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Educational Services for Gifted Students with ADHD: Reality, Challenges and Prospects

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Abstract

Gifted students with Attention Deficit Hyperactivity Disorder (gifted/ADHD) show complex characteristics, which lead some schools in Saudi Arabia to refer them to gifted programs. Some other schools refer them to learning difficulties (LD) programs due to the spread of LD programs in contrast to the lack of ADHD ones, the overlap of some characteristics between LD and ADHD, and their joint occurrence in a large proportion of students. Thus, this study seeks to explore teachers' perspectives of the reality, challenges and prospects of educational services provided for gifted/ADHD in gifted and LD programs. The participants in the study were 108 teachers, in addition to three directors of the departments of special and gifted education. The mixed methods approach was used which includes a questionnaire for the teachers and semi-open interviews with the directors of the departments. Results showed inadequacy of educational services provided to gifted/ADHD which due to the absence of the educational system that it focuses on their exceptional duality. In addition, the results highlighted challenges include weak social awareness of the characteristics of these students, and educational environment, with the lack of necessary scales and adequate qualification for teachers. The results also confirmed, in terms of prospects, the importance of creating a competent authority to care for these students and others who fall into the twice-exceptional. Finally, the results showed that there were no statistically significant differences in professions nor in the region. In light of the results of the study, some recommendations were highlighted.

Keywords: *Twice-exceptional, learning disabilities, profession development, educational policies, special education, mixed methods*

1. Introduction

Education - globally or locally - is no longer limited to providing educational services to ordinary students whose abilities, performance, or behaviors fall within the average range. Rather, there has become a broad trend and great interest in each category and each individual male and female student, regardless of their abilities and behaviors, and countries have taken steps Advances in this through many educational projects, such as those with which special education programs were launched, including the provision of specialized programs for those whose abilities fall within narrow or exceptional ranges, such as students with gift, people with various disabilities, people with learning difficulties and attention deficit hyperactivity disorder and ADHD, and in Saudi Arabia there

are Various educational programs for the care of the gifted, including the programs offered in public education schools (Aljughaiman & Maajeeny, 2013), and for people with disabilities according to their classification, including learning difficulties programs (Alquraini, 2011). There are also programs for people with ADHD, but they are few, in addition to their need for development (Alrefai, 2020; Alhossein & Aldawood, 2017).

Giftedness and ADHD have common characteristics, as (Rinn & Reynolds, 2012) indicates that the number of gifted children who have been referred by teachers for ADHD assessment is constantly rising, and this may be due to a widespread phenomenon. Among gifted individuals with high energy levels, vivid fantasies, and highly sensitive and emotional tendencies, these behaviors may be indicative of ADHD or could be indicative of a concept known as hyperexcitability, as the characteristics of both are strikingly similar and may not be Distinguish them from those who are not trained in this, and (Hartnett, Nelson & Rinn, 2004) agree with what was mentioned, and confirm that children with ADHD and gifted children engage in similar behaviors, including that both of them show a high degree of activity, difficulty in paying attention, and behaving Recklessly, with difficulty in following instructions, in addition to facing great difficulties in the social aspect.

There is also an overlap between learning difficulties and ADHD, as Mayes et al. (2000) that ADHD is one of the disorders associated with learning difficulties, which can have significant effects on learning and academic performance, as the percentage of children with ADHD who suffer from learning difficulties was 69.8%, and the study reports that the prevalence rates of ADHD The distraction associated with learning difficulties is estimated to be 15-50% for reading, 24-60% for math, and 24-60% for spelling. (Pennington, 2006) indicates that there is a significant genetic overlap of ADHD and specific reading disability (SRD), particularly in the symptoms of distraction.

Globally, specialists' observations increased for a group of students who combined two extremes of exceptionalism, such as giftedness and ADHD, but such a group has not yet received sufficient research and specialized programs, as (Lee & Olenchak, 2015) indicates that individuals with double exceptionalism have been neglected in Education and research endeavors in the past, and that this field, especially with regard to gifted people with ADHD, is surrounded by controversy from several aspects such as the diagnosis in which the diagnosis of ADHD appears excessive, and in this context (Foley-Nicpon, Assouline, & Colangelo points out , 2013) that the subject of dual exceptionalism is gaining increasing recognition in the literature of gifted education, but there is insufficient knowledge and awareness of this concept within the educational and psychological community with a lack of experience of professionals in working with this group of learners, and the issue of education of dual specialty poses a challenge in countries The challenge appears more in the Arab countries, where Al-Bakhit and Issa (2012) refer to the scarcity of programs offered to this category in the Arab society, including the processes of identification, diagnosis and appropriate education for them.

While Al-Hroub and Whitebread (2008) indicate a lack of agreement about a term for this phenomenon, as there are those who use dual-exceptional or twice-exceptional or doubly at risk or otherwise, and based on his study, it is likely to use the term exceptional -Dual in the phenomenon of the gifted and they have learning disabilities, and (Lee & Olenchak, 2015) mentions that the subject of double exceptionalism may be mentioned in research with an expanded concept that includes gifted and learning difficulties/learning disabilities and may be narrowed down to the gifted with ADHD. For this study, the term twice-exceptional will be used in its broad sense, while the term gifted with ADHD will be mentioned when the specific concept is intended. Twice-exceptional can be defined as individuals who display exceptional ability in addition to a disability, resulting in a unique set of conditions, in which their exceptional ability may predominate in concealing their disability; Their disability may dominate the concealment of their exceptional ability; They may mask each other so that neither is recognized or treated (Baldwin et al., 2015).

Identification of gifted/ADHD poses a great challenge, so it is suggested (Lee & Olenchak, 2015) that a dual diagnosis be made for gifted/ADHD, the symptoms associated with it are diagnosed individually as a first stage, and then the comparison process is done, and (2000 Leroux & Levitt-Perlman,) notes that the process of identifying gifted with ADHD is a complex task, given that

achievement tests, teacher reports, peer and parent nomination, and intelligence tests—commonly used to identify gifted students—do not cover all of the many possible aspects of giftedness and do not consider the characteristics of giftedness. ADHD may cause incomplete results, and the tools currently in use are not up to par. For example, results from the WISC III-R may not be accurate in many children with ADHD who may affect ADHD. They are not interested in the tasks on the grades, and their high levels of creativity may not be discovered, and the researchers add that unless diagnostic scales are used that give each child the opportunity to correctly assess, there will not be enough opportunity to understand or develop the abilities of gifted children Among those with ADHD, they will not have the opportunity to reach beyond the average level, so diligent research is required to determine the type of diagnosis process that best serves the gifted child / ADHD, and the use of a wide range of comprehensive measures can help highlight gift Through learning gaps, the presence of double exceptionalism has greatly complicated the learning and psychosocial status of these students. Dual exceptionalism students face many obstacles in the classroom as a result of their educational, motivational and/or behavioral differences (Hughes, 2011) that require academic support to develop their gift And treat the problems they face, such as those who have attention deficit hyperactivity disorder, and we refer here to some studies.

The study (Fugate & Gentry, 2016) - which included five gifted girls with ADHD - aimed to reveal their life experiences at school and in their relationships with teachers and the family, and the results showed that these girls face challenges in school, including problems of distraction and boredom. In tasks such as homework that affected their overall academic motivation, they were also noted to feel alienated or misunderstood because teachers fail to recognize the challenges they face on a daily basis. Against these problems, the study points to the need to provide teachers with research-based professional development based on Differentiation Which would provide motivational support, increase achievement, their self-esteem and raise their self-efficacy, in addition to the need for teachers to cooperate in improving relations with their students, which would show respect for and support for differences in learning and thus increase the motivation to learn and the desire to work more seriously.

These students sometimes feel very frustrated at what they see as unreasonable expectations from their parents, which puts additional pressure on them. The cases find high academic support from their parents, which positively affects their achievement. The study also emphasizes their acute awareness of their strengths and weaknesses, and their ability to realize that their double specificity makes them unique abilities, and therefore it is necessary to provide them with appropriate academic support that allows the use of Their strengths, with the importance of avoiding tasks that revolve around their weaknesses, it is possible, for example, to choose projects, physical and creative activities, and reduce excessive homework.

In order to reach effective interventions, (2000 Leroux & Levitt-Perlman,) indicate that the great challenges that must be faced by gifted children with ADHD, lies in the question of how to best intervene to ensure that their educational potential is achieved, at this stage it must be redirected Focus the issue from difficulties to the learner. The authors point out that there are positive effects that can be achieved for all students, and especially for gifted students with ADHD, through a comprehensive school enrichment program (based on the Renzulli model), through which they can focus on their strengths, giving them the opportunity to focus their energy on challenging and meaningful tasks. The development of abilities and gifts, in conjunction with the treatment of weakness, is what drives successful treatment, but no matter how many proposals related to interventions or programs, an important question must be raised about determining the starting points and clarifying the responsibilities related to gifted students with ADHD or who Doubles in general, and in reference to this (Foley-Nicpon, Assouline & Colangelo, 2013) states that because Doubles have special gift and educational needs, it is best that professionals who work with this group become familiar with their respective guiding principles. Both categories, with the importance of properly understanding the interventions before implementing them, the authors add that these students need the support of professionals in both giftedness and special education.

2. Problem of the Study

There are many educational challenges in providing appropriate education for male and female students who are among the exceptional students, and these challenges increase when students are exceptional on both sides, such as those with gift and attention deficit hyperactivity disorder, and this challenge was reflected on the research field due to the connection of scientific studies to the professional educational field. This appears in Saudi Arabia, as in various countries of the world. There is a dearth of research that dealt with this aspect, and what was found of it revolved around gifted people with learning difficulties, such as the study of (Al-Bakhit and Issa, 2012), and in light of the keenness to develop education in a way that makes it compatible with all individuals, no matter how varied they are. Their abilities, it is necessary to highlight and research the delivery of appropriate educational services for gifted students with ADHD, including methods of identifying and diagnosing them, providing educational support and programs that develop their gifts and help them overcome the difficulties they are going through, and unless the current situation is studied, it is difficult to carry out any developmental endeavors in the research and educational aspect, and therefore this study came to examine the reality of the educational services provided to these students, and It reveals the challenges that prevent reaching the desired level of those services, and it studies the visions and prospects that we aspire to reach in the future.

2.1 Questions of the study

The study seeks to answer the following questions:

1. What is the reality of educational services provided to gifted students with ADHD?
2. What are the challenges that prevent the provision of appropriate educational services for gifted students with ADHD?
3. What are the future prospects for providing appropriate educational services for gifted students with ADHD?
4. Are there statistically significant differences in the reality of services, practical experiences, challenges, and prospects for providing educational services for gifted students with ADHD due to the variable of the field of work (gifted teacher, and learning difficulties teacher)?.

2.2 Study Methodology and Procedures

This part of the study included a description of the procedures taken by the researcher to achieve the objectives of this study, which included a description of the study population from which the sample was drawn and the method in which it was chosen, as well as a description of the study tool and procedures that were followed to ensure its validity and reliability, and how to apply them to the sample members, and a description of the method Data collection and correction method, as well as a reference to the statistical methods that were used.

2.3 Study Approach

The mixed method was used in the study in order for this approach to be compatible with the nature and objectives of the study, as it requires deep consideration, in a way that meets the adoption of the qualitative method, mainly through interviews, in addition to the open questions in the questionnaires, in addition, the objectives of the study require A survey that provides a holistic view, which corresponds to the quantitative method; these two methods were employed by following the exploratory design model, where Creswell (2014) refers to the mixed approach that combines the qualitative method and the quantitative method as it includes some basic models, including exploratory design, in which the researcher begins to collect and analyze qualitative data, and this is followed by making use of that data in designing the study tool used in the quantitative method, as

this design helps in exploring areas that are considered recent. The study seeks to reveal an area that was not given much attention in research, to give a view that could help to reach more detail and generalization.

2.4 Study Population

The target study population in the questionnaire consists of teachers of gifted students, and teachers of students with learning difficulties in general education schools in four regions (Makkah Al-Mukarramah, Alsharqeyah, Riyadh and Aseer) in order to include cities distributed throughout the Kingdom, and their number is estimated at 1510 teachers (490) of them in the field of gifted and 1020 in the learning difficulties schools, according to some studies indicated (Al-Hanno and Al-Osaimi, 2018; Helmy and Al-Bashat, 2019; Al-Sharif, 2020; Al-Qarni, 2021).

2.5 Sample of the study

With regard to the qualitative aspect, the sample was chosen by the intentional method, as (Patton, 2015) indicates that this method is widely used in qualitative research in order to identify and select information-rich cases. Therefore, the sample was intended to include some leaders in the field of special education, because of their contact with both decision-makers and those working in the field. Accordingly, the sample included the director of one of the departments of gifted education in addition to two directors of special education departments. Those departments were divided into three regions, namely, Al Sharqiah, Riyadh and Makkah. While on the quantitative side, a random sample was selected according to the Steven K. Thompson equation (Thompson, 2012, p. 59), and after substitution in the equation, the required minimum sample size (65) was calculated at a value (α = 0.1), and therefore the volume of the drawn sample (107) and this exceeds the required sample size according to the statistical equation, and fulfills the statistical condition of the study population. Table (1) shows the study sample and its distribution according to the independent variables.

Table 1: Distribution of study sample members according to demographic variables

Variable		**Frequency**	**%**
Gender	Male	62	57.9
	Female	45	42.1
Total		107	100.0
area			
Riyadh		19	17.8
Mecca		23	21.5
Alsharqeyah		37	34.6
Aseer		16	15.0
Other regions (Madinah, Al-Qassim, Hail, Jazan, Al-Baha, Al-Jawf)		12	11.2
total		**107**	**100.0**
Work field			
Teachers of gifted students		47	43.9
Learning difficulty teachers		60	56.1
Grand total		107	100.0

2.6 Study tool

A special questionnaire was built for the current study to reveal the reality, practical experiences, challenges and future aspirations for the education of gifted people with ADHD, through the viewpoints of the teachers of male/female students with learning difficulties, and the gifted students teachers, and this questionnaire was prepared In the light of each of the qualitative data collected

through the interview and addition to the educational literature, the questionnaire in its final form consisted of (23) items distributed on three axes, which are, respectively: reality, challenges, aspirations, and all items of the scale are listed on a five-point scale where the respondent is given Scores (1, 2, 3, 4, 5) respectively for the positive items and inversely for the negative items. The questionnaire also included an open-ended question for the participants to express their point of view on the subject in its three aspects.

2.7 Tool External Validity

To extract the significance of the validity of the questionnaire, the researcher relied on Logical Validity. The researcher verified the logical validity of the study tool by presenting it to a group of arbitrators specialized in the same field, and asking them to judge the statements of the questionnaire in terms of linguistic integrity and clarity, and in terms of the statements relevance to the axis which includes within it, and accordingly, the scale was modified in light of the arbitrators' observations, and thus the scale became ready to measure what it was prepared for.

2.8 Internal consistency of scale

To measure the internal consistency of the measuring tool, the Pearson correlation coefficient was extracted between the degree of each statement with the degree of its axis and with the final degree of the scale as a whole, through the application of the scale to a survey sample of (15) teachers. Positive and statistically significant at the level of significance (0.01) and at (0.05), and it ranged between (0.399 - 0.862), and all the correlation coefficients between the statements scores and the scale scores as a whole are positive and statistically significant at the significance level (0.01) and at (0.05), and ranged between (0.221 - 0.606), and the results of the analysis indicate that all correlation coefficients are satisfactory and statistically significant, and also confirm the validity of the internal composition and consistency of the scale, and all correlation coefficients between the total score of the scale and the degrees of the sub-axis are positive and statistically significant, and ranged between (0.427-0.708), The results of the analysis indicate that all correlation coefficients are statistically significant, and also confirm the validity of the internal composition and consistency of the scale.

To calculate the reliability coefficient, the scale was applied to a survey sample consisting of (15) male and female teachers, using the Cronbach alpha equation, the reliability coefficient was calculated for each of the total degree and the sub-axes. The stability coefficients for the axes are between (0.761 - 0.926), which are acceptable values for the purposes of the current study (Hair et al., 2010).

2.9 Statistical methods

The current study used the following statistical indicators: mean, standard deviation, Pearson correlation coefficient, Cronbach's alpha stability coefficient, t-test for independent samples and One-Way ANOVA test through the statistical software package (SPSS).

The level of response was categorized on the statements of the questionnaire and its axes into the following five levels, (1-1.80, 1.81-2.60, 2.61-3.40, 3.41-4.20, 4.21 - 5.00) which are available at a (very low degree, low degree, medium degree, high degree, very high degree) respectively.

3. Study Results and Discussion

At first, the results confirmed the presence of gifted students with ADHD in both the gifted and learning difficulties programs. Specifically, the participants indicated the number of students they encountered from this category in both programs since the beginning of their teaching experience, as evidenced by tables (2) and (3).

Table 2: Number of gifted students with ADHD who joined the gifted program from the beginning of teachers' teaching experiences, according to the responses of the teachers of the gifted

No. of Students	Frequency	%
None	26	55.3
1-3	16	34.0
4-10	4	8.5
More than 10	1	2.1
total	47	100.0

Table 3: The number of gifted students with ADHD who joined the learning difficulties program since the beginning of teachers' teaching experiences, according to the responses of teachers with learning disabilities

No. of students	Frequency	%
None	35	58.3
1-3	16	26.7
4-10	9	15.0
More than 10	-	-
total	60	100.0

It is clear from Table (2) that (55.3%) of the study sample (the gifted teacher) reported that they did not encounter in their teaching experience any of the gifted students with ADHD in the gifted program, and it was found that (34%) of the sample members reported the enrollment of (1-3 students) in the program, and that (8.5%) of the sample members reported the enrollment of (4-10 students) in the program, while the enrollment of more than (10 students) in the program was at a rate of (2.1%) of the study sample.

As it is clear from Table (3) that (58.3%) of the study sample (learning difficulties teacher) reported that they did not encounter in their teaching experience any of the gifted students with ADHD in the learning difficulties program, and it was found that what A percentage of (26.7%) of the respondents reported the enrollment of (1-3 students) in the program, and that (15%) of the respondents reported the enrollment of (4-10 students) in the program.

It is clear from the previous results that the number of students with ADHD who are registered in the two programs is low, with a slight relative increase in favor of the gifted program. This part included a presentation of the results that were reached, after analyzing and statistically processing them as follows:

Results related to the first question: "What is the reality of educational services provided to gifted students with ADHD?

To answer this question, it is followed by extracting the Means and Standard Deviations (SD) to identify the responses of the study sample members about the reality of educational services provided to gifted students with imposition of movement disorder and attention-deficit from the point of view of gifted teachers and teachers of learning difficulties as evidenced by the two tables (4), (5)

Table 4: Mean and Standard Deviations (SD) of the responses of the study sample members on "the reality of educational services provided to gifted students with ADHD from the point of view of gifted teachers" arranged in descending order

No.	Statement	Mean	SD	Rank	level
5	Parents exclude the gift of their children due to the problem of hyperactivity and attention deficit.	2.34	1.27	1	Med
6	Regular classroom teachers exclude the gift of their students - from this category - due to the problem of hyperactivity and attention deficit	2.13	1.24	2	Med
3	Students in this category have equal opportunities with others to enter the gifted program	1.89	1.32	3	Med

No.	Statement	Mean	SD	Rank	level
2	The school administration is keen to include students from this category in the gifted program.	1.74	1.07	4	Med
4	The request to transfer / enroll some gifted students - who are characterized by hyperactivity and hyperactivity - to the program is repeated periodically.	1.53	1.10	5	Med
1	We receive circulars regarding gifted people with ADHD.	1.23	1.07	6	low
	Mean	**1.81**	**0.63**		**Mid**

Table 5: Mean and Standard Deviations (SD) of the responses of the study sample members on "the reality of educational services provided to gifted students with ADHD from the viewpoint of teachers of learning difficulties" arranged in descending order

No.	Statement	Mean	SD	Rank	level
6	Regular classroom teachers exclude the gift of their students - in this category - because of the problem of hyperactivity and attention deficit.	2.65	1.07	1	Med
5	Parents exclude the gift of their children due to the problem of hyperactivity and distraction	2.43	1.16	2	Med
3	Gifted students in this category have equal opportunities with others to enter the learning disabilities program.	1.98	1.36	3	Med
2	he school administration is keen to include gifted people with hyperactivity and attention deficit in the learning difficulties program.	1.57	1.23	4	Med
4	The request to transfer / join some gifted students - who are characterized by imposing movement and hyperactivity - to the program is repeated periodically	1.55	1.31	5	Med
1	We receive circulars regarding gifted people with ADHD.	1.27	1.15	6	low
	Mean	1.91	0.79		Mid

It is evident from Table (4) that the mean values of (the reality of educational services provided to gifted students with ADHD from the point of view of gifted teachers), ranged between (2.34 and 1.23), where the reality had a total mean of (1.81) , which is of the medium level, and Statement No. (5) (Parents exclude the gift of their children due to the problem of hyperactivity and attention deficit) has the highest mean, which reached (2.34), and with a standard deviation (1.27), which is of the medium level, and in the last place Statement No. (1) (we receive circulars regarding gifted people with ADHD) came with Mean (1.23) and a Standard Deviation SD (1.07), which is of the low level.

It is also evident from Table (5) that the Mean of (the reality of educational services provided to gifted students with ADHD from the viewpoint of teachers of learning difficulties), ranged between (2.65 and 1.27), where the Reality obtained a total mean (1.91), which is of the medium level, and Statement No. (6) (the teachers of ordinary classes exclude the gift of their students - from this category - due to the problem of hyperactivity and attention deficit) has the highest Mean, which reached (2.65), with a Standard Deviation (SD) (1.07), It is of the medium level, and in the last place came Statement No. (1) (we receive circulars regarding gifted people with ADHD) with Mean (1.27) and Standard Deviation (SD) (1.15), which is of the low level.

From the above, it is clear that the teachers of gift and teachers of difficulties in the two programs agreed in arranging the statements according to their content, and did not include a high level for any of them, and the issue of the absence of administrative guidance to deal with this group of students (statement 1) has emerged. In this context, qualitative data agree with quantity. Where participant (2) indicates thus: “In light of the presence of two general departments in the Ministry, one for the gifted and the other for special education, we have never made a list of gifted students who suffer from any kind of disability (we mean here those who passed the gift scale, and the gifted Foundation or the Ministry started providing services and support to them”.

As Participant (3) speaks, referring to this category as follows: “They are deprived of detection, we do not have a sample of hyperactive gifts, they do exist but there are no specific classifications for

them." also, As one of the participants in the open questionnaire questions stated in his answer: "We are still at the beginning of the road regarding this category of gifted people, which have not received the attention they need so far," and another mentions: "There is no care or classification for them."

Although the statements (5, 6) in tables (4, 5) were the best in order, the results reflect the need for the problem of lack of awareness of this group and the danger it includes of not being able to respond to their needs, and here one of the participants in the questionnaire points out in his answer to the open question that there is: "It is not easy to accept the gift of people with ADHD from the school and the community," and therefore it is likely to result in the lack of an effective effort and a clear mechanism in the role of the two programs in dealing with these students, and this is what the questionnaire statements (4, 2, 3) agree with.

It is clear from Table (2) that the degrees of teacher satisfaction were medium and low towards the reality of educational services, and the sixth statement (students - from this category - have equal opportunities with others to enter the program) was the highest with an mean (2.74) and a standard deviation (1.41), while it was the second statement (we receive generalizations about gifted people with ADHD) with the lowest mean (2.37) and standard deviation (1.09).

In this context, the qualitative data agree with the quantitative on the lack of focus on recognizing the presence of ADHD in gifted students. Two points emerged in the data of the qualitative data in this area, namely, the absence of individuals in this category due to the lack of recognition of them and therefore the lack of appropriate educational support as for the second point, it includes excluding the availability of gift for people with hyperactivity disorder. In the interview data, the first point was talked about, where the participant (2) refers to the following:

In light of the presence of two general departments in the Ministry, one for the gifted and the other for special education, we have never made a list of gifted students who suffer from any kind of disability (we mean here those who passed the gift scale and the gift Foundation or the Ministry started providing services and support to them)

As Participant (3) speaks, referring to this category as follows: "They are deprived of detection, we do not have a sample of hyperactive gifts, they do exist but there are no specific classifications for them."

Continuing with the first point, one of the participants in the open questionnaire question stated in his answer: "We are still at the beginning of the road regarding this category of gifted people, which have not received the attention they need so far," and another says: "There is no care or disclosure for them."

As for the second point, it emerged through the answer of another participant in the questionnaire, where a writer commented and referred to the exclusion of gift for people with ADHD that there is: "It is difficult to accept the gift of people with ADHD from school and society" and therefore it is likely that it will result in not seeking to disclose the gift of these students or their exclusion from gifted programs, and this is what the questionnaire statements (4,5,6) agree with.

In order to discuss this question, we compare the results contained therein, which were consistent with previous studies. The results concluded that there is a lack of organization and administrative direction for the care of this group, including what Shabib et al. (2017) mentioned that the double privacy category remained outside the scope of educational services provided by the special education sectors. They also did not develop gift as it was not classified under any of the gifted or any other category. Other studies also agreed on the results that include excluding the presence of giftedness in children with ADHD. What these studies indicated is what was mentioned by the 2010 study (Alamiri & Faulkner), that there are errors in identifying gifted people who show difficult behaviors, as they are often diagnosed with forms of ADHD, as agrees with the study (Leroux & Levitt-Perlman, 2000) which discusses the difficulty of distinguishing between gifted and ADHD characteristics, and that this leads to a lack of recognition in many cases, including the case of gifted students with learning difficulties whose disability may mask their gifts, and some cases may mask the gifted ADHD disorder, and ADHD may mask the gift.

Results related to the second question: "What are the challenges that prevent the provision

of appropriate educational services for gifted students with ADHD?
To answer the question, the Means and Standard Deviations (SD) were extracted to identify the responses of the study sample members to the level of challenges that prevent the provision of appropriate educational services for gifted students with ADHD from the point of view of gifted and learning disabilities teachers as shown in Tables (6, 7).

Table 6: Mean and Standard Deviations (SD) of the responses of the study sample members to "challenges that prevent providing appropriate educational services for gifted students with ADHD from the point of view of gifted teachers" arranged in descending order

No.	statement	Mean	SD	Rank	level
6	I have sufficient skills to provide appropriate education for students of this category.	3.04	1.30	1	Med
5	I have sufficient skills to diagnose students of this category.	2.96	1.30	2	Med
7	Parents of gifted students with ADHD have awareness/knowledge of the program services for such students.	2.49	1.10	3	Med
4	I received sufficient qualification to detect them.	2.45	1.40	4	Med
1	The Gifted Program is equipped with special standards for diagnosing gifted people with ADHD	2.38	1.29	5	Med
8	There is a clear perception for workers in the field of gifted education about the services allocated to this category.	2.32	1.14	6	Low
3	The programs provide guidance services for students of this category.	2.30	1.14	7	Low
2	The gifted program guide contains a full explanation of how to deal with students of this category	2.28	1.19	8	Low
	mean	2.53	0.94		Med

Table 7: Mean and Standard Deviations (SD) of the responses of the study sample members on "the challenges that prevent the provision of appropriate educational services for gifted students with ADHD from the point of view of the teachers of learning difficulties" arranged in descending order

No.	Statement	Mean	SD	Rank	level
6	I have sufficient skills to provide appropriate education for gifted people of this category.	3.00	1.28	1	Med
8	There is a clear perception for workers in the field of special education about the services allocated to this category of gifted students.	2.72	1.11	2	Med
5	I have sufficient skills to diagnose gifted people in this category.	2.58	1.11	3	Med
7	Parents of gifted students with ADHD have awareness/knowledge of the program services for such students.	2.52	1.11	4	Med
3	The program provides counseling services for gifted students of this category.	2.33	1.24	5	low
4	I received sufficient qualification to detect gifted people in this category.	2.28	1.11	6	low
2	The Learning Disabilities Program Manual contains a full explanation of how to deal with gifted students in this category.	2.20	1.10	7	low
1	The Learning Disabilities Program is equipped with special measures for diagnosing gifted students in this category.	1.92	1.12	8	low
	Mean	2.44	0.91		Med

It is clear from Table (6) that the Mean of (challenges that prevent the provision of appropriate educational services for gifted students with ADHD from the point of view of gifted teachers), ranged between (3.04 and 2.28), where the challenges were on A total mean (2.53), which is of the medium level, and statement No. (6) (I have sufficient skills to provide the appropriate education for students

of this category) received the highest mean, which amounted to (3.04), with a standard deviation (1.30), which is of a medium level, and in the last place Statement No. (2) (the gifted program guide contains a full explanation of how to deal with students of this category) came with an mean (2.28) and a standard deviation (1.19), which is of the low level.

It is also evident from Table (7) that the Mean of (challenges that prevent the provision of appropriate educational services for gifted students with ADHD from the point of view of the teachers of learning difficulties), ranged between (3.00 and 1.92), which scored the challenges are on a total mean (2.44), which is of the medium level. Statement No. (6) (I have sufficient skills to provide appropriate education for gifted people in this category) has the highest mean, which is (3.00), and with a standard deviation (1.28), which is from the medium level, and in the last place came Statement No. (1) (the learning difficulties program is equipped with special measures for diagnosing the gifted of this category) with mean (1.92) and a standard deviation (SD) (1.12), which is of the low level.

It is clear from the foregoing that the results in both programs agree that Statement (6) has the highest mean, and that the biggest challenges are related to supporting programs with evidence and special standards. It is interesting to note that these results are consistent with the qualitative data in its entirety, which focused on three points: 1- Weak awareness in the community, 2- Environmental challenges 3- The challenge in rehabilitating the relevant teachers. This was clear in the results of the interviews, where participant (3) points out in his talk about the challenges: "Poor awareness of parents, there is no real awareness. Parents are (prejudicial) about the situation of their children. They are trying to search for a cure. Likewise, the weak human capabilities are not qualified and do not exist, i.e. rarely.. It does exist, but the number is very small, also, sometimes the material capabilities and the educational environment are weak."

The qualitative data was more prominent for the low aspect of teachers' competence to provide appropriate support for this category, as participant (1) explained a real experience that included many teachers, referring to the following: "Through my work in the field of gifted care since 1425 AH, I did not find any program for the care of the gifted with hyperactivity, and through qualification or development courses for gifted teachers, I did not find a focus on this aspect. Because they are not qualified to take care of this category of gifted people."

In the open questionnaire answers, the data included the three points mentioned. In the first (weak community awareness), some participants wrote: "Awareness about them is weak," as well as: "The topic needs wide awareness that includes the family, school and society in general," and in the second (the educational environment), one of the participants, referring to this challenge, mentioned "the lack of an appropriate classroom environment and special systems" and agrees with that, another participant's comment, "What concerns us is providing tests and measurements of detection and diagnosis for this category, as well as educational aids and an attractive classroom environment", and in the third (Qualification of teachers) One participant points out: "One of the most important challenges and obstacles is the lack of knowledge of some teachers in public education to deal with this category, who reach to reprimand and punishment," and another mentions that the challenge in the field is "lack of competence and experience in this field."

Several studies have agreed with the results of this question. In the first statement of the questionnaire and the second point of qualitative data related to the importance of having appropriate measures in the educational environment, (2000 Leroux & Levitt-Perlman,) stresses the importance of working on designing accurate measures to identify gifted individuals with disabilities. Attention deficit hyperactivity disorder and the need to know the strengths and gifts that can be exploited to overcome the difficulties resulting from ADHD.

With regard to the results related to the importance of awareness from parents and society, which was included in the seventh statement in the second axis of the questionnaire and the second point of qualitative data, the results of some studies also agree with them, including what was indicated by (Leroux & Levitt-Perlman, 2000) of the importance of effective training for parents, where Children whose parents were trained to understand and manage ADHD showed better long-

term outcomes, emphasizing the importance of constructive communication between home and school.

With regard to the other statements (4,5,6,8) and the third point of qualitative data that indicates the importance of teacher qualification, the study (Fugate & Gentry, 2016) emphasized the need for professional development based on research that focuses on differentiation for teachers who have students from Gifted with ADHD, as there are many errors and practices when teaching this group of students, which requires more knowledge and teaching skills when teaching them.

Results related to the fourth question: What are the prospects and aspirations for providing appropriate educational services for gifted students with ADHD?

To answer the question, the Means and Standard Deviations (SD) were extracted to identify the responses of the study sample members on the level of future prospects to provide appropriate educational services for gifted students with ADHD from the point of view of gifted teachers and teachers of learning difficulties, as shown in Table (8, 9).

Table 8: Mean and Standard Deviations (SD) of the responses of the study sample members on "The prospects and aspirations to provide appropriate educational services for gifted students with ADHD from the point of view of gifted teachers" arranged in descending order

No.	Statement	Mean	SD	Rank	level
2	Regular classroom teachers need qualification/training for the initial detection of students in this category.	4.70	0.51	1	High
6	Parents need to be aware of the characteristics of children in this category.	4.68	0.52	2	High
4	Gifted teachers need special training to be able to provide appropriate support for this category.	4.57	0.74	3	High
1	There is a need to develop an integrated program to care for the gifted with special needs, including those with hyperactivity.	4.55	0.77	4	High
7	The detection of this category must be through a body specialized in measurement and diagnosis	4.55	0.72	4	High
3	Gifted programs need a significant development in the quality of services that are supposed to be provided to this category.	4.53	0.80	6	High
9	Sponsoring this category requires the creation of a joint committee from the General Administration of Special Education and the General Administration for the Gifted.	4.53	0.69	6	High
8	Taking care of this class at school requires providing an attractive environment.	4.51	0.66	8	High
5	The field of special education lacks courses and training programs related to this category.	4.34	0.79	9	High
	Mean	4.55	0.53		High

Table 9: Mean and Standard Deviations (SD) of the responses of the study sample members on "The prospects and aspirations to provide appropriate educational services for gifted students with ADHD from the viewpoint of teachers of learning difficulties" arranged in descending order

No.	Statement	Mean	SD	Rank	level
6	Parents need awareness programs about the characteristics of gifted children in this category.	4.43	0.72	1	High
8	Nurturing gifted students - from this category - in the school requires an attractive environment.	4.42	0.87	2	High
1	There is a need to develop an integrated program to care for the gifted with special needs, including those with hyperactivity.	4.33	0.82	3	High
7	Detecting gifted students - from this category - must be through a body specialized in measurement and diagnosis.	4.32	0.83	4	High

No.	Statement	Mean	SD	Rank	level
5	The field of special education lacks courses and training programs related to gifted students of this category.	4.28	0.96	5	High
2	Regular classroom teachers need qualification/training for the initial detection of gifted students in this category.	4.27	0.88	6	High
9	Taking care of gifted students - from this category - requires the creation of a joint committee from the General Administration of Special Education and the General Administration for the Gifted	4.20	0.99	7	High
3	Learning disabilities programs need to be developed to suit the needs of gifted students in this category.	4.02	1.00	8	High
4	Teachers of learning disabilities need special qualification to be able to provide the appropriate for gifted students in this category.	3.68	1.21	9	High
	Mean	4.22	0.63		High

It is evident from Table (8) that the Mean of (the horizons and aspirations to provide appropriate educational services for gifted students with ADHD from the point of view of gifted teachers), ranged between (4.70 and 4.34), where the horizons got the mean total (4.55), which is of a high level. Statement No. (2) (teachers of regular classes need qualification/training for the initial detection of students in this category) has the highest mean, which reached (4.70), with a standard deviation of (0.51), It is of the high level, and in the last place came Statement No. (5) (the field of special education lacks courses and training programs related to this category) with mean reached (4.34) and a standard deviation (0.79), which is of the high level.

It is also evident from Table (9) that the Mean of (the horizons and aspirations to provide appropriate educational services for gifted students with ADHD from the point of view of the teachers of learning difficulties), ranged between (4.43 and 3.68), where the horizons scored on Total mean (4.22), which is of a high level, and Statement No. (6) (Parents need awareness programs for the characteristics of gifted children in this category) has the highest mean, which reached (4.43), and with a standard deviation (0.72), which is of high level, and in the last place came Statement No. (4) (Teachers of learning difficulties need special qualification to be able to provide the appropriate for gifted students of this category.) with mean (3.68) and a standard deviation (1.21), which is of the high level.

Despite the discrepancy in the order of the statements between the two tables, the results were all high towards the elements mentioned in this axis, and it is noted that the results of the questionnaire agreed with the qualitative results, and two points emerged in the qualitative aspect. Giftedness, disorders and disabilities included in special education, and the second point is to develop special programs for these students. Included in the first point is what was included in the interview of the participant (1), which emphasized the importance of an integrated program for the care of gifted people with special needs, including the hyperactive category, that includes the relevant standards and the provision of qualification for the teachers who care for them. Also included in the second point is what the interview of the participant (3) indicated about the importance of providing appropriate care for this category through a specialized center or through distinct mechanisms within schools.

In addition to the above, the open question results data indicated the first point through some comments, including: "We need a competent authority to identify this category, secondly, we lack knowledge of the correct way to interact and deal with this category," including another comment emphasizing the following: "The issue should be taken over by an independent body of people with special needs and specialists with learning difficulties because they know their needs and requirements."

As for the second point, it included many comments, including what one of the participants suggested that the following be provided: "Developing special programs for them in order to bring out their positive energy and push them towards a creative future." Another participant added: "The success of dealing with this group is to develop special programs for them to take into account the

problem of ADHD, and to provide an attractive environment that helps children continue their creativity."

The mentioned results are consistent with the relevant studies, in terms of developing special programs for this category, which are included in many statements (1, 3, 7, 9) and both the first and second points in the qualitative data, the study (Foley-Nicpon, Assouline, & Colangelo, 2013) indicated that the special needs of students with double exceptionalism require that specialists work with them in the field of giftedness and accompanying disorder, and that the interventions be based on research and correct understanding before implementation.

The results related to the fourth question: Are there statistically significant differences in the reality of services, practical experiences, challenges, and prospects for providing educational services for gifted students with ADHD due to the variable of the field of work (gifted teacher, and learning difficulties teacher)?.

To answer this question, the Independent Sample T-test was used to identify the differences in the reality of services, practical experiences, challenges, and prospects for providing educational services for gifted students with ADHD due to the variable of the field of work (gifted teacher / teacher of learning difficulties), and Table (10) show this:

Table 10: Independent Sample T-test to identify the differences in the reality of services, practical experiences, challenges, and prospects for providing educational services provided to gifted students with ADHD due to the variable of the field of work (gifted teacher, and learning difficulties teacher)

Variation source	Teacher	No.	Mean	SD	T-value	Sig.
Actual services	Gifted	47	1.81	0.63	0.687-	0.494
	Learning Difficulties	60	1.91	0.79		
Challenges	Gifted	47	2.53	0.94	0.460	0.647
	Learning Difficulties	60	2.44	0.91		
Prospects / aspirations	Gifted	47	4.55	0.53	2.983	*0.004
	Learning Difficulties	60	4.22	0.63		

: significance level (0.05) or less.

It is clear from the results shown in Table (10) that there are no statistically significant differences at the significance level (0.05) in the level of actual services, and the challenges of providing educational services to gifted students with ADHD due to the variable of the field of work (gifted teachers and learning difficulties teachers), where the statistic values (t) reached (-0.687, 0.460), respectively, which are not significant at level of (0.05), and the differences between the Mean if found, it not significant.

It also was found that there were statistically significant differences in the level of prospects and aspirations to provide educational services for gifted students with ADHD due to the variable of the field of work (gifted teacher, and learning difficulties teacher), where the value of The statistic (t) (2.983), which is a significant at (0.05), and it was found that the source of the differences was in favor of the category of gifted teachers, as their mean was higher than the category of teachers with learning difficulties.

The entirety of these statements revolves around the rehabilitation of teachers. Although teachers of the gifted and teachers of difficulties support the need to rehabilitate teachers, gifted teachers are more supportive of that, and this may explain that teachers in their respective departments look at the side of ADHD as the most difficult aspect, but for the dimension of gift specialization. About him, and his proximity to difficulties, teachers of gifted see the need for professional development more urgent than teachers of difficulties.

4. Conclusion and Recommendations

The study contributes to clarifying a topic that contains many complex issues with the lack of studies that have researched on it, especially in the Arab world, and therefore it is expected that the study

will be a qualitative addition to the literature in this field of double exceptionalism, especially with regard to gifted people with hyperactivity and attention deficit, and the subject of the study provides A vision for decision-makers about the reality of educational services for this category and the field challenges that must be overcome, in addition to future visions and proposals that will accelerate the educational development process to serve these students.

In light of the results, the study recommends that appropriate support be directed to gifted people with ADHD through several methods, most notably raising the level of family, school and community awareness of the abilities and needs of these students, professional development of the relevant teachers, providing them with appropriate training programs, and providing tools And related standards that help in detecting these students and knowing their strengths and needs, providing integrated programs that meet their needs and nurture their potentials, and formulating educational policies through a body or committee of specialists in both gift and other disciplines related to special education, disabilities and developmental disorders, which focus on Exceptional double care, conducting studies aimed at identifying these students and effective educational methods and programs for them, carrying out studies that investigate efforts outside schools that successfully serve these students, conducting benchmarking comparisons at regional and global levels in the field of exceptional double care to know distinct experiences and interventions And study the possibility of its application or benefit from it.

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