

The integrated clinical diagnosis

« The identification and diagnosis of each and every of the pupils constitutes the first step in the educational system¹². Intellectual exceptionality is not easy to identify, and giftedness is even less so⁵. Giftedness diagnosis will have to be based on clinical analysis of its characteristics and with the identification the Clinical Diagnosis will be provided⁶.

The identification must be diagnostic by nature, considering values and aptitudes, as well as problems, weaknesses and emotional and cognitive needs²⁰.

If standardized measures do not turn out to be relevant it is necessary to resort to clinical judgment²¹.

"Detection" and "psycho pedagogic evaluation" are previous approximations that facilitate the Clinical Diagnosis, but, in any case, only the Clinical Diagnosis carried out by a specialized team of professionals, with the appropriate qualifications, will be able to determine in every moment if a child is situated, or will possibly be situated, within the bounds of intellectual exceptionality²².

Only from the Clinical Diagnosis it is possible to deduce the necessary educational measures. Initial educational measures are often shown to be gravely in error when they have been based only on previous psycho pedagogic evaluation²².

Giftedness cognitive factors are identified through psycho pedagogic evaluation, (education professionals) and at the same time through clinical judgment (reason), while emotional factors, and its permanent interaction with the cognitive system, are identified only by means of Clinical Diagnosis, which in all the cases will have to include the Asynchronous Character Syndrome Differential Diagnosis and other associate pathologies (health professionals). It requires a multi professional team and unity of action¹⁰.

The gifted child Clinical Diagnosis can not be understood as a one-sided process. All three parts are involved: the family, the education system and a specialized external centre will have to take part, each with its specific contributions. All three actions must be done in harmony. None of them should be considered determinant.

When it is a child or young person in question, the parents have the exclusive right to choose the center (public or private) to carry out the Giftedness Diagnosis. This is true for the undertaking of the previous approximations (detection, identification and psycho pedagogic evaluation) in its educative factors²⁴, as well as the clinical factors: analysis and Diagnosis²⁵ ».