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ANALYSIS OF WRITTEN LANGUAGE DIFFICULTIES IN ASYNCHRONOUS GIFTED CHILDERN IN THE LOWER GRADES

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Abstract: *This study aims to analyze the written language difficulties experienced by asynchronous gifted children in lower grades with comorbid Learning Disabilities (LD). The results show that the imbalance between high intellectual potential and technical barriers affects children's academic performance, motivation to learn and self-confidence. These barriers include difficulties in letter discrimination, fine motor coordination and logical organization, which often lead to frustration and psychological distress. A special approach is needed to address these challenges, including occupational therapy, digital assistive technology such as voice-to-text software, and adaptive learning strategies. The research also highlights the importance of collaboration between teachers, parents and therapists in creating an inclusive learning environment. The findings provide a foundation for more adaptive educational policies to support asynchronously gifted children's optimal academic, emotional and social potential.*

Keywords: *Written Language Difficulties, Asynchronous Gifted Children, Learning Disabilities*

INTRODUCTION

An asynchronous gifted *child*, or a special intelligent child with a developmental asynchrony, is an individual with high intellectual potential accompanied by asynchronous development in various aspects. As explained by Lough (2017), *giftedness* is an asynchronous development in which advanced cognitive abilities and high emotional intensity create experiences that are qualitatively different from other individuals. This asynchrony is increasingly evident in children with higher intellectual capacity, which makes them more susceptible to stress and requires special adjustments in parenting, teaching, and counseling to support their optimal development.

Asynchronous gifted *children* often face great challenges in written language skills, which are affected by a combination of complex neurological and psychological conditions. Specific learning disorders such as dyslexia, dysgraphia, and dyscalculia are the main factors that hinder the development of these skills. Dyslexia affects the ability to read and distinguish letters, dysgrafia inhibits the fine motor skills necessary to write clearly, while dyscalculia interferes with logic as well as the organization of ideas. The combination of these disorders not only exacerbates difficulties in written language, but also negatively impacts the child's academic and emotional aspects, such as frustration, low self-confidence, and fear of failure. This makes *asynchronous gifted* children often considered stupid, lazy, and mischievous children by teachers, which causes frustration in both the teacher and the child. (Suhartono, 2016).

In the education of children with special needs, this learning barrier requires a multidisciplinary approach and appropriate learning strategies. Dysgraphia, for example, directly affects children's ability to express ideas through writing. Characteristics of dysgraphia include illegible handwriting, mixed use of uppercase and lowercase letters, and difficulty holding stationery stably (Santrock in Saadati, 2015; Saifudin, 2024).

The factors that cause dysgraphia can be internal, such as weak fine motor skills, as well as external, such as lack of attention from parents and ineffective teaching methods (Sari et al., 2024). To overcome these obstacles, interventions involving engaging media, fine motor training, and curriculum adjustments are needed. Approaches such as letter *tracing*, writing with textured books, and the use of attractive visual media have proven effective in significantly improving the writing skills of children with dysgraphia (Saifudin et al., 2024; Sari et al., 2024).

According to Wong (2004), LD is defined as a disorder in one or more basic psychological processes involved in understanding or using language, both spoken and written. This disorder can manifest in many forms, such as the inability to listen, think, speak, read, write, spell, or perform mathematical calculations. A holistic approach that includes academic interventions, psychological support, and flexible teaching strategies is indispensable to help these children overcome barriers while maximizing their intellectual potential.

Alfonso (2018) stated that the biological basis of learning difficulties has been proven through various neuropsychological studies on brain function. This study shows innate neurological differences that affect information processing, especially in reading, writing, and mathematics. This difference is often the root of the gap between high intellectual potential and lower practical performance in *asynchronously gifted* children.

Despite having extraordinary intelligence, these children often have difficulty in converting their intellectual potential into real academic performance. The gap between high IQ potential and lower IQ performance reflects an imbalance that often occurs due to neurological differences that underlie their learning difficulties. Therefore, a special and inclusive approach is essential so that they can overcome these barriers and develop optimally, both academically, emotionally, and socially.

Perdana et al. (2024) added that *gifted* children show earlier and advanced cognitive development in perceptual reasoning, abstract thinking, and awareness. However, these developments are not always reflected in academic performance, especially when they face obstacles in processing information efficiently. Difficulties in fundamental skills such as reading, writing, and math are often a barrier for *asynchronously gifted* children to reach their maximum potential. These barriers not only impact academic outcomes, but also on their motivation to learn, self-development, and dedication to a particular interest.

In addition to the academic impact, the difficulties faced by *asynchronous gifted* children also greatly affect their psychological well-being. The imbalance between high cognitive abilities and neurological barriers creates complex challenges that often leave them feeling frustrated, losing confidence, and fearing failure. As explained by Loonin (2012), these barriers create a feeling of isolation from the learning experience that should support their potential. As a result, these children's academic journeys are often marked by pressure, disappointment, and a sense of inadequacy, even though they have exceptional abilities.

In understanding these difficulties of written language, Vygotsky's theory of cognitive development and Gardner's multiple intelligences provide an important theoretical framework. Vygotsky explained that child development takes place in *the Zone of Proximal Development* (ZPD), which is an area where children can reach their maximum potential with adequate support. Meanwhile, Gardner's theory of multiple intelligences suggests that every child has different types of intelligence, such as verbal-linguistic, logical-mathematical, and spatial. In *asynchronous gifted* children, high verbal-linguistic intelligence is often hampered by fine motor and spatial limitations, making it difficult for them to express written ideas.

According to Berninger (2015), *Learning Disabilities* (LD) such as dyslexia and dysgraphia are the main obstacles that significantly affect children's ability to develop written language skills. Dyslexia, for example, causes visual perception disorders that make it difficult for children to distinguish letters with similar shapes, such as a/e, b/d, w/m, and u/n, as explained by Borus (2020) that this disorder is rooted in differences in brain

structure that affect visual and linguistic information processes. This difficulty not only hinders reading ability but also has a direct impact on writing ability, especially when children have to string the letters into meaningful words.

On the other hand, dysgraphia adds a unique challenge by affecting the fine motor abilities required for writing. Research by Sebastian et al. (2024) revealed that dysgraphia is often characterized by disorganized writing, inconsistent spacing between letters, and physical fatigue in children's hands when writing. In fact, in more severe cases, children are often unable to complete writing tasks, leading to negative emotional impacts such as frustration and decreased self-confidence. Dysgraphia also has a broader effect on a child's ability to participate in academic tasks effectively, as these limitations often lead to a misinterpretation that the child is unmotivated or underperforming.

Skeide (2022) adds that specific learning disorders require interventions that focus on individualizing the child's needs. With a technology-based approach, such as the one proposed by the convolutional neural network-based (CNN) OCR model, children with dysgraphia can be trained to improve their writing skills through the identification of specific writing patterns and personalized training.

Asynchronous gifted *children* with perfectionist characteristics often face technical and emotional challenges in writing skills. Their perfectionism, as described by Kitano in Hunter (2024), often leads to frustration, loss of confidence, and emotional distress, especially when their high expectations collide with neurological barriers or fine motor abilities that have not yet developed optimally. These barriers, as described by Julia Koifman (2024), include neurological problems such as impaired working memory and visual perception, which often exacerbate psychological distress such as fear of failure. Additionally, according to Ger and Roebers (2023), *asynchrony*—an imbalance between cognitive, emotional, and motor development—often prevents these children from navigating tasks that require mature executive coordination. In situations like these, an individualized approach that includes psychosocial support and structured interventions becomes crucial to help them cope with trauma, rebuild confidence, and maintain positive relationships with writing activities, as suggested by Neumeister (2023). By understanding the complexity of the challenges faced, an integrated and holistic approach can help these children develop their potential optimally.

A specific approach is needed to help them overcome these obstacles. Technical support through adaptive learning strategies and technology aids can improve their writing skills, while psychological interventions aim to reduce emotional distress and rebuild self-confidence. In addition, cross-disciplinary collaboration between teachers, parents, and therapists is needed to create an integrated support system.

This study emphasizes the importance of a comprehensive approach that not only addresses technical difficulties, but also supports children's emotional well-being. With the right intervention, *asynchronous gifted* children can enjoy a more positive and meaningful learning experience, so that their potential can develop to the maximum.

RESEARCH METHODS

According to Cresswell, a case study is a research approach that allows researchers to understand phenomena in depth and contextually. With a focus on specific cases, case studies allow researchers to explore the dynamics of interactions between the various factors involved in a situation.

This study uses a qualitative approach with a case study method to explore in depth the complexity of written language difficulties in an *asynchronous gifted* child. This child has been identified as having high intellectual potential but faces significant obstacles in writing ability due to comorbid *Learning Disabilities* (LD). This research is focused on exploring the technical barriers and psychological impacts experienced by the subjects, as well as the strategies that have been implemented by the surrounding environment.

Data collection is carried out through various techniques to ensure adequate understanding. Measured instruments were used

to objectively evaluate the subject's written language ability, including analysis of handwritten results that reflected technical difficulties such as spacing, letter shape, and writing structure. In addition, interviews were conducted with parents and teachers to gain a broader perspective on the learning experience, emotional challenges, and educational approaches that have been sought to support the child. Participatory observation is also carried out to see directly the subject's response during the writing process, both from a technical and emotional perspective.

The collected data was then analyzed thematically to identify patterns of obstacles experienced by the subjects. This analysis involves coding the data to group key themes, such as neurological difficulties, psychological impacts, and adaptive strategies that have been implemented. In addition, triangulation techniques are used to ensure the validity of the data, by comparing the results of interviews, observations, and documentation of the subjects' writings.

This research was carried out while maintaining ethical principles, such as obtaining written consent from the subject's parents and ensuring the confidentiality of the child's identity. With this method, the study is expected to provide a comprehensive overview of the challenges faced by *asynchronously gifted* children in written language skills, as well as provide guidance for more effective interventions and support optimal child development.

RESULTS AND DISCUSSION

The subject of this study is a seven-year-old girl who is in the second grade of elementary school. The child has a prominent intellectual profile, with an IQ score above 130 which is above the superior category, which indicates the potential *for giftedness*. However, this extraordinary potential has not been fully realized because children also face *Learning Disabilities* or LD which is quite unique. From the results of the test at a child clinical psychologist, this child does not have dyslexia, but it is also not dysgraphia. From the test results at other psychologists, this child can be categorized as left-handed because the writing of letters and numbers is reversed in position, but outwardly he is not left-handed. The imbalance between high intellectual intelligence and technical limitations puts this child in *the category of asynchronous gifted*, that is, individuals with high intellectual potential but experiencing an imbalance in the development of certain skills.

In the learning process, this child showed extraordinary verbal skills. He is able to explain concepts in depth and shows impressive critical thinking skills. However, this advantage is not reflected in the results of the written assignment. Technical obstacles caused by neurological disorders that make it difficult for him to pour his ideas into written form. At school, this condition often makes children feel frustrated, especially when they are faced with academic tasks that require writing skills. Teachers stated that although children have great intellectual potential, these technical barriers make it difficult to meet the expected academic standards. To better understand these dynamics, an in-depth analysis of how these barriers affect the overall learning experience of the child is needed.

The initial screening of the subjects of this study revealed the influence of biological and environmental factors on the conditions they experienced. The pregnancy history shows that the subject's mother experiences significant levels of stress due to the disease she suffers from, which has the potential to affect the neurological development of the fetus. The delivery process is carried out through a cesarean section, with the condition of the fetus that has experienced stress because the amniotic fluid has run out at birth. Some studies suggest that the condition can increase the risk of developing certain neuropsychological disorders, although these factors are influenced by various multifactorial aspects.

In addition, environmental factors during pregnancy and postnatal play a role in shaping the child's neurological condition. The stress that the mother experiences during pregnancy can affect the development of the fetal nervous system, including the areas of the brain responsible for cognitive, sensory, and motor functions. The cesarean birth process experienced by the subject is also one of the factors that need to be

considered, as some studies suggest that non-vaginal births can affect early microbiota colonization and neurological development of the child, although this relationship still needs further research. This history provides a broader context on how the interaction between genetic and environmental factors can affect a child's overall development.

This child also shows characteristics as a *late learner*, where he only begins to speak clearly at the age of three years and two months. Previously he could only *babbling*, but understood what the interlocutor was saying. He can cling in just right even in *a babbling* condition. However, as soon as his speaking skills developed, there was a rapid spike in the development of his verbal language. He is able to explain concepts in a cohesive manner, although he still faces difficulties in arranging sentence structures in a complex manner. Reading skills also developed at an unusually fast pace; In less than a month, he was proficient in reading and typing. At the age of seven, he was already able to read using *scanning* and *skimming* techniques for reading with a language that was complex enough for a child his age. This child can quickly jump from one paragraph to another without losing understanding of the key sentences that connect between paragraphs. This phenomenon reflects a unique learning ability, in which despite having an initial delay, the child can show significant acceleration in certain skills, specifically in language and information processing. This shows that there is great potential that can be optimized with an educational approach that suits their specific needs.

However, this condition is not in line with his ability to write, where he shows significant difficulties. Initial screening results from psychologists indicate that her primitive and sensorimotor reflexes are immature, which is one of the main causes of obstacles in her fine motor skills, including writing. To overcome this, children undergo *Rhythmic Movement Training* (RMT) therapy and sensorimotor stimulation designed to mature basic reflexes and improve motor coordination.

After completing the therapy stage, her writing skills showed a slight improvement. Children become more able to write longer. However, these improvements are not significant enough to overcome deep obstacles, especially in technical aspects such as letterform consistency, spacing, and writing speed.

Because there are no significant changes, the next screening stage is carried out. This child is declared to be *asynchronously gifted* with comorbid learning difficulties or LD. This diagnosis confirms that despite having tremendous intellectual potential, the child faces a complex combination of neurological barriers.

The findings showed that the written language barrier experienced by this child was closely related to neurological disorders that affected various technical aspects of writing. Analysis of his writing revealed a consistent pattern of irregularities, such as disproportionate letters, non-uniform spacing, and difficulties in structuring ideas logically and structurally.

Participatory observation supports these findings, where children often seem confused and stop in the middle of the writing process due to these technical difficulties. This irregularity is a major obstacle in completing academic tasks that require writing skills. Furthermore, this barrier impacts the way the child sees himself, where his inability to meet the same expectations as his peers often leads to him losing confidence and avoiding tasks that involve writing, even just holding a stationery.

The subject of this study faces increasingly complex learning challenges. Although he has not been clinically diagnosed with a specific learning disability, he has difficulty distinguishing similar letters when writing such as *a/e*, *m/w*, *g/q*, and *u/n*, s/z, especially in lowercase letters. To overcome this obstacle, the child develops a capitalized writing strategy, which helps him reduce errors but does not conform to academic standards. On the other hand, spatial perception affects the perception of children's space. Causing errors in estimating the spacing between words, letter size, and line boundaries on the page. This obstacle not only affects the readability of his writing but also adds to the emotional burden in the learning process. This combination of intellectual excellence and technical challenges illustrates the complexity of *asynchronous gifted* characteristics,

where great potential is often hampered by specific developmental constraints.

Although it cannot be definitively categorized as dysgraphia because there are differences of opinion among psychologists who handle it, this condition is still identified as *Learning Disabilities* (LD). Dysgraphia, according to Aremu (2023), is a specific learning disorder that affects various aspects of writing ability, such as spelling, readability, speed, and organization of writing. This disorder is related to neurological factors that affect fine motor skills, so that children have difficulty writing for a long time, often feel tired, and complain of pain in their hands. Biological factors, such as a history of premature birth, differences in coding processes in the brain, a history of seizures in toddlerhood, and potential genetic influences, are also relevant causes.

In addition to technical barriers in writing, this child also faces sensory impairment in the hearing area. He does not like noisy atmospheres and is disturbed by the environment that is crowded with noise. This sensitivity makes it easy to get distracted, making it difficult to focus on study tasks. The crowded and distracting environment worsens his concentration, making the writing process slower and more difficult.

Based on the results of the observation sheet of the writing process, certain behavioral patterns were found that reflected the obstacles they faced. Children often lose focus, especially if the environment is crowded, and easily distracted by the sounds around them. This difficulty hinders fluency in writing, as the child has to switch attention between the main task and external distractions. In the technical aspect, children often complain of hand fatigue, with writing that looks illegible and messy due to difficulty in managing the spacing between letters and between words. The position of the writing that does not match the page line further aggravates the technical challenges it faces.

In overcoming these difficulties, children tend to often delete, remodel, and ask for help spelling letters or respelling words they want to write. This dependence shows that children do not have an effective independent strategy, so the writing process is slow and full of revisions. In the writing exercise, the child shows interesting patterns to analyze. In the first exercise, he wrote a few short sentences describing daily activities, such as "MiMi and Kaka MeMdeli in Boxis." Although children understand basic sentence structure, the writing reveals challenges in the form of untidy writing, spelling mistakes, and inconsistent use of spaces.

The second exercise shows a list of words with inconsistencies in the use of uppercase and lowercase letters, as well as scribbles and revisions in some sections. This indicates the child's efforts to adjust his writing to be more structured, although the end result is still far from perfect. Inconsistencies in letters and spacing lead to learning barriers that reflect visual and spatial difficulties. In the third exercise, the child writes short sentences such as "Later I will be given the pin." with letters that go back and forth. Although the message is clear, the writing still reflects a disproportionate motor and spelling challenge.

During the writing process, the child also shows frustrated expressions, often complains of boredom, feels tired, tries to distract attention, and looks agitated. This emotional reaction shows the pressure that the child feels due to technical difficulties and task demands. This pressure not only affects the child's productivity, but also his attitude towards the overall writing activity. This obstacle shows the need for a holistic approach to support children, both from technical, emotional, and more adaptive learning strategies.

Interviews with parents and teachers revealed that the writing difficulties experienced by children not only have an impact on the academic aspect, but also affect their emotional health significantly. Children often show deep frustration, low self-esteem tendencies, and even avoid tasks that involve writing activities. Fear of writing tasks makes children lazy to go to school, especially on certain days. Children are currently attending PKBM, where every day the teachers and students who attend are different. He attended school five times a week, but showed a strong rejection response every Monday, Wednesday, and Friday. On those days, even though the number of students in the class was less than 15 people, the more crowded atmosphere made it difficult to concentrate. In contrast, on Tuesdays and Thursdays, when the number of students was

only six, he seemed more able to accept the school situation, although technical obstacles remained a challenge.

The teacher also noted that the child has extraordinary verbal skills and can explain ideas very well orally. However, technical barriers in writing make it difficult for him to put these thoughts into writing, so he often fails to meet the expected academic standards. The inability to match the achievements of his peers further reinforced his insecurity, making him feel incapable of competing and choosing to withdraw from tasks that demanded writing skills.

In addition to the academic impact, the difficulties faced by *asynchronous gifted* children also greatly affect their psychological well-being. The imbalance between high cognitive abilities and neurological barriers creates complex challenges that often leave them feeling frustrated, losing confidence, and fearing failure. According to Baggett et al. (2023), this obstacle often creates a sense of isolation from learning experiences that should be enjoyable, because these children find it difficult to adapt their abilities to academic demands.

These learning difficulties can hinder a child's ability to express themselves through writing, which not only affects their learning outcomes but also impacts social and emotional development. These barriers, which are beyond their control, often trigger feelings of inferiority, fear of failure, and deep psychological distress. As a result, these children's academic journeys are often marked by pressure, disappointment, and a sense of inadequacy, even though they have exceptional abilities. The right intervention approach is essential to help them overcome these obstacles and support the optimal development of their potential.

Parents also said the same thing, that there is concern about the pressure that children feel every time they face a writing task. This pressure often triggers an extreme emotional response, where the child feels intense stress until it develops into psychosomatic symptoms. This child often complains of pain in his hands, feels dizzy, and even vomits repeatedly if forced to write for a long time. This condition not only hinders the learning process, but also has the potential to form a deep trauma to writing activities. This trauma can have a long-term impact, making children even more reluctant to practice writing and hindering their development in academic and emotional aspects.

This condition suggests that academic pressures that do not match the unique needs of gifted children with incompatible development can have a serious impact on their physical and mental health. Therefore, proper handling is necessary to prevent further negative impacts. According to Ahmad et al. (2024), teachers in schools need to be prepared to be part of an important role in supporting children's learning, even outside the special and inclusive education system. Teachers can help by implementing strategies that are flexible and according to the needs of the child.

These children need space to explore their abilities without feeling overwhelmed. For example, the use of technology aids or tasks that do not place too much emphasis on writing skills can be a solution. Good understanding from teachers and parents is essential to creating a supportive learning environment. That way, children can overcome the obstacles they experience without feeling pressured and continue to grow with confidence.

According to Ginting (2023), Yuniar (2017), and Neumeister (2023), one approach that can help children overcome their difficulties is occupational therapy, such as sensory integration therapy. Support for children with special needs through this therapy not only aims to improve physical ability, but also increases children's confidence and motivation in learning. Repetitive exercises, such as shoelaces or squeezing soft balls, as illustrated in executive skill development programs in *twice-exceptional* students, have been shown to be effective in increasing a child's physical endurance and perseverance in completing tasks that require fine motor skills.

Based on research, sensory integration therapy is effective in improving coordination and fine motor skills in children with learning disabilities, including difficulties in writing. Amran and Majid (2019) highlighted that interventions for children with learning disabilities must be specifically designed with an approach that combines strategies for developing academic

skills and strengthening physical abilities. This approach includes practicing eye-hand coordination through activities such as holding stationery correctly and arranging small blocks, which play an important role in improving the child's overall ability.

Furthermore, Koifman (2024) emphasized the importance of understanding neurodiversity in children with dysgraphia and *giftedness*. Approaches tailored to individual needs, such as sensory integration, allow children to optimize their potential despite motor or sensory barriers. Therapy-based activities can also help reduce frustration and improve a child's ability to write longer without feeling tired or in pain.

The benefits of this therapy are not only limited to the physical aspect, but also have a significant impact on the emotional aspect of the child. With improved fine motor skills, children can feel more confident in completing academic tasks that previously felt difficult. This helps them overcome technical obstacles while building a sense of success and motivation to continue learning. This therapy is a strategic step in supporting the overall development of children, especially for those who experience specific learning barriers such as dysgraphia.

In addition to therapeutic interventions, educational approaches applied by teachers and parents have included the use of visual aids such as *mind mapping* with different ink colors, reducing the number of written tasks, and giving them additional time to complete tasks. While these strategies may be helpful, their effectiveness is not yet fully optimal in reducing the stress experienced by children. These findings point to the need for more specific interventions focused on the unique needs of *asynchronously gifted* children.

One aspect that can be optimized is the child's strength in audiovisual ability. *Asynchronous gifted* children usually have a good grasp of visual and auditory based learning, such as through videos, interactive presentations, or other visual aids. This advantage can be used to strengthen their understanding and expression of ideas, replacing their limitations in writing. By integrating audiovisual approaches into educational strategies, children can more easily express their intellectual potential, feel appreciated for their abilities, and be motivated to continue learning without being hampered by technical difficulties. This approach not only helps them overcome obstacles, but also paves the way for optimal development in various aspects of their lives.

In the book Dyslexia and the iPad, Nutall says the iPad is a boon for children and adults with dyslexia. Its accessibility tools make books and the internet more accessible, enhancing the learning process through engaging and personalized experiences. *Speech-to-text* software is able to convert spoken ideas into written text, thus overcoming technical barriers in writing. A multimodal approach that combines visual, auditory, and interactive methods has been shown to significantly increase engagement and understanding for individuals with learning challenges.

Effective approaches to support children with special learning needs include the use of digital assistive technologies, such as *speech-to-text* software. This technology allows children to express their ideas more freely without being hampered by technical limitations in writing. In addition, the VAKT (*Visual Auditory Kinesthetic Tactile*) method, which involves various senses, has been proven to be effective in helping children with dysgraphia to better understand and express their ideas through writing (Ginting, 2023).

Dirak (2020) in his research explained that an approach that combines audio-visual techniques, such as hearing and sighting, is also able to stimulate children's willingness to learn in understanding and expressing material better. Visual platforms such as Canva, Google Voice, Siri, or Bixby can be used to support creative expression, strengthen children's understanding of learning materials, and increase their active engagement. These techniques effectively improve children's ability to learn with a variety of learning styles tailored to their needs.

A multisensory and collaborative approach is the main strategy in supporting children with learning difficulties, such as dyslexia and dysgraphia. Wiasmirah (2020) stated that this approach is effective because it integrates methods that involve various senses—visual, auditory, and tactile-kinesthetic—so that it is able

to better meet the unique needs of children. The success of this approach relies heavily on close collaboration between teachers, parents, families, and other students in the learning environment.

In the context of *learning disabilities*, a multisensory approach combined with writing therapy and participatory learning has been proven to provide significant results. Exercises that involve the use of media such as coarse fine books and playdough are able to improve children's writing skills through fine motor stimulation and hand-eye coordination (Rahmi et al., 2021). Writing therapy itself is an important step, helping children produce neater and more consistent writing, as well as overcoming technical barriers in writing (Virliana et al., 2024). In addition, participatory learning that motivates students through engaging media and relevant learning resources creates an environment conducive to the development of their writing skills (Sari et al., 2020).

These approaches show that collaboration between teachers, parents, and students is essential to provide interventions that are tailored to individual needs. With this collaboration, children can not only overcome learning barriers, but also optimize their potential academically and socially.

Sternberg (1996) and Reid & Lienemann (2006) emphasized the importance of flexible assessments in supporting students with special needs, such as *asynchronous gifted*. Alternative assessment formats, such as oral presentations or creative assignments, allow students to demonstrate their abilities without being limited by technical barriers. This strategy is relevant as described by Stanley (2021) in a project-based learning (PjBL) approach, which provides flexibility for students to express their learning through a variety of products that suit their individual strengths. In addition, Whitney and Hirsch (2007) note that meaningful differentiation, which allows students to choose a learning method that suits their preferences, significantly improves their motivation and learning outcomes.

The implementation of this strategy requires adequate teacher training so that they understand the theory and practice behind this method. As noted by Neumeister et al. (2023), teacher training should include skills in recognizing the unique needs of *twice-exceptional* students as well as in using student choice-based assessment tools to ensure inclusion and empowerment of their potential.

In addition, intensive collaboration between teachers and parents is an important element in creating a supportive learning environment. This collaboration allows for the alignment of strategies at home and school, as emphasized by Koifman (2024), which shows that a supportive environment significantly improves students' emotional and academic engagement.

A counseling approach plays an important role in helping children overcome learning challenges. Ginting (2023) emphasizes that counseling should be based on a deep understanding of the child's unique needs and be carried out through coordination with a multidisciplinary team, including psychologists, therapists, and teachers. In line with Ginting, Rahma (2024) explained that cognitive group counseling, reality counseling, *Individualized Education Program* (IEP), and *Solution-Focused Brief Therapy* (SFBT) have proven to be effective in dealing with children with learning difficulties.

These findings confirm that an analysis of written language difficulties in *asynchronously gifted children* in the lower grades provides an understanding of their unique needs. These children, who have extraordinary intellectual potential but are accompanied by learning barriers, require an approach that goes beyond conventional educational methods. By integrating Vygotsky's theory of cognitive development and Gardner's multiple intelligence, the study highlights the importance of educational strategies that focus on children's strengths while overcoming their technical barriers.

Inclusive education is a strategic solution to overcome social barriers experienced by children. This approach not only provides equal opportunities, but also improves their social skills. The success of inclusive education is highly dependent on curriculum adjustments, learning methods, and ongoing support from teachers and school environments. Carefully designed inclusive approaches, such as curriculum adaptation, the use of digital technology, and flexible

assessments, are able to bridge the gap between children's intellectual potential and the practical obstacles they face. (Dhoka et al., 2023)

The educational success of *asynchronously gifted* children is determined not only by academic ability, but also by the support of an inclusive environment that involves a variety of parties, such as teachers, therapists, parents, and policymakers. This research provides an important basis for the development of more inclusive education policies, continuous training for educators, and the implementation of adaptive learning strategies. The strategy is designed to help children with unique needs reach their full potential, both within and outside of school.

Collaboration between teachers, counselors, and parents is a crucial element in creating an inclusive and supportive learning environment. A deep understanding of children's unique needs allows the preparation of customized learning strategies, so that they can support children's optimal development from academic and social-emotional aspects (Kristiana, 2021). With this integrated approach, education for *asynchronous gifted* children can become more effective and oriented towards holistic development for their well-being.

CONCLUSION

This study reveals the complexity of written language difficulties experienced by *asynchronous gifted children* in the lower grades, especially those with comorbid *Learning Disabilities* (LD). These children, despite their high intellectual potential, face significant technical and emotional barriers, which impact their academic performance, learning motivation, and confidence.

The findings suggest that the imbalance between high intellectual ability and technical limitations is caused by neurological disorders that affect fine motor skills, visual perception, and logical organization. These barriers exacerbate the challenges of writing, which are often a source of frustration and psychological distress in children.

Specific approaches involving occupational therapy, the use of assistive technologies such as speech-to-text software, audiovisual-based strategies, and curriculum adaptation have proven effective in helping children overcome these barriers. In addition, counseling that involves teachers, parents, and therapists collaboratively is an important step in creating an inclusive and supportive learning environment.

This research emphasizes the need to develop more adaptive education policies, comprehensive teacher training, and learning strategies specifically designed to meet the unique needs of *asynchronously gifted* children. With this approach, children are not only able to overcome their learning barriers, but can also optimize their full academic, emotional, and social potential.

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