

# Table of Contents

Acknowledgements	ix
<b>Introduction:</b> Messages From the Editors	1
<b>Chapter 1: Twice-Exceptionality</b> A Field Whose Time Has Come <i>Susan M. Baum and Robin M. Schader</i>	7
<b>Chapter 2: Executive Functions, Executive Skills, and Gifted Learners</b> <i>Eleonoor van Gerven</i>	33
<b>Chapter 3: To Be Gifted and ADHD</b> Understanding the Unique Challenges <i>C. Matthew Fugate</i>	71
<b>Chapter 4: Reading Skills, Developmental Dyslexia, and Twice-Exceptionality</b> <i>Walter Edward Dunson</i>	119
<b>Chapter 5: Gifted Learners and Dyslexia</b> Designing Interventions Without Labels <i>Eleonoor van Gerven</i>	165
<b>Chapter 6: Giftedness and Math Difficulty</b> <i>Nancy Fike Knop and Stephen H. Chou</i>	183
<b>Chapter 7: Giftedness and Autism Spectrum Disorders</b> <i>Claire E. Hughes</i>	217
<b>Chapter 8: Anxiety and Gifted Children</b> <i>Teresa Argo Boatman and Anne E. Boatman</i>	245
Glossary	281
About the Editors	295
About the Authors	299