Educational Challenges").

The last electronic search was performed on September 15, 2025, covering the period from 2015 to 2025, and including studies in Portuguese, English, and Spanish.

Eligibility criteria

Observational (cross-sectional, cohort, and case-control), qualitative, and mixed-method studies were included if they explicitly addressed children and adolescents with double exceptionality, the coexistence of ADHD and High Abilities/Giftedness, in educational and/or health contexts. Clinical trials, reviews, duplicate studies, studies without full-text access, and those outside the thematic scope were excluded. The time frame (2015–2025) was

established considering the consolidation of the DSM-5 in clinical practice (from 2014–2015) and the diagnostic and pedagogical transformations resulting from the COVID-19 pandemic.

Selection of studies

Screening was conducted in two stages: first, titles and abstracts were independently evaluated by two reviewers, blinded to each other's assessments, based on predefined eligibility criteria. Next, the full texts of potentially eligible articles were thoroughly analyzed. In cases of disagreement, a third reviewer was consulted to make a final decision. The methodological classifications of the included studies were verified to ensure consistency in study design and to prevent overlap between study types.

Data extraction and analysis

The data extracted from the articles were organized in an electronic spreadsheet including: author and year, journal, country/place, study type, sample, instruments, main results, and methodological evaluation. Subsequently, a qualitative content analysis was conducted, allowing the identification of patterns, divergences, and gaps in the literature on ADHD and High Abilities/Giftedness.

Evaluation of methodological quality

The quality of the studies was assessed using the Joanna Briggs Institute (JBI) checklists, tailored to each methodological design. This tool includes items such as clarity of objectives, appropriateness of the study design, control of biases, and accuracy of data analysis, enabling a critical evaluation of the methodological rigor and reliability of the evidence obtained.

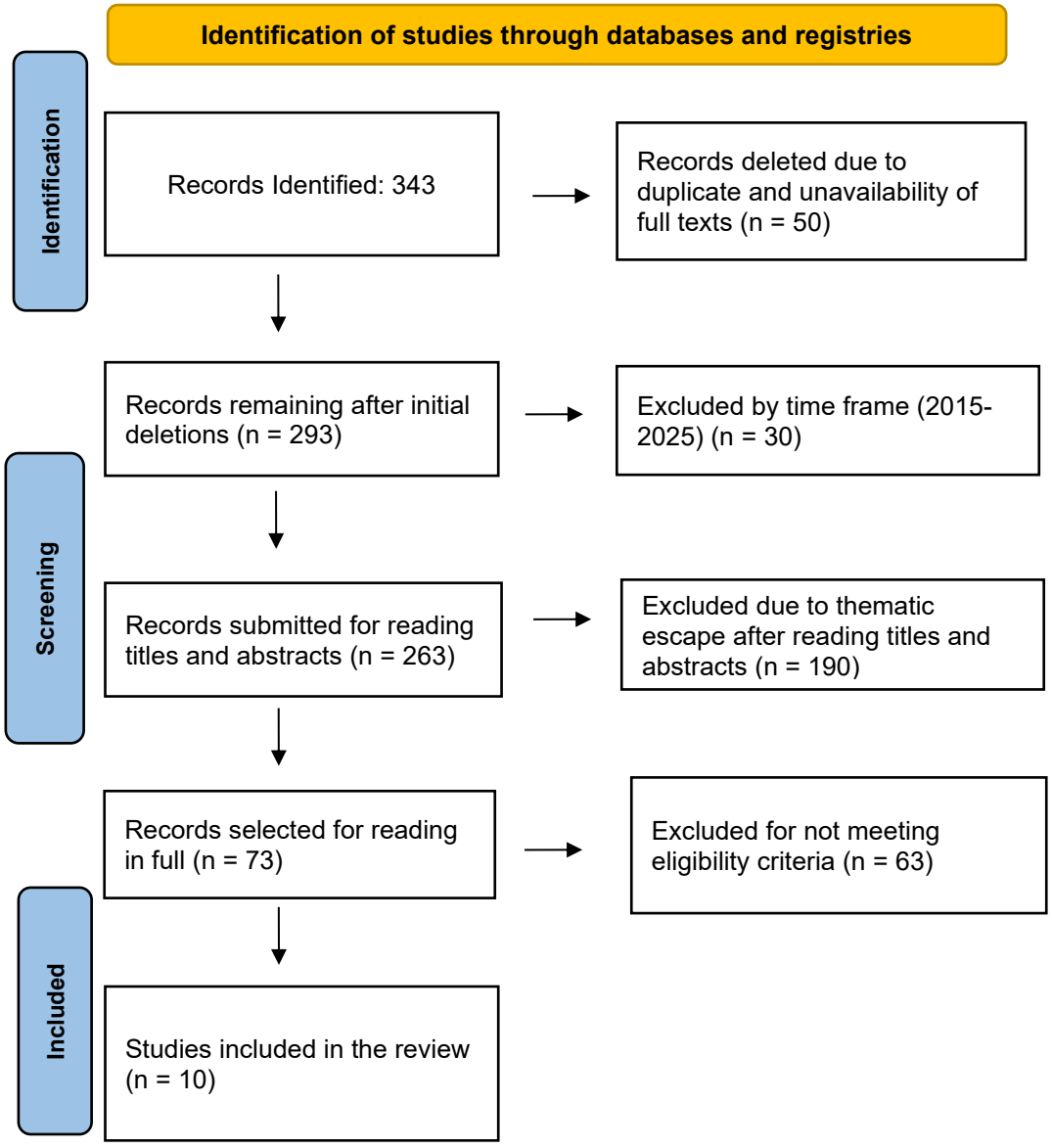
RESULTS

The search and selection process was conducted between June and September 2025, with strategies systematized in relevant scientific databases. A total of 343 records were identified. After the removal of duplicates and records without access to the full text (n=50), 293 remained. Then, the time frame (2015–2025) was applied, excluding 30 records, resulting in 263 for screening.

In the screening of titles and abstracts, 190 records were excluded due to being outside the thematic scope, leaving 73 for full-text evaluation. Of these, 63 did not meet the eligibility criteria and were excluded, resulting in the inclusion of 10 studies in the final synthesis.

This rigorous and careful selection process ensured the quality and relevance of the studies considered, providing a solid basis for analyzing the challenges and potentialities of students with Attention-Deficit/Hyperactivity Disorder and High Abilities. The detailed flow of the process is presented in the PRISMA flowchart, an essential tool for promoting transparency, reproducibility, and methodological rigor in the review (Frame 1).

Frame 1. Flowchart for selecting the study material.



Source: The author, 2025

The studies included in this analysis were published between 2015 and 2021, comprising a total of 10 articles investigating double exceptionality (ADHD and High Abilities) in the educational context. Most of these studies are qualitative (58%), focusing on the perceptions of students, families, and teachers, and exploring how children with ADHD and high abilities face challenges in the school environment, as well as their potential. Only 16% of the studies are case studies, directly addressing the interaction between the conditions, while 25% are clinical studies, aimed at identifying clinical and educational implications related to double exceptionality. Of these, one study (8%) focused on validating an instrument to assess high abilities.

Despite the methodological diversity, there is a scarcity of specific studies, even within a 10-year time frame. The limited number of investigations reflects a lack of depth on the subject, with a predominance of qualitative studies, which, although providing valuable insights into the experiences of students with double exceptionality, lack broader representativeness and diverse samples. Furthermore, most of these studies were conducted with small sample sizes, which may affect the generalizability of the findings. Research on the interaction between ADHD and high abilities remains an underexplored field, particularly regarding its implications for educational practice, highlighting the need for further longitudinal studies with larger, more representative samples.

These data underscore the urgent need for additional empirical and clinical studies that more thoroughly investigate the educational potentialities and challenges faced by students with ADHD and high abilities, as well as the lack of standardized tools for more accurate diagnosis and more effective interventions in the school environment.

The main methodological characteristics of the studies, including the populations evaluated, type of approach, variables studied, and key findings, are presented in Table 1.

Table 1: Studies included in the Systematic Review

Author/Year	Journal	Location	Sample	Instrument Used	Type of Study
Cadenas *et al.*, 2020	Journal of Special Education	Spain	68 students (9–14 years)	WISC-IV, Conners 3, Sociodemographic Questionnaire	Quantitative observational, cross-sectional, analytical/correlational study
Romano *et al.*, 2024	Psychology in the Schools	Italy	74 students (10–15 years)	SNAP-IV, WISC-V	Quantitative observational, retrospective study based on clinical records

Author/Year	Journal	Location	Sample	Instrument Used	Type of Study
Oliveira, Morais, Ribeiro, 2023	Brazilian Journal of Special Education	Brazil	52 students (elementary school)	Conners, Raven, Torrance Creativity Scale	Quantitative observational, cross-sectional, descriptive-correlational study
Wiley *et al.*, 2021	Gifted Child Quarterly	USA	85 students (8–12 years)	BASC-3, CBCL, WISC-IV	Quantitative observational, cross-sectional, comparative study
Baum *et al.*, 2019	Gifted Child Today	USA	110 students (11–16 years)	WISC-IV, School Behavior Questionnaire	Descriptive study with mixed approach (predominantly cross-sectional quantitative)
Silva *et al.*, 2020	School and Educational Psychology	Brazil	60 teachers and 30 students	Semi-structured interviews	Qualitative, exploratory-descriptive study
Sanz-Cervera *et al.*, 2019	Frontiers in Psychology	Spain	82 students (9–13 years)	Emotional Intelligence and Social Competence Scale (EICE)	Quantitative observational, cross-sectional, descriptive study
Cortés-Peña, Rodríguez-Núñez, 2022	Education and Development Journal	Colombia	25 teachers	Interviews and qualitative thematic analysis	Qualitative exploratory study with thematic analysis
García-Perales, Almeida, 2021	Learning and Individual Differences	Portugal/Spain	97 students (8–14 years)	WISC-V, Academic Motivation and Sustained Attention Scales	Quantitative observational, cross-sectional, correlational study
Antshel, Russo, 2019	Journal of Attention Disorders	USA	120 students (8–14 years)	Stroop Test, WISC-IV, academic performance measures	Quantitative observational, cross-sectional, comparative study

2e- Double exceptionality

Source: The author, 2025

The studies exhibited methodological and cultural heterogeneity, with a notable expansion of empirical research between 2019 and 2024, particularly in Iberian and Latin American countries. Sample sizes ranged from 25 to 120 participants, and the instruments included cognitive and behavioral scales as well as qualitative interviews. Overall, the findings reflect a growing interest in understanding the relationships between cognitive performance, emotional self-regulation, and educational strategies targeting students with double exceptionality (Table 2).

Table 2: Main findings of the included studies and methodological evaluation (JBI).

Author/Year	Key findings	JBI Review
Cadenas *et al.*, 2020	Students with double exceptionality showed high academic	High (8/8)

Author/Year	Key findings	JBI Review
	performance, but greater inattention and difficulty in self-regulation.	
Romano *et al*., 2024	Association between impulsivity and creative performance; boys had greater attention deficits.	Moderate (6/8)
Oliveira, Morais, Ribeiro, 2023	Lack of integrated protocols and teacher training for early identification of double exceptionality.	High (7/8)
Wiley *et al*., 2021	High abilities often masked by ADHD symptoms, leading to underidentification.	High (8/8)
Baum *et al*., 2019	Differentiated interventions reduce frustration and increase school engagement.	High (7/8)
Silva *et al*., 2020	Teachers report insecurity and lack of adequate pedagogical resources.	Moderate (6/8)
Sanz-Cervera *et al*., 2019	Students with double exceptionality demonstrate lower emotional intelligence and difficulties in social integration.	High (7/8)
Cortés-Peña 2022 - Dates	Limited educational inclusion; Teachers point out a lack of specific training and institutional support.	High (8/8)
García-Perales 2021 in Almeida - Dates	Singular cognitive and motivational profile: high creativity, but difficulty in focus and persistence.	High (8/8)
Antshel, Russian, 2019	Students with ADHD and high abilities have good abstract reasoning, but lower performance in reading and writing.	High (7/8)

Source: The author, 2025

To guide the application of these findings in practice, the following table summarizes, by age group and context, the main target symptom, the most informative instrument (Conners, BRIEF 2, WISC-V, and clinical interview), the recommended use, and specific considerations for high abilities. It is intended as a decision-making guide, emphasizing the integration of multiple informants, careful interpretation of working memory and processing speed indices in the WISC-V, and longitudinal monitoring with the BRIEF 2. Notably, significant parent-teacher discrepancies on the Conners, particularly differences greater than 10 T-points, indicate the need for contextual exploration and supportive adjustments.

In adolescent females, it is recommended to record the phase of the menstrual cycle to accurately interpret executive function variations. This matrix operationalizes the findings of the review and facilitates their application in screening, evaluation, and pedagogical planning (Table 3).

Table 3: Screening, assessment, and management matrix by age group in students with ADHD and high abilities

Age group	Background	Main target symptom	More informative tool	Recommended Use	Specific observations for high abilities
5 to 7 years	School	Inattention in the classroom and routine tasks	Conners – teacher	Initial screening and referral	Verbal talent can mask inattention on long tasks; analyze patterns by item, not just the total score.

Age group	Background	Main target symptom	More informative tool	Recommended Use	Specific observations for high abilities
5 to 7 years	House	Everyday disorganization	BRIEF 2 – parents	Routine planning and follow-up	See Metacognition Index; cross-reference with school reports to identify discrepancies.
8 to 12 years	School	Slowness in timed tasks	WISC V – PSI and WMI	Formal cognitive assessment for mapping strengths and weaknesses	Discrepancy between high GAI and low PSI indicates need for extra time and fractional instructions.
8 to 12 years	School and Home	ADHD Symptoms in Multiple Settings	Conners – parents and teachers	Symptom corroboration in different contexts	Divergences greater than 10 T points among informants suggest exploring contextual factors.
8 to 12 years	School	Planning, organization and self-monitoring	BRIEF 2 – teachers	Definition of pedagogical adaptations	High Metacognition Indices guide explicit teaching of planning and self-control.
13 to 15 years old	School	Performance drop in quick tasks	WISC V – PSI + school exams	Adjustment of time and format of assessments	Combine results with BRIEF 2; consider extending time in timed tests.
13 to 15 years old	House	Daily variability of executive functions	BRIEF 2 – parents	Longitudinal monitoring	In girls, record phase of the menstrual cycle to correlate with executive variations (working memory, planning).
16 to 18 years old	School	Persistence of inattention and executive deficits	Conners 3 or 4 – teachers + BRIEF 2	Decision on school support and accommodation	Combine multiple informants to increase diagnostic sensitivity.
16 to 18 years old	Clinic	Diagnostic confirmation and comorbidities	Structured clinical interview + Multiform Conners	Integrated diagnosis and treatment plan	Consider comorbidities (anxiety, dyslexia) and overlap with high-ability traits.

Source: The author, 2025

Acronyms: WISC V = Wechsler Intelligence Scale for Children, edition 5. GAI = Overall Ability Index. PSI = Processing Speed Index. WMI = Working Memory Index.

DISCUSSION

The coexistence of Attention-Deficit/Hyperactivity Disorder (ADHD) and High Abilities/Giftedness represents a complex developmental profile characterized by the simultaneous presence of advanced intellectual potential and executive functioning vulnerabilities. Evidence suggests that high intellectual ability does not operate as a protective

factor against ADHD manifestations. Rather, cognitive strengths may partially compensate for attentional deficits, potentially delaying clinical recognition and contributing to the underidentification of twice-exceptional students in both educational and clinical contexts (Minahim; Rohde, 2015). This compensatory dynamic is frequently associated with diagnostic masking, representing a central challenge in the identification of individuals who simultaneously present high cognitive potential and neurodevelopmental difficulties.

From a cognitive perspective, the literature consistently reports heterogeneous neuropsychological profiles among twice-exceptional individuals. Empirical investigations examining cognitive correlates of ADHD in individuals with high intellectual ability indicate that these students often achieve elevated scores in reasoning-based indices while simultaneously presenting weaknesses in executive domains such as working memory and processing speed (Cadenas *et al.*, 2020). This dissociation supports the interpretation that executive dysfunction may persist independently of intellectual potential and can significantly affect learning processes, particularly in tasks requiring sustained attention, planning, and self-regulation.

Clinical evidence further reinforces this interpretation. Retrospective analyses of adolescents evaluated for suspected twice-exceptionality demonstrate that deficits in sustained attention and behavioral regulation remain evident even among individuals with high intellectual quotients (Romano *et al.*, 2024). These findings challenge the assumption that high cognitive ability compensates for ADHD-related impairments and instead indicate that intellectual functioning and executive processes constitute partially independent dimensions of neurocognitive functioning.

Comparative studies involving gifted students with and without ADHD have similarly demonstrated significant differences in attentional regulation and behavioral control. Although both groups may exhibit comparable reasoning abilities, students with ADHD tend to present greater impairments in sustained attention and inhibitory control, which may negatively affect academic engagement and task completion (Gomez; Stavropoulos; Vance, 2020). These findings reinforce the persistence and functional relevance of ADHD symptoms even within populations characterized by above-average intellectual ability.

Research exploring academic underachievement among gifted students provides additional insight into this relationship. Studies examining inattentive behaviors in samples of high-ability students indicate that ADHD-related symptoms may produce discrepancies between intellectual potential and academic performance (McCoach; Siegle; Rubenstein, 2020).

In such contexts, high cognitive ability may obscure underlying executive dysfunction, leading to the misinterpretation of academic difficulties as lack of motivation or insufficient effort rather than as manifestations of neurodevelopmental conditions.

Beyond cognitive functioning, emotional and behavioral dimensions constitute critical components of the twice-exceptional profile. Evidence indicates that students with high intellectual potential who also experience attentional difficulties may demonstrate increased vulnerability to emotional stress, perfectionism, and academic frustration (Baum; Schader; Hébert, 2019). These experiences are often associated with the discrepancy between cognitive potential and the capacity to consistently translate this potential into academic performance. When executive functioning limitations interfere with organization, task completion, or sustained effort, students may develop negative self-perceptions, which can adversely affect motivation and long-term academic engagement.

The educational context plays a decisive role in both the identification and support of twice-exceptional students. Studies examining classroom dynamics suggest that many educational systems remain insufficiently prepared to recognize the coexistence of ADHD and giftedness (Baum; Schader; Hébert, 2019). In this context, inattentive behaviors among high-ability students are frequently interpreted as boredom, lack of interest, or disengagement, rather than as potential indicators of ADHD. Consequently, students may remain unidentified for prolonged periods, delaying access to specialized assessment and appropriate educational interventions.

Educational research also emphasizes the importance of pedagogical environments capable of simultaneously addressing cognitive strengths and executive functioning limitations. Structured learning environments, differentiated instruction, and explicit self-regulation strategies have been identified as potentially effective approaches for supporting twice-exceptional students (Baum; Schader; Hébert, 2019). Such strategies may reduce the discrepancy between intellectual potential and academic performance by providing scaffolding for executive processes, including organization, time management, and attentional control.

From a theoretical perspective, frameworks addressing giftedness and talent development underscore the relevance of multidimensional assessment approaches. Contemporary models, including the Differentiated Model of Giftedness and Talent (DMGT 2.0), propose that intellectual potential should be interpreted within broader developmental contexts encompassing cognitive, emotional, and environmental variables (Neihart; Betts, 2010; Neihart, 2008; Gagné, 2017). Within this framework, twice-exceptionality challenges

traditional paradigms that conceptualize high ability and developmental disorders as mutually exclusive categories.

CONCLUSION

The findings from the analysis of the challenges and potentialities of students with double exceptionality (ADHD and HA/SD) indicate that this coexistence produces a complex profile, in which high cognitive resources coexist with weaknesses in essential executive functions. In the learning context, potentialities are reflected in rapid reasoning and depth of interests, whereas challenges are evident in disorganization and difficulty sustaining attention on less stimulating tasks, which can obscure the high abilities underlying the symptoms of ADHD.

In the domain of socialization, students face the challenge of managing the asynchrony between their intellectual and emotional development, which can lead to frustration and difficulties in integrating with peer groups. To mitigate these impacts, the importance of a thorough clinical diagnosis that goes beyond the isolated use of tests is emphasized—an endeavor that itself represents a challenge. Evaluation must be grounded in qualified practice, incorporating active listening to the child and family, and, above all, the attentive and sensitive perspective of the teacher.

The teacher plays a crucial role in recognizing that strong performance in certain subjects, resulting from high ability, does not negate the need for support with the challenges imposed by ADHD. Without this awareness, the student risks being underestimated or labeled solely based on attentional difficulties. Effective management therefore requires targeted pedagogical interventions and individualized protocols that respect the student's unique profile.

Ultimately, the proper recognition of double exceptionality is a fundamental step in ensuring that the needs of these students are supported, minimizing emotional harm and maximizing their intellectual potential. By clearly identifying both learning potentialities and school-related challenges, the school moves beyond focusing solely on the disorder and begins to invest in the comprehensive development and effective inclusion of these individuals.

Conflict of Interest

The authors declare that they have no potential conflicts of interest related to this study. No financial, commercial, political, academic, or personal relationships that could influence the work reported in this manuscript have been identified within the past three years.

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