



# 2024 Pre-Conference APA Abstracts & Objectives



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## LECTURE TITLES

July 10, 2024 Morning Lectures - 3 Hours APA Credits

### **Executive Functioning And Attention: The System That Underscores Everything**

**Abstract:** This session focuses on the brain basis of attention and executive functioning. Attention Deficit Hyperactivity Disorder/ Executive Functioning (ADHD/EFD) is as widely misdiagnosed as it is misunderstood and mistreated. The high rate of false positives associated with this condition places children at risk for being further mislabeled and mistreated as they fail to respond to traditional ADHD/EFD interventions. The sum of a child's attentional resources is only one component in the larger multi-modal processing constellation that must occur for the reliable and consistent execution of appropriate behavior and learning. This interactive lecture will provide an understanding of all of the components involved in an intact attention and executive function system, enabling caretakers and school staff to not only determine what is willful behavior and what is not, but to also be able to generate appropriate interventions and expectations of children with ADHD/EFD.

**Objective:** Understand the difference between ADHD and EFD, as well as understand the real-world expression of each.



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## Understanding The WISC V: Gifted Interpretations

**Abstract:** The WISC V offers more than IQ scores. While informative, the various domains of Full Scale IQ, Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed can be misleading. This session focuses on WISC V sub-test interpretations that will help parents and teachers get the most out of this robust tool. Too often consumers receive scores from a WISC V administration, but without the key meanings behind each subtest. It is most important for parents and teachers of gifted children to have an advanced understanding of the WISC V, since they will generally be in the advocacy role for their child.

**Objective:** For the audience to become an informed consumer of the WISC V and gifted interpretation.

## Asynchronous Development: Why They Are The Way They Are

**Abstract:** With an understanding of attention and executive functioning and the WISC V completed, the audience will be presented with a hypothesis to explain what may be different in a gifted child's brain that results in asynchronous development and various exceptionalities. The core of this hypothesis is increased functioning (via increased blood flow, increased anatomical size, increased dendritic connections, and/or more densely packed neurons) of the basal ganglia and reticular activating system. Basically, the gifted child may be born with a more powerful sub-cortical sensory and arousal system than others. However, their frontal cortex continues to develop with age. Because of its normal development, the frontal cortex cannot mediate the sub-cortex efficiently. The resultant behavior is consistent with many of Dubrowski's exceptionalities and Attention Deficit Hyperactivity Disorder (ADHD). Gifted children likely do not have ADHD any more than other children, but the overt behaviors appear to be attention deficit.

**Objective:** Learn the brain basis of asynchronous development and how it lends to misdiagnosis of gifted children.



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July 10, 2024 Afternoon Lectures - 3 Hours APA Credits

## Differential Diagnosis

**Abstract:** The top diagnoses asked about by parents in our private pediatric neuropsychology practice are: ADHD, oppositional defiant disorder, short term memory deficit, processing speed deficit, central auditory processing deficit, sensory integration deficit, and working memory deficit. More often than not, these disorders are not present. This lecture reviews these diagnoses and offers simple and logical methods for how to determine if they may exist in the child or not. The lecture further discusses erroneous diagnoses that are often made about gifted children.

**Objective:** Understand how commonly used diagnostic terms used by the lay public can cause misdiagnosis among the gifted population, and how to rule out many erroneous diagnoses.

## Autism Spectrum Disorder & Gifted: How To Figure It Out

**Abstract:** Not all gifted children have Autism, and not all children with Autism are gifted. Many gifted children are misdiagnosed with Autism; however, some gifted children do in fact have Autism. Clinicians often erroneously over-rely on classifying observations of gifted children's behaviors to diagnose Autism. Such a diagnostic process not only results in many gifted children being misdiagnosed, but also does not provide detailed information about how to approach the treatment of gifted children who do in fact have Autism. Therefore, the diagnostic process of Autism in gifted children requires a more robust clinical assessment utilizing the principles of neuropsychology. Clinicians must strive to answer, "What does it take within your brain to produce Autism?" Taking a deeper dive into a gifted child's neuropsychological functioning not only aids in more reliably ruling out Autism in giftedness, but also affords a higher degree of granularity in treatment recommendations. Doing so allows clinicians to develop an individualized treatment plan which serves to treat the core deficits of Autism in giftedness more systematically and efficiently.

**Objective:** To aid attendees in developing a deeper and more holistic understanding of the neuropsychology of Autism Spectrum Disorder, particularly in how it relates to giftedness.



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## Neurobehavioral Based Management

**Abstract:** Gifted children who display asynchronous development behaviors may not respond to traditional forms of behavior management. The presenter will teach a behavioral management approach that is based in the neuropsychology of asynchronous development and executive functioning. This effective intervention assists the child with maintaining thinking control over their emotional feelings. Behavioral intervention concepts specifically focused on include: Priming, Previewing, Pre-empting, Disengagement, and Re-engagement. Practical explanations for imposing structure, consistency, and routine also will be discussed.

**Objective:** Learn neurologically informed behavioral management skills that work well for the gifted population.