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Twice-Exceptional: Students with Both Gifts and Challenges or Disabilities

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TWICE-EXCEPTIONAL:
STUDENTS WITH BOTH GIFTS AND CHALLENGES OR DISABILITIES

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TWICE-EXCEPTIONAL:
STUDENTS WITH BOTH GIFTS AND CHALLENGES OR DISABILITIES

SUPERINTENDENT TOM LUNA

2010

Superintendent's Message

Thank you for reading Twice-Exceptional: Students with Both Gifts and Challenges or Disabilities by the Idaho State Department of Education.

The State Department of Education is accountable for the success of all Idaho students. As leaders in education, we provide the expertise and technical assistance to promote educational excellence and highly effective instruction.

The Twice-Exceptional manual provides the awareness and technical assistance to those who are working with Idaho's Twice-Exceptional students. These children truly are exceptional. Not only are they gifted, but they are also coping with learning challenges or disabilities. It is our responsibility to give these students the extra assistance they need to become successful.

Thank you again for reading this manual and for your continued dedication to serving Idaho students. I also want to thank all the educators, parents and Department staff who contributed to this manual for their hard work and vision.

Sincerely,

Tom Luna

Superintendent of Public Instruction

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Acknowledgements

Twice-Exceptional: Students with Both Gifts and Challenges or Disabilities

The Idaho State Department of Education (SDE) appreciates the time and effort spent by the Twice-Exceptional State Leadership Group in contributing to the development of this manual.

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Executive Summary

Purpose of the Manual

- To provide a resource to support the stated mission of this manual.

Definition

- Students who are Twice-Exceptional are identified as gifted and talented and are also identified with one or more disability or condition.

Educational Implications

- Identification is troublesome yet essential. A spread in assessment scores is common and needs to be interpreted with care.
- Response-To-Intervention has been identified as an effective model for intervention.
- Social/emotional development is a consistent and critical area of need.

Parenting

- Parenting students who are Twice-Exceptional is often frustrating. Collaborative support and understanding are essential.

Law

- State and federal laws provide information regarding the education of students who are gifted and students who have disabilities.

Mission & Definition

Mission

MISSION

To recognize and nurture the exceptional capabilities of gifted students who have disabilities and help them achieve their potential.

This resource book provides a framework to identify students who are Twice-Exceptional and implement appropriate strategies across all settings.

DEFINITION

Disabilities/Challenges

Students who are identified as gifted and talented in one or more areas of exceptionality (specific academics, intellectual ability, creativity, leadership, visual or performing arts) and also identified with one or more specific diagnosable conditions [which may not be diagnosed], such as learning disabilities, mental health problems, neurological disorders, physical handicaps, or the asynchronicity that occurs due to the discrepancy between mental age and chronological age that may or may not impede their progress in life.

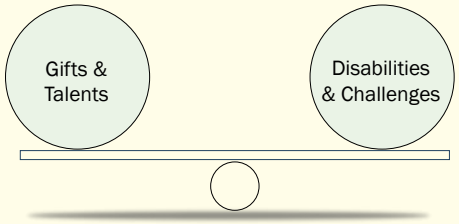
My daughter, Marcia, did not tend to produce much written work in school even though her thoughtful observations and questions added an immense amount to the classes she attended. She was placed in the accelerated courses because it was felt that even if she was not good at producing material, being in the higher level classes would stand a better chance of meeting her intellectual needs. After a short time in her English course and without any attempt to strategize a way she could have success, her teacher excused her from the class stating she "did not see the gift" in Marcia. The teacher felt that any child in an accelerated course should not require and did not deserve any kind of accommodation. Marcia did take the SAT test four years earlier than normal and scored high enough to qualify for attendance at the national talent search program in English.

— Idaho Parent of Twice-Exceptional Child

MASKING

Students who are gifted with learning challenges are at-risk because their educational and social-emotional needs often go undetected. Research indicates that 2-5% of the population will have disabilities, and 2-5% of students with disabilities are gifted (Dix & Schafer, 1996, Whitmore, 1980 & Maker, 1977). The intellectual strengths of gifted children often mask specific areas of challenge or weakness. Their inconsistent academic performance may lead educators to believe these students are not putting forth adequate effort.

The effects of a learning disability can suppress a child's giftedness and the child's giftedness can hide (mask) his or her learning challenge. These children can often "get by" in a standard curriculum, as intellectual strengths and weaknesses often conceal each other. "Getting by" means achieving at an academic level commensurate with their same-aged peers. The expectation is that these children should be given the opportunity to achieve at an academic level commensurate with their intellectual potential.



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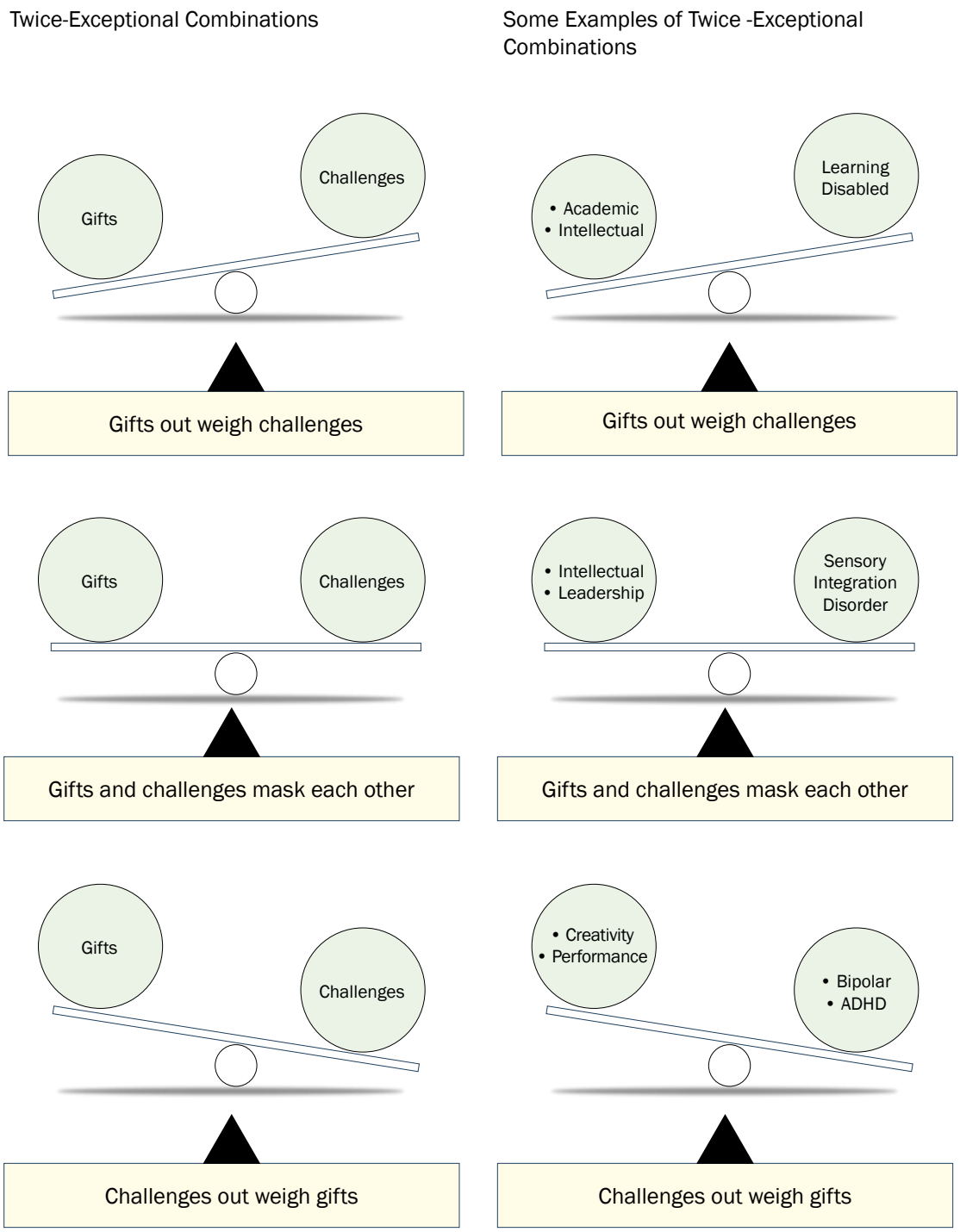
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Challenges out weigh gifts

Characteristics of Twice-Exceptional Children

Printed with permission. Elizabeth Nielsen, 1994, University of New Mexico

The following list should be viewed as characteristics that are typical of many children who are gifted and who also have a disability, rather than characteristics that all such children possess. Children do not form a simple, homogeneous group; they are a highly diverse group of learners.

Indicators of Cognitive/Affective Strengths

- Have a wide range of interests that are not related to school topics or learning.
- Have a specific talent or consuming interest area for which they have an exceptional memory and knowledge.
- Are interested in the "big picture" rather than small details.
- Are extremely curious and questioning.
- Possess high levels of problem-solving and reasoning skills.
- Have penetrating insights.
- Are capable of setting up situations to their own advantage often as a coping method.
- Are extremely creative in their approach to tasks and as a technique to compensate for their disability.
- Have an unusual imagination.
- Are humorous often in "bizarre" ways.
- Have advanced ideas and opinions which they are uninhibited in expressing.
- Have a superior vocabulary.
- Have very high energy levels.

Indicators of Cognitive/Affective Problems

- Have discrepant verbal and performance abilities.
- Have deficient or extremely uneven academic skills which cause them to lack academic initiative, appear academically unmotivated, avoid school tasks, and frequently fail to complete assignments.
- Are extremely frustrated by school.
- Have auditory and/or visual processing problems which may cause them to respond slowly, to work slowly, and to appear to think slowly.
- Have problems with long-term and/or short-term memory.
- Have motor difficulties exhibited by clumsiness, poor handwriting, or problems completing paper-and-pencil tasks.
- Lack organizational skills and study skills; often appearing to be extremely "messy."
- Are unable to think in a linear fashion; have difficulty following directions.
- Are easily frustrated; give up quickly on tasks; are afraid to risk being wrong or making mistakes.
- Have difficulty explaining or expressing ideas, "getting-to-the-point," and/or expressing feelings.
- Blame others for their problems while believing that their successes are only due to "luck."
- Are distractible; unable to maintain attention for long periods of time.
- Are unable to control impulses.
- Have poor social skills; demonstrate antisocial behaviors.
- Are highly sensitive to criticism.

Indicators of Low Self-Esteem
One of the most common characteristics of these children is low self-esteem. They frequently "disguise" this low self-esteem through the use of any or all of the following behaviors:

- Anger
- Self-criticism
- Crying
- Disruptive behaviors
- Clowning behaviors
- Denial of problems
- Withdrawal
- Daydreaming and fantasy
- Apathetic behaviors

Figure 1.2 ►Distinguishing Characteristics of Gifted Students with Factors

	Traditional Characteristics	Characteristics of Culturally/ Linguistically Diverse Gifted Students	Characteristics of Low Socio-Economic Gifted Students	Characteristics of Gifted Students With Disabilities
Basic Skills	Ability to learn basic skills quickly and easily and retain information with less repetition	May require more repetition or hands-on experiences at an introductory level	Lack of opportunities and access to school-readiness materials may delay acquisition of basic skills	Often struggles to learn basic skills due to cognitive processing difficulties; needs to learn compensatory strategies in order to acquire basic skills and information
Verbal Skills	High verbal ability	May have high verbal ability in native language; may rapidly acquire English language skills if they possess academic skills in their home language	Lack of opportunities may delay the development of verbal skills	High verbal ability but extreme difficulty in written language area; may use language in inappropriate ways and at inappropriate times
Reading Ability	Early reading ability	May demonstrate strong storytelling ability and ability to read environmental print in home language	Lack of access to reading materials may delay acquisition of reading skills	Frequently has reading problems due to cognitive processing deficits
Observation Skills	Keen powers of observation	May display high levels of visual memory or auditory memory skills	Strong observational skill which are often used to "survive on the streets"	Strong observation skills but often has deficits in memory skills
Problem Solving	Strong critical thinking, problem-solving and decision-making skills	Strong critical thinking in primary language; often solves problems in creative ways; particularly interested in solving "real-world" problems	Excels in brainstorming and solving "real-world" problems; strong critical thinking ability; rapid decision-making skills	Excels in solving "real-world" problems; outstanding critical thinking and decision-making skills; often independently develops compensatory skills
Persistence	Long attention span- persistent, intense concentration	Long attention span – persistent, intense concentration	Persistent in areas of interest usually unrelated to school	Frequently has attention deficit problems but may concentrate for long periods in areas of interest

Albuquerque Public School Gifted Task Force; developed by E. Nielsen (1999).

Figure 1.2 (con't) ► Distinguishing Characteristics of Gifted Students with Factors

	Traditional Characteristics	Characteristics of Culturally/ Linguistically Diverse Gifted Students	Characteristics of Low Socio-Economic Gifted Students	Characteristics of Gifted Students With Disabilities
Curiosity	Questioning attitude	Some culturally diverse children are raised not to question authority	Questioning attitude which may at times be demonstrated in a confronting or challenging way	Strong questioning attitude; may appear disrespectful when questioning information, facts, etc. presented by teacher
Creativity	Creative in the generation of thoughts, ideas, actions; innovative	Often displays richness of imagery in ideas, art, music, primary language, etc.; can improvise with commonplace objects	Strong creative abilities	Unusual imagination; frequently generates original and at times rather "bizarre" ideas
Risk Taking	Takes risks	Degree of risk taking may depend upon the familiarity of the situation based on different cultural experiences	Takes risks often without consideration of consequences	Often unwilling to take risks with regard to academics; takes risks in non-school areas without consideration of consequences
Humor	Unusual, often highly developed sense of humor	Humor may be displayed through unique use of language and responses	May use humor to become "class clown," to deal with stressful situations, and to avoid trouble	Humor may be used to divert attention from school failure; may use humor to make fun of peers or to avoid trouble
Maturity	May mature at different rates than age peers	Accepts responsibilities in the home normally reserved for older children	Often mature earlier than age peers since they must accept responsibilities in the home which are normally reserved for older children or even adults; inexperience may make them appear socially immature	Sometimes appear immature since they may use anger, crying, withdrawal, etc. to express feelings and to deal with difficulties
Independence	Sense of independence	May be culturally socialized to work in groups rather than independently	Circumstances often have forced the student to become extremely independent and self-sufficient	Requires frequent teacher support and feedback in deficit areas; highly independent in other areas; often appears to be extremely stubborn and inflexible

Albuquerque Public School Gifted Task Force; developed by E. Nielsen (1999).

(con't) ►

Figure 1.2 (con't) ► Distinguishing Characteristics of Gifted Students with Factors

	Traditional Characteristics	Characteristics of Culturally/ Linguistically Diverse Gifted Students	Characteristics of Low Socio-Economic Gifted Students	Characteristics of Gifted Students With Disabilities
Emotionality	Sensitive	May be sensitive particularly to racial or cultural issues	May be critical of self and others including teachers; can understand and express concern about the feelings of others even while engaging in anti-social behavior	Sensitive regarding disability area(s); highly critical of self and others including teachers; can express concern about the feelings of others even while engaging in anti-social behavior
Social Skills	May not be accepted by other children and may feel isolated	May be perceived as a loner due to racial/ cultural isolation and/ or inability to speak English; entertains self easily using imagination in games and ingenious play	Economic circumstances as well as his/her giftedness may isolate the student from more financially secure peers	May be perceived as a loner since they do not fit typical model for either a gifted or a learning disabled student; sometimes has difficulty being accepted by peers due to poor social skills
Leadership	Exhibits leadership ability	May be a leader in the community but not in the school setting; demonstrates "street-wise" behavior	May be a leader among the more non-traditional students; demonstrates strong "street-wise" behavior; often excels in brainstorming and problem solving around social issues	Often leaders among the more non-traditional students; demonstrate strong behavior; the disability may interfere with ability to exercise leadership skills
Broad Interests	Wide range of interests	Interests may include individual culturally related activities	Wide range of interests that are often unrelated to topics/subjects addressed in school	Wide range of interests but is handicapped in pursuing them due to process/learning problems
Focused Interests	Very focused interests, i.e., a passion about a certain topic to the exclusion of others	Very focused interests, i.e., a passion about a certain topic to the exclusion of others	Very focused interests, i.e., a passion about a certain topic to the exclusion of others – usually not related to school subjects	Very focused interests, i.e., a passion about a certain topic to the exclusion of others – often not related to school subjects

Albuquerque Public School Gifted Task Force; developed by E. Nielsen (1999). Sources: New Mexico State Dept. of Ed. (1994) *Technical Assistance Document-gifted Education*; Fox, L., Brody, I., & Tobin, D. (1983). *Learning Disabled Gifted Children*; Torrance, E.P., Goff, K., & Neil, B. (1998). *Multicultural Mentoring of the Gifted and Talented*; Van Tassel-Baska, J., Patton, J., & Prillaman, D. (1991). *Gifted Youth at Risk*

Identification

Where are students with Twice-Exceptionalities found?
Some have been identified as gifted only, some have been identified as having a learning challenge only. However, the majority of these students are in the regular classroom unidentified. These children's needs are not being met.

Hidden disabilities may prevent students with advanced cognitive abilities from achieving their potential. The frustrations related to unidentified strengths and disabilities can result in behavioral and social/emotional issues. For some students who are Twice-Exceptional, behavior plans become the focus of their interventions when academic modifications may meet their needs and solve behavior problems. There are a variety of interventions for this purpose.

The behaviors may be managed, but the underlying issues (abilities or disabilities/challenges) are seldom addressed. School can become a frustrating experience for students who are Twice-Exceptional, as well as their teachers, and parents. A collaborative effort among educational service providers, parents and students is needed to identify learners who are Twice-Exceptional and implement strategies to meet their diverse needs.

Who are Service Providers?

Service Providers are classroom teachers, special educators, gifted and talented teachers and facilitators, counselors, school psychologists, specialists, administrators, and support staff. This includes members of a problem-solving team and anyone who impacts the child's school experience.

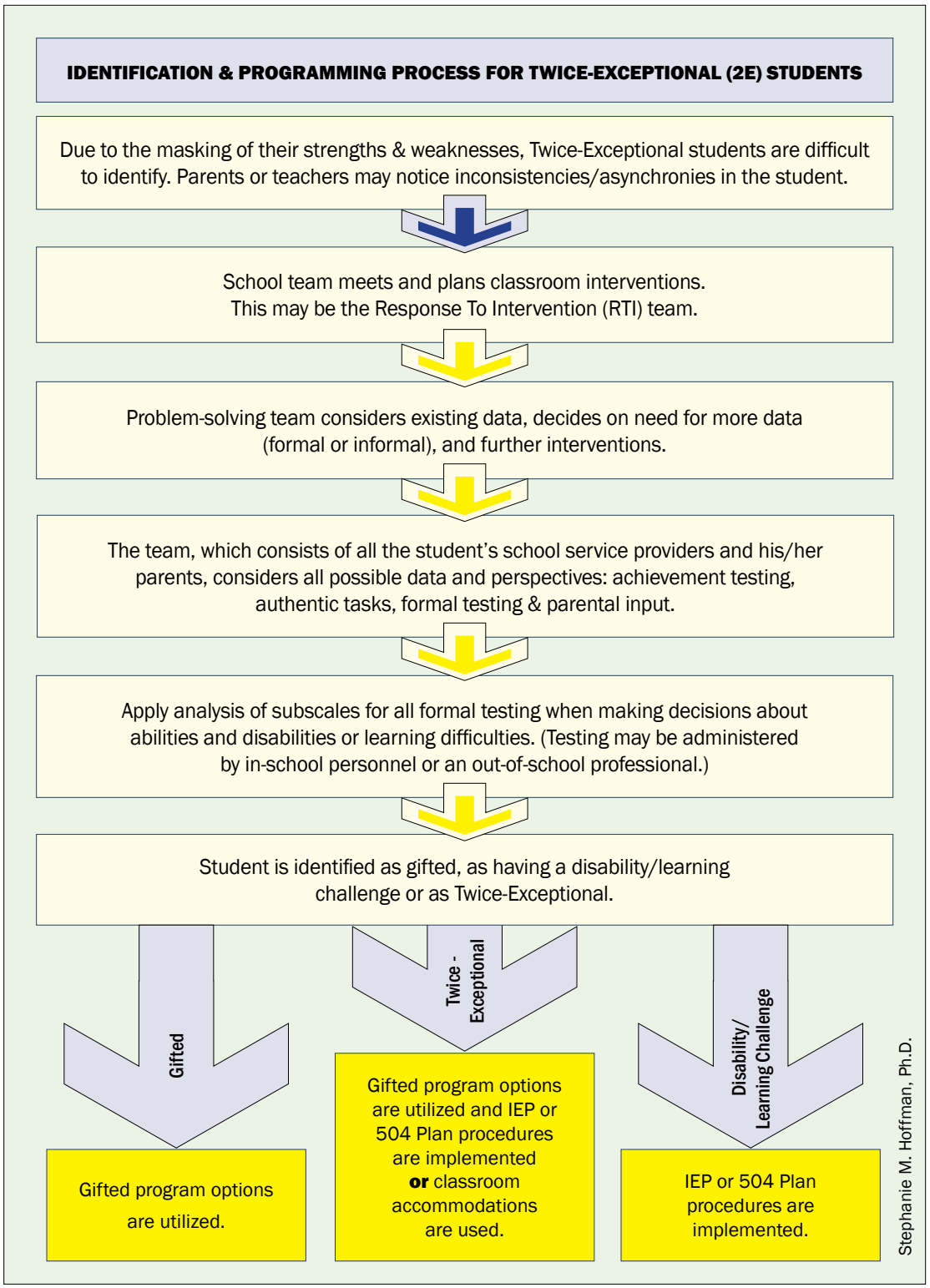
It is essential that the giftedness and learning challenges of students who are Twice-Exceptional are identified as early as possible so that appropriate interventions are provided at optimum times. The literature regarding best practices in teaching these students consistently supports strength-based teaching strategies while at the same time working toward developing accommodations and compensation strategies that empower the students. Unfortunately, many times the struggles of these students go unnoticed resulting in learning gaps and undeveloped potentials. They will continue to be at-risk until educators understand the educational and social/emotional needs of this population.

Educators must implement strategies to develop student potential, to identify learning gaps and provide appropriate instruction, to foster student social/emotional development, and to enhance capacity to cope with mixed abilities.

Many educators see the bright "school smart" child as gifted and overlook the gifted attributes of the Twice-Exceptional student.

Bright Child or Gifted Child	
Bright Child	Gifted Child
Knows the Answer	Asks the questions
Interested	Extremely curious
Pays Attention	Gets involved physically and mentally
Works hard	Plays around, still gets good test scores
Answers questions	Questions the answers
Enjoys same-age peers	Prefers adults or older children
Good at memorization	Good at guessing
Learns easily	Bored. Already knew the answers
Listens well	Shows strong feelings and opinions
Self-satisfied	Highly critical of self (perfectionistic)
Note: From Janice Szabos, *Challenge Magazine,* 1989 Issue 34.	

Figure 1.3


IDENTIFICATION & PROGRAMMING PROCESS FOR TWICE-EXCEPTIONAL (2E) STUDENTS
Due to the masking of their strengths & weaknesses, Twice-Exceptional students are difficult to identify. Parents or teachers may notice inconsistencies/asynchronies in the student.
School team meets and plans classroom interventions. This may be the Response To Intervention (RTI) team.
Problem-solving team considers existing data, decides on need for more data (formal or informal), and further interventions.
The team, which consists of all the student's school service providers and his/her parents, considers all possible data and perspectives: achievement testing, authentic tasks, formal testing & parental input.
Apply analysis of subscales for all formal testing when making decisions about abilities and disabilities or learning difficulties. (Testing may be administered by in-school personnel or an out-of-school professional.)
Student is identified as gifted, as having a disability/learning challenge or as Twice-Exceptional.
Gifted
Twice - Exceptional
Disability/ Learning Challenge
Gifted program options are utilized.
Gifted program options are utilized and IEP or 504 Plan procedures are implemented or classroom accommodations are used.
IEP or 504 Plan procedures are implemented.
Stephanie M. Hoffman, Ph.D.

Proposed Guidelines for Identifying and Meeting the Needs of Twice-Exceptional Students.
By Wendy Eisner, PhD, and Melissa Sornik, BSW. Reprinted with permission from the May 2006 issue of 2e: Twice-Exceptional Newsletter (www.2eNewsletter.com)

These guidelines are intended to be a multi-purpose reference tool for educators, counselors, and parents. They have been developed in order to:

- Clearly define the term Twice-Exceptional (2e)
- Help readers better understand 2e personality characteristics
- Provide help in designing 2e programs
- Provide a system for identifying students for 2e programs
- Help in preparing evaluations and individualized education programs (IEPs)
- Guide decision-making at Committee on Special Education (CSE) meetings.

These guidelines are deliberately brief to facilitate their use.

Defining Twice-Exceptionality
Twice-Exceptionality is a broad and complex concept. It is a way of framing or viewing individuals who have pronounced discrepancies between their strengths and weaknesses.

Commonly, the Twice-Exceptional individual is viewed through the lens of pathology. With a pathology model, the focus is on the individual's weaknesses, sometimes totally eclipsing his or her strengths. The goal of the pathology model is fixing the weaknesses without simultaneously developing the strengths. Many clinicians are trained to use the pathology model and receive no training with regard to giftedness. As a result, they are likely to misinterpret gifted behaviors as symptoms of disorders. The book Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders (Webb et al., 2005) discusses this serious issue.

In contrast to the pathology model is the holistic model. This way of viewing twice exceptionality encompasses both the individual's strengths and weaknesses, focusing equally on the two. Twice-Exceptionality, under this model, encompasses three possible ability/disability relationships:

- Ability in addition to disability – for example, the dual diagnosis of gifted and Asperger's Syndrome
- Ability instead of disability – for example, the misdiagnosis of distractibility as a symptom of attention deficit disorder instead of creative thinking
- Ability within a disability – for example, the superior visual-spatial skills in some individuals with autism.

Identifying an Individual as Twice-Exceptional
Because Twice-Exceptionality is not a diagnostic classification, there is no established set of criteria for identifying Twice-Exceptional students. Many are never identified or identified only after years of struggling in school. These individuals typically fall into one of the categories shown in **Table 1** (Baum & Owen, 2004).

Table 1 ►

Identified as:	And displaying these characteristics:
Gifted only	• High achievement and IQ • Ever-wider discrepancies between potential and performance as they age
Learning disabled (LD) only	• Often have failing grades • Receive attention from educators primarily for their inabilities rather than strengths
Neither gifted nor LD	• Have gifts masked by deficiencies, and deficiencies masked by gifts • Use high intelligence to compensate for weaknesses • Barely perform at grade level

In schools today, students tend to be identified as gifted by educational evaluations administered by private consultants trained in giftedness. Identified students belong to one of the four subtypes shown in **Table 2**.

Table 2 ►

Subtype	Typical Characteristics and Examples
1. Gifted/LD ("Gifted" in the broad sense, going beyond academics into Gardner's multiple intelligences and encompassing high interest/excellence in creative writing/ poetry, visual arts, music, dance/ athletics. (Baum, 2004))	• Developmental speech/ language disorder • LD in academic skill such as reading, writing, or math • Discrepancy between potential and performance • Difficulty with psychological processes • Inappropriate learning behaviors
2. Special Ed (Including sensory impairments and neu-robiological disorder (NBD).)	• Asperger Syndrome • ADD and AD/HD • Bipolar disorder • Nonverbal learning disability [NVLD] • Obsessive-compulsive disorder [OCD] • Pervasive developmental disorder [PDD] • Sensory integration disorder (also called sensory processing disorder) • Tourette Syndrome
3. Gifted/ Underachieving	• Emotional factors such as anxiety, depression, and low self-esteem
4. Gifted/Learning Style Difference	• Visual-spatial learner (VSL)

The Need for a Standardized Approach to Identification

A great need exists to establish a standardized set of Twice-Exceptional identification criteria. Standardization would be a step toward reversing the current trends that transform this population into a burden rather than an asset to society. Developing standardized criteria will:

1. Make it easier to identify the "invisible" Twice-Exceptional students in our schools. Failure to do so is an emerging crisis, not only for the students and their families, but also for society. By overlooking these students, our nation squanders a valuable resource for potential scientific/technological advancement and cultural enrichment. Also, those who are not properly identified receive inappropriate special education accommodations or none at all, placing them at risk for academic underachievement, dropping out of school, truancy, delinquency, serious psychiatric disturbance, and substance abuse.
2. Reveal a more accurate estimate of the percentage of the population that is twice exceptional. Currently, this percentage is unknown.
3. Enable mental health professionals to provide appropriate medical and psychological interventions. As stated earlier (Webb et al., 2005), there is a growing awareness that gifted children and adults are often misdiagnosed. Having standardized identification criteria would help prevent such errors and spare individuals from receiving unnecessary or inappropriate medication and psychotherapy (Baldwin, 2006).
4. Help unite the currently fragmented twice exceptional community. Those who raise and work with Twice-Exceptional youngsters are separated by various factors. Primary among them are geography and the use of different identification criteria and terminology. (Among the various terms used synonymously with Twice-Exceptional are: gifted, gifted/LD, gifted/underachiever, uniquely gifted, gifted with learning differences, and multi-exceptional.) Uniting the Twice-Exceptional community offers several advantages:

- It strengthens the reality of twice exceptionality.
- It raises parents' awareness of this

population, enabling them to present their Twice-Exceptional students as a significant group to school personnel, rather than as isolated cases.

- It raises professional awareness of this population, helping them to view Twice-Exceptional students holistically and to consistently provide these students with appropriate educational and social/emotional interventions.
- It gives the Twice-Exceptional community the political power to lobby for legislation that will grant Twice-Exceptional individuals the right to appropriate educational programming in public schools.

Proposed Guidelines

Following is a proposed set of guidelines for use in identifying students as Twice-Exceptional, identifying them for entry into Twice-Exceptional educational programs, and for evaluating the programs themselves. These guidelines are based, in part, on guidelines included in *Twice-Exceptional Students, Gifted Students With Disabilities: An Introductory Resource Book*, published by the Colorado Department of Education. The book emphasizes that the identification of students' gifts, disabilities, and discrepancies – all of which must be present to identify an individual as Twice-Exceptional– cannot be made on test scores alone, particularly IQ scores. Instead, the identification process should make use of "multiple sources, tools, and criteria for a body of evidence, including intellectual ability, achievement, behavioral characteristics, and demonstrated performance."

Guidelines for Identifying an Individual's Gifts

1. Determine if the youngster shows characteristics of giftedness, which include:

- Asynchronous development discrepancies between rates of mental, physical, and social-emotional development (The Columbus Group, cited in Mann, 2004)

> Asynchronous Development means out-of-sync. Gifted children are out of sync both internally (different rates of physical, intellectual, emotional, social and skill development) and externally (lack of fit with same-aged peers and age-related expectations of society).

- Overexcitabilities in these domains
    - Psychomotor
    - Sensual
    - Imaginational
    - Emotional
    - Intellectual

Examples of overexcitabilities include impulsivity, heightened sensory awareness and perhaps sharp sense of aesthetics, vivid imagery and/or use of metaphor, feelings of compassion and responsibility, love of problem-solving (Dabrowski, cited in Mann, 2004). Personality characteristics, which include (Szabos, cited in Mann, 2004)

- Asking questions rather than knowing the answers
- Being highly curious rather than interested
- Being mentally and physically involved rather than attentive
- Having wild, silly ideas rather than good ideas
- Playing around, yet testing well rather than working hard
- Discussing in detail and elaborating rather than answering the questions
- Being beyond the group rather than in the top group
- Showing strong feelings and opinions rather than listening with interest
- Already knowing rather than learning with ease

- Needing one to two repetitions for mastery rather than six to eight
- Constructing abstractions rather than understanding ideas
- Preferring adults to peers
- Drawing inferences rather than grasping the meaning
- Initiating projects rather than completing assignments
- Being intense rather than receptive
- Creating a new design rather than copying accurately
- Enjoying learning rather than school
- Manipulating information rather than absorbing it
- Being an inventor rather than a technician
- Being a good guesser rather than a memorizer
- Thriving on complexity rather than straightforward presentation
- Being keenly observant rather than alert
- Being highly self-critical rather than pleased with his/her own learning.

2. Look for evidence of above-average intelligence, creativity, and task commitment to a high-interest task (Renzulli, cited in Baum & Owen, 2004). This evidence can be derived from one or both of the following:
    - Test scores and structured interviews (model in Baum & Owen, 2004, p.306)
    - Dynamic data such as student products, auditions, or structured activities to assess talent (Baum & Owen, 2004).
3. Analyze IQ test results, focusing on those sections of the test that allow gifted children's general intelligence to be measured separately from their working memory and processing speed, which always lower their scores. (Flanagan, 2005) In the WISC-IV those sections are the Verbal Comprehension Index and the Perceptual Reasoning Index (referred to as the General Ability Index, or GAI). The GAI score often proves reliable for predicting intelligence and identifying those who should receive gifted services. (Silverman & Gilman, 2004).
4. Take a broad view of giftedness (i.e., encompassing creative and productive efforts rather than merely demonstrating school-related skills).

Guidelines for Identifying an Individual's Disability/Learning Disorder/Area of Underachievement/Learning Style

Look for evidence of some or all of the following:

- A developmental speech/language disorder
- A discrepancy between full-scale IQ score vs. grades and vs. achievement test scores
- A processing problem, which can be specified through neuropsychological testing (types include: nonverbal learning disabilities like executive functioning and difficulty with visual-perceptual or auditory processing)
- Behaviors such as
    - Hyperactivity
    - Mood shifts
    - Coordination deficits
    - Impulsivity
    - Short attention span
    - Acting out
    - Withdrawal
    - Distractibility
    - Symptoms meeting criteria for medical diagnosis.

Guidelines For Identifying an Individual's Significant Discrepancies

Look for major differences in one or more of the following three areas:

- IQ subtest results.
    - Look for at least one subtest score in the gifted range.
    - Analyze subtest scores for the student's areas of strength and weakness.

Twice-Exceptional students typically show stronger integrative abilities (conceptualizing, thinking abstractly, and thinking holistically) than dispersive abilities (remembering/using isolated facts) (Dixon, 1989, in Baum & Owen, 2004). However, this pattern may not hold true for all Twice-Exceptional individuals due to the wide range of Twice-Exceptional subtypes. In Asperger's cases, for example, scores for dispersive abilities may be high.

- Academic performance (between subjects). The student may show significant discrepancies between consistently high grades in one area and low grades in another. For example, a student may be strong in subjects that require visual-spatial intelligence, like geometry, physics, or art, but weak in those that require auditory-sequential or verbal intelligence, like English.
- Potential (as shown by IQ scores) vs. performance (as shown by grades). Twice-Exceptional students may be underachieving relative to their high subtest scores in their strength area(s). One factor may be poor academic performance in basic skills, a weakness for many Twice-Exceptional students. Other factors may include frustration, low self-esteem, low self-efficacy, unrecognized strengths, and misdiagnosis.

Guidelines for Identifying Students for Twice-Exceptional Programs

Use these screening tools and techniques to identify students for Twice-Exceptional programs in grades K through 12:

- IQ subtest analysis (as described earlier)
- Discrepancy between full-scale IQ score vs. grades and vs. achievement test scores
- Discrepancy between performance in different academic areas
- Torrance Test of Creativity
- Neuropsychological data, if available
- Learning inventories (Dixon, 1989, cited in Baum, 2004)
- Structured interview (Baum & Owen, 2004) – a description of the student's interests and, if observed, situations in which the student was totally absorbed in a subject, discussed adult topics, was assertive, avoided tasks, was curious, was highly imaginative, and was humorous
- Parent recommendation (St. Vrain Valley Universal High School (UHS) model), which includes the parents' view of the youngster's characteristics, such as strengths, interests, self-awareness, confidence, communication skills, socialization skills, and independence; requirements for success; most successful learning experience; and areas of concern
- Behavioral observation in classroom and at home (Baldwin, 2005).

Use the following screening tools and techniques at the college level to select courses and services if a formal Twice-Exceptional program does not exist, or to determine the student's eligibility for a formal program:

- Transcript analysis, looking for
  - Consistently high grades in a particular subject to identify strength
  - Consistently low grades in a particular subject to identify weakness
  - Significant discrepancies between consistently high grades in one area vs. low grades in another
- SAT scores: significant discrepancies between math and verbal scores
- Learning inventories
- Structured interview
- Behavioral data
- Student application (St. Vrain Valley UHS model), in which the student describes his/her characteristics in terms of curiosity, perfectionism, creativity, desired level of academic challenge, etc.
- Teacher recommendation (St. Vrain Valley UHS model), in which the teacher describes the student in terms of risk-taking, love of learning, maturity, ability to

work independently, presumed reason for struggles in the current educational setting.

For classified students (those identified only as LD and not as gifted), add the following:

> Editor's Note: For specific learning disability refer to eligibility requirements in the current Idaho *Special Education Manual*.

- IQ subtest analysis (as described earlier)
- Discrepancy between full-scale IQ score vs. grades and vs. achievement test scores
- Neuropsychological data, if available.

Guidelines for Evaluating Twice-Exceptional Educational Programming

Effective Twice-Exceptional educational programming is based on the holistic model described earlier. When this model is used to design curriculum and instruction, the result is a focus on developing students' strengths while improving their weaknesses. Under this model, students show significant improvement in self-esteem, academic performance, behavior, and career direction. To determine if a program is based on the holistic model, check that it includes these components:

- Alternative curriculum and instructional methods that teach to strengths and talents and thus support access to, learning of, and expressing understanding of material (Gardner's multiple intelligences, cited in Baum & Owen (2004)); Tomlinson, C.A. (2001)
- Accommodations and classroom modifications for problems in attention, processing speed, reading, organization, and memory
- Instruction in strategies to help compensate for disabilities
- Remediation
- Social/emotional supports in the classroom and in counseling (For more information, see the description of dually-differentiated curriculum for Twice-Exceptional students in Baum, Cooper, & Neu, 2001.)
- A process for the accurate identification of students, as described earlier
- A 2e-sensitive individualized educational program (IEP) for grades K-12 or a 504 plan (Altman in Eisner & Altman, October 2005).

In Conclusion

The authors strongly advocate the use of these proposed guidelines for standardizing the identification of Twice-Exceptional students. A standardized set of criteria will yield the benefits described in this article and enable every Twice-Exceptional student to truly receive "a free, appropriate public education."

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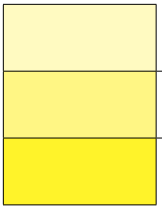
Programs for Twice-Exceptional Students

Some programs that have proven effective for Twice-Exceptional students:

- Bridges Academy, Studio City, CA (*www.bridges.edu*)
- The Greenwood School, Putney, VT (*www.thegreenwoodschool.org/academics/village.cfm*)
- Project Eye-to-Eye Mentoring Program (Mooney, J. & Cole, D., 2000)
- Project HIGH HOPES: Identifying and Nurturing Talent in Students with Special Needs, Javits Act Program (1993-96) (Baum, Cooper & Neu, 2001)
- Roslyn Middle School Co-Teaching Program, Long Island, NY (Eisner & Altman, 6/05)
- Schoolwide Enrichment Model (Renzulli & Reis, 1997)
- Gifted Special Education Program, Southern Westchester BOCES, NY (Lois Baldwin, Director)
- Universal High School, St. Vrain Valley School District, CO (*www.stvrain.k12.co.us/Universal*)
- The Achilles Project, Nassau Community College, Garden City, NY (Beginning Jan. 2007)
- Talent Development Cooperative, LI-TECA, Sea Cliff, NY

The Identification Challenge

The identification of students who are Twice-Exceptional can be difficult and requires the combined efforts of those most invested in the child's educational success and social/emotional well-being: parents, educators, and the students themselves. Without the identification of any issues, there is a significant risk for underachievement for these children.



	Giftedness identified; Disability not identified
	Disability identified; Giftedness not identified
	Neither Giftedness nor Disability identified

Typically, students who are Twice-Exceptional are the ones who can carry on in-depth, knowledgeable conversations at a level of sophistication not found in their peers. Their interests may range from topics on political events to recent information regarding global warming to the sharing of a musical score they have just penned. They will provide you with more information than you could possibly assimilate from one conversation, and they will seldom accept a pat answer to a question.

These are the same students who, if asked to write a paper on their topic of choice, may find a variety of plausible reasons why they cannot do it at this time, become sullen and aggressively refuse to even attempt or turn away and mumble something about working on it at home.

Herein lies the difficulty of identification: Twice-Exceptional students display characteristics commonly seen in students who have: a learning disability, an emotional disorder, physical impairment, ADHD, sensory disability or autism. The student's strengths may camouflage their disability or the disability may be what is noticed and effectively mask their strengths. Further, these characteristics may be misinterpreted. For example, perfectionism may be misinterpreted as obsessive compulsive behaviors, or high energy may be misinterpreted as ADHD. Dabrowski noted multiple abnormal behaviors associated with highly gifted individuals.

Research supports the need for identifying students as early as possible in order for them to achieve not only academic success, but to provide opportunities for their particular gifts to be recognized and developed. This is also crucial to supporting the development of a healthy social/emotional base (Brody & Mills, 2004; Osborn, J. 1996; Reis & Ruban 2005).

Early intervention provides opportunities for:

- academic success
- talent development
- compensatory skill development
- social and emotional support.

Early intervention increases the likelihood for a child to develop self-efficacy and for optimizing his/her potential. Underachievement, dysfunctional perfectionism and low self-esteem often begin early if the student is not served appropriately.

Identifying Students who are Gifted/ Talented with Learning Challenges

Once a person has a solid understanding of the characteristics of children who are Twice-Exceptional, some will easily stand apart from typical peers. The inconsistencies of their abilities, or "asynchrony," are the first telling signs. A learner who is gifted with a learning disability may be able to perform orally to high levels of performance but often performs miserably in written expression. They are great problem solvers when working with hands-on materials but have difficulty solving math problems in the textbook. They may be the class clown but receive average grades. Some students who are Twice-Exceptional, especially those with autism or ADHD, lack the social skills or social reciprocity necessary to sustain appropriate relationships with others. They may be "the last one picked and the first one picked on."

Other students who are Twice-Exceptional may not stand out because their gifts mask their disability. They may perform to average ability, therefore not raising the alarm of parents and teachers. Unrecognized children who are Twice-Exceptional may never perform to their true potential. Often these children make their way through elementary school and high school but "hit the wall" when they reach post-secondary learning environments. Not having had the opportunity to recognize and understand the challenges imposed by their unidentified disabilities or their gifts, these children have not learned the strategies and skills to compensate for these challenges.

Printed with permission from *Twice-Exceptional Guide* 2007, *Ohio Department of Education.*

Parents are often the first to notice that inconsistencies exist in their child's academic performance. For example, this child may have an extensive, sophisticated verbal vocabulary while the written vocabulary is limited with simpler word selection (Silverman, 1993). The creative, confident child is, at times, a child who doubts his own abilities, hesitant to attempt a new task or to complete assignments.

The educator may also notice inconsistencies. Academically, the child may have excellent comprehension, yet is reluctant and often is unable to produce a written response on the assignment. Furthermore, an educator is in a unique position to observe a student's social/emotional inconsistencies because the educator is able to make comparisons with the student's same-aged peers.

There may be an awareness of these inconsistencies from the perspective of the student. This may leave the student feeling like he/she is on a roller coaster going from the highs of inspiration and brilliance to the lows of frustration and stupidity. Over time, the student may lose confidence in his/her abilities. The student may learn to avoid, withdraw from, or manipulate situations that threaten his/her emotional security.

Successful identification is a collaborative effort. Parents, educators and students should openly share their concerns with a problem-solving team. The student should provide input throughout the entire process.

There is also a need for professionals to be aware that students may meet the criteria for more than one exceptionality. More than one specialized program may be necessary to meet the needs of the student.

Process of Identification

Teachers and parents, as part of the problem-solving team, should look closely for inconsistencies in classroom performance, both in written work and verbal interaction. It is important to be aware that students already identified as gifted/talented may demonstrate characteristics of a disability such as a learning disability, emotional disorder, or ADHD. Conversely, they may have already been identified as having a disability, but are demonstrating above average abilities in certain areas, though perhaps not consistently. Or, as mentioned earlier, their disabilities and talents effectively mask each other, and they have not been identified under any exceptionality. The problem-solving team is encouraged to implement research-based interventions based on classroom assessment and observation. Careful monitoring of student performance is essential for gathering more information while providing activities that may be more aligned with the student's needs. This process reflects the RTI principles.

Based on the data gathered, the team may decide to move forward with additional formal and informal assessments. This may consist of achievement tests, tests of intellectual ability, social/emotional/behavioral/physical assessments, and observations of exceptional behaviors and/or motivation.

> "If you can start people thinking about the curriculum as having a disability, instead of the student having a disability, it'll be worth it," said Jeff Diedrich of Michigan's education department, which is working on a similar initiative of its own. Education Week (10/30/07).

Rizza and Morrison (2007) maintain that it is critical to have personnel who have the training and knowledge to understand some of the more subtle implications in the test results of students who are Twice-Exceptional. They also suggest that cognitive ability (IQ) subtest scores may be more revealing and useful than full-scale IQ or composite/index scores as they are often more reflective of the student's strengths and weaknesses.

Having gifted education staff trained in the different special education categories and the impact these designations have on the learning process as well as on the social/emotional development will also facilitate the process of identification.

Use Multiple Sources, Tools, and Criteria for Identification

Using more than one source of information and a variety of assessment tools provides a more balanced way of seeing a child's strengths and exceptionalities. When assessing a Twice-Exceptional student, it is important to utilize authentic assessments as well as formal, standardized tests. Incorporating student portfolios and products from home and community may reveal talents outside of the school environment (Rizza & Morrison, 2007). The use of work products, portfolios, and research-based interventions also allows for English Language Learners (ELL) to demonstrate their abilities without the possibility of cultural and language bias found in most achievement and ability tests.

Assessments should be given to answer questions and address concerns parents, teachers, specialists, and the student have about the student's ability to perform in a given educational setting. This battery of assessments should include both formal and informal data.

Formal Data – Standardized Assessments that measure the following:

- Cognitive Ability
- Academic Achievement
- Executive Functioning, Attention and Concentration
- Socio-emotional and Behavioral Functioning
- Language Measures
- Memory Functioning
- Personality Functioning

See Appendix II.

Informal Data

- Work samples
- Portfolio Selection (products, projects)
- Awards and recognition
- Grades
- Anecdotal data
- Observations
- Health History
- Interest Inventories

Further Points to Consider When Identifying Gifted Students with Disabilities:

- Early interventions may prevent their educational difficulties from becoming disabilities.
- The 2004 Reauthorization of IDEA allows districts to use a process to determine if the student responds to scientific research-based or evidence-based interventions.
- Twice-Exceptional students typically demonstrate outstanding performance in either the verbal IQ or performance IQ on the *Wechsler Intelligence Scale for Children, Fourth Edition* (WISC-IV). The full-scale IQ is not a true indication of their ability if significant discrepancies exist within the four composite scores.

- Closely examine the scatter of the WISC- IV subtests. Twice-Exceptional students usually have higher scores on Vocabulary, Similarities, Information, and Comprehension with lower scores on Digit Span, Coding, and Letter-Number Sequencing. The Gifted Development Center (Denver, Colorado) has found that some children responded unpredictably to Letter-Number Sequencing. The Arithmetic subtest has a higher correlation with general intelligence (g-loading or g-factor) and is more engaging for most gifted children. It's suggested that the Arithmetic subtest be substituted for the Letter-Number Sequencing subtest unless a child shows evidence of mathephobia (Etnyre, 2004).
- It is not exactly known whether any basic cognitive processes are being accurately assessed by measures of reaction time (Sattler, 2001). Processing Speed on the various cognitive measures does not necessarily equal intelligence, as children who are gifed are often reflective. Application of intelligent strategies often requires reflection of the problem. Therefore, children who are intelligent problem solvers are consequently penalized on subtests that reward speed (Etnyre, 2004).
- Achievement discrepancies can exist between oral and written expression, basic reading skills and reading comprehension, mathematical reasoning and calculation.
- Students may be performing at grade level and be eligible for Twice-Exceptional programming because they have a discrepancy between ability and achievement.
- Twice-Exceptional students tend to struggle with executive functioning, organization, memory, written output, and sometimes reading decoding and math calculation.
- When tasks consist of non-meaningful information, it can be perceived as uninteresting and boring to gifted children. Due to the attraction to complex challenging tasks and the tendency to eschew those that require rote memorization and endless repletion, the range of activities that gifted children perceive as effortful is broader (Etnyre, 2004).
- When "fluency" is measured in evaluations, it usually involves processing speed of reading, mathematics or writing. While the information may be presented within a meaningful context, it still could pose challenges for children who have difficulties with processing speed (Etnyre, 2004).

Twice-Exceptional learners are students who give evidence of the potential for high achievement capability in areas such as specific academics; general intellectual ability; creativity; leadership; AND/OR visual, spatial, or performing arts AND also give evidence of one or more disabilities as defined by federal or state eligibility criteria such as specific learning disabilities; speech and language disorders; emotional/behavioral disorders; physical disabilities; autism spectrum; or other health impairments, such as ADHD.

Identification of twice-exceptional students requires comprehensive assessment in both the areas of giftedness and disability as one does not preclude the other. Educational services must address both their high achievement potential as well as their deficits. Twice-Exceptional students require differentiated instruction, accommodations and/or modifications, direct services, specialized instruction, acceleration options, and opportunities for talent development. Twice-Exceptional students require an individual education plan (IEP) or a 504 accommodation plan with goals and strategies that enable them to achieve growth at a level commensurate with their abilities, develop their gifts and talents, and learn compensation skills and strategies to address their disabilities. A comprehensive education plan will include talent development goals. (Printed with Permission, Dr. Susan Baum, 2010)

Gifted students with non verbal learning disabilities or Asperger Syndrome tend to manifest IQ patterns opposite than those demonstrated by gifted students with verbal learning disabilities and gifted students with attention deficits. This group of gifted students (Asperger and nonverbal learning disabled) score in the superior range in working memory and processing speed. Their lower scores can especially be seen on several subtests like comprehension and similarities on the Verbal Comprehension Index. Scores on Block design and picture concepts on the Perceptual Reasoning index may also be deficit areas. Those are the subtests in which most other kinds of 2E students excel. (Printed with Permission, Dr.Susan Baum, 2010) Joint Commission on Twice Exceptional Students Definition.

The Law

Any discussion of Twice-Exceptionality must include consideration of gifted legislation, special education laws at both the federal and state level, and the Rehabilitation Act of 1973 (Section 504). A student may be considered Twice-Exceptional and may require educational interventions, without necessarily being included under Individuals with Disabilities Education Act (IDEA 2004). Knowledge of all of the above requirements provides a background from which to work.

The Federal Role in Gifted Education

The Elementary and Secondary Education Act (ESEA), provides a federal definition of "gifted and talented students":

Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities. (Part A, Section 9101(22), Page 544).

Currently, there is no federal funding dedicated for local gifted and talented programs. There is a Jacob Javits Gifted and Talented Students Education Act that provides limited grant funding for scientifically based research. This is not funding for local gifted and talented programs.

The Federal Role in Special Education

Individuals with Disabilities Education Act (IDEA 2004) is the federal legislation regarding the provision and implementation of special education. IDEA 2004 provides for the guidelines around referral, eligibility, and provision of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

IDEA and Students with Twice-Exceptionalities

In order to be eligible for special education, a student must meet the criteria for one of the disability categories outlined in the Idaho Special Education Manual, must demonstrate an adverse affect, and must demonstrate a need for specially designed instruction. **The needs of students with Twice-Exceptionalities may be met in multiple ways with or without special education designation**.

When Congress reauthorized the Individuals with Disabilities Education Act (IDEA) in 2004, the needs of Twice-Exceptional children were recognized for the first time (IDEA – Section 614).

For access to the federal regulations visit the U.S. Department of Education website: *http://idea.ed.gov/download/finalregulations.html*

The State Role in Gifted Education

All students identified as gifted and talented in the State of Idaho have the right to an appropriate education that provides educational interventions which sustain challenge and ensure continued growth within the public school system:

"Each public school district is responsible for and shall provide for the special instructional needs of gifted/talented children enrolled therein. Public school districts in the state shall provide instruction and training for children between the ages of five (5) years and eighteen (18) years who are gifted/talented as defined in this chapter and by the State Board of Education. The State Board of Education shall, through its department of education, determine eligibility criteria and assist school districts in developing a variety of flexible approaches for instruction and training that may include administrative accommodations, curriculum modifications and special programs" (Idaho Code 33-2003).

"Gifted and talented children" [sic] are defined as those students who are identified as possessing demonstrated or potential abilities that give evidence of high-performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities (Idaho Code 33-2001).

Excerpt taken from http://www.sde.idaho.gov

The State Role in Special Education IDEA 2004 (IEP)

The Idaho Special Education Manual is the policy that districts implement for compliance with IDEA 2004. Included are:

- the eligibility criteria for each disability category
- the explanation of adverse affect
- the explanation of the need for specially designed instruction.

For access to the Idaho Special Education Manual visit the following website: *http://www.sde.state.id.us/SpecialEducation/manual.asp*

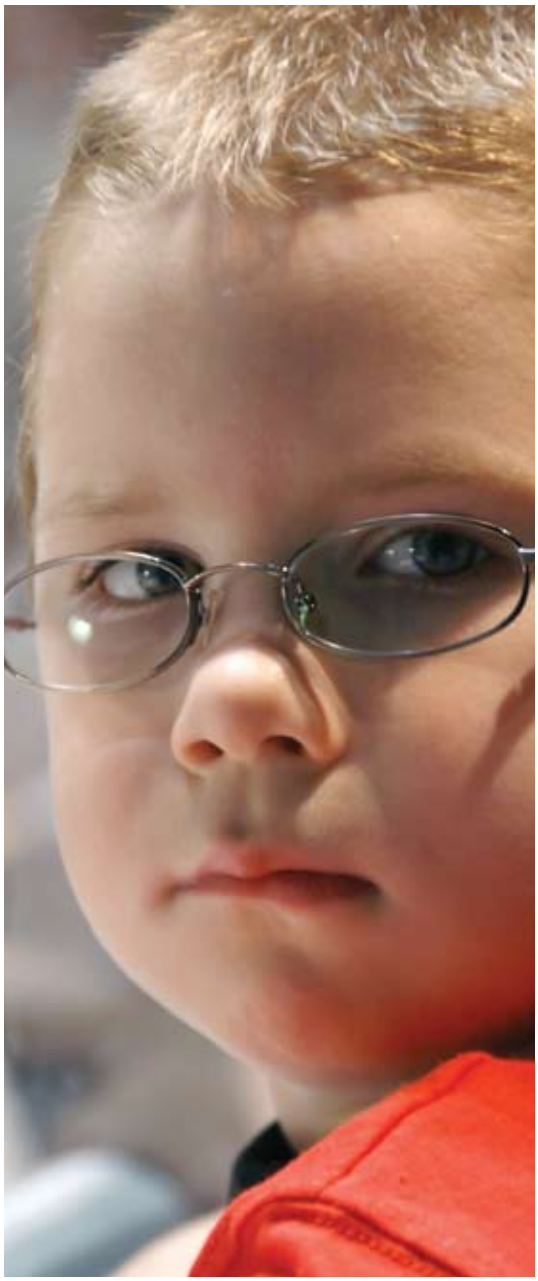
The State Role in Americans with Disabilities/Vocational Rehabilitation Act (Section 504)

The Idaho Special Education Manual includes information on Section 504 of the Rehabilitation Act of 1973.

http://www.sde.idaho.gov/SpecialEducation/docs/Manual/Manual Appendices/Chapter1.pdf

For questions parents can ask of administrators *see Appendix VI*.

> Students who have a mental health diagnosis may be eligible for either an IEP or a 504 Plan depending on the nature of their learning challenge.



IEPs and 504 Plans

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Many parents and educators are unclear on the distinctions between a Section 504 plan and an IEP. The chart that follows may help to clarify some of the confusion by comparing the plans in a number of areas.

Figure 1.4

	Section 504	IDEA
Description	**A civil rights law that:** • Prohibits discrimination against children with disabilities in programs that receive federal funds. • Requires school districts to make accommodations for, or provide services to, students with physical or mental impairment under certain circumstances. Services may be provided under special or regular education.	**An education and funding law which mandates that:** • Eligible students receive access to special education and/or related services. • The services are designed to meet a child's unique educational needs.
Main Focus	• Equity between students with and without disabilities.	• Meeting the unique educational needs of an individual student with a disability.
Purpose	• To "level the playing field" by eliminating barriers that exclude individuals with disabilities. • To provide a FAPE (free and appropriate public education) – one that is comparable to the education provided to students who are not disabled.	• To make available to students with disabilities services and protections that may not be available to those without disabilities. • To provide a FAPE – one that addresses the unique educational needs of an eligible student.
Eligibility Requirements	• Are much broader than under IDEA (All IDEA students are covered by Section 504). • Apply to all individuals regardless of age. • Consist of a physical or mental impairment that "substantially limits" one or more "major life activities." (Learning qualifies as a major life activity under this law).	• Are more restrictive than under Section 504 (Not all Section 504 students are protected under IDEA). • Apply to individuals from birth through 21. • Consist of: a disability that fits one of 13 established categories and that has an adverse effect on the student's "educational performance".
What the Student Receives	• A 504 Plan, a written plan which documents the student's disability and describes the accommodations and/or services that will be implemented (No provisions are made for periodic reviews of the plan). • Accommodations and/or services provided in the least restrictive environment, usually in regular education classes. • In some cases, special education (specially designed instruction).	• An IEP (Individualized Education Plan), a written plan which must be reviewed at least annually and which documents the student's disability along with the educational program designed to meet his/her unique needs; included in annual goals. • Services provided in regular education classes, in special education classes, or in a combination of the two.

	Section 504	IDEA
Procedures And Safe-Guards	• Fewer requirements for parental notification and consent than with IDEA. • Parental right to request mediation or a due process hearing if disagreement arises between parent and school over identification, evaluation, or placement of the student.	• Written parental consent needed for child's initial evaluation and placement. • Parent's right to request mediation or a due process hearing if disagreement arises between parent and school over identification, evaluation, or placement of the student.
Other Differences	• Offers a less specifically defined approach to meeting a student's needs. • Often preferred by schools because it offers more flexibility and requires fewer administrative procedures. • Does not include funding for services provided.	• Offers a well-defined approach to meeting a student's needs with delineated procedures and timeframes. • Often preferred by parents because it offers a wider range of options. • Requires more from a school than Section 504, but includes additional funding.

This table is based on information from the following sources:

- "ADHD: special Education," Mary Fowler: *www.familyeducation.com/article/0,1120,23-288,00.html*
- "Comparison of IDEA and Section 504 Plan," the ADD Clinic:*www.the-add-clinic.com/addinfo.htm#14*
- "Federal Laws Pertaining to ADHD Diagnosed Children," Frontline: *www.pbs.org/wgbh/pages/frontline/shows/medicating/schools/feds.html*
- "Frequently Asked Questions," National Resource Center on ADHD: *www.help4adhd.org/faqs.cfm*
- "Legal Rights for ADHD Teens," The ADD clinic: *www.the-add-clinic.com/addinfo.htm#14*
- "Section 504 and IDEA: Basic Similarities and Differences," S. James Rosenfeld, Esq.: *www.ldonline.org/ID_indepth/legal_legislative/edlaw504.html*

PART 2: EDUCATIONAL SETTING

(Also refer to Appendix V -- Schools & Parents:
The Need for Collaboration Concerning Twice-Exceptional Students)

Introduction

Twice-Exceptional students spend a majority of their time in the classroom. While parents play an important role, the responsibility to remediate challenges and develop gifts and talents falls mainly on the student's educational setting. Information in this section is intended to aid the school community in developing the full potential of these unique students.

> Professional development (of teachers) is essential—and the great thing about this is—when you train teachers to work with gifted children, they're better prepared to work with all students.
>
> *— Eugene White, Past President, American Association of School Administrators*

A Word About Accommodations

There is sometimes a misunderstanding about accommodations. Accommodations are viewed by some as "tilting the playing field" or giving "special advantages" to children who have learning challenges. Education is neither a game nor a competition. It is the process of helping each child learn and achieve as well as she possibly can. People who are worried about giving special learning advantages to children need to rethink their whole perspective. We should be trying to provide as many learning advantages as we can to all children. This does not mean relieving any child of the responsibility of making the kind of diligent effort that is needed to learn, but it does mean lessening the burden imposed by learning challenges that make certain kinds of work essentially impossible and channeling a child's energy into more beneficial forms of work. Accommodations should not be thought of as ways of getting a child out of work, but as ways of getting a child into work that are best suited to promoting her education. (Excerpted from *The Mislabled Child*, Fernette Eide, MD and Brock Eide, MD, MA, Hyperion, 2006. This article was originally published in the online magazine *In Perspective* by Project AdLIT-Advancing Adolescent Literacy Instruction Together (*www.ohiorc.org/adlit*).

Response-To-Intervention Model

Response-to-Intervention (RTI) is a framework for continuous improvement that incorporates the provision of standard-based instruction and research-based systematic interventions matched to student needs, academic, social-emotional, and behavioral; and using learning rate over time and level of performance, to make important educational decisions. From the student struggling to meet minimum standards to the gifted student struggling to meet potential, utilizing collaboration of students, teachers, parents, and community insures the success of every student.

Essential Components In The Idaho RTI Framework :

The Idaho State Department of Education has identified 5 areas that have components essential to RTI implementation. These areas are: 1) Leadership, 2) Curriculum and Instruction, 3) Decision-making teams and

processes 4) Assessment 5) Parent and Community Engagement. The components of RTI are more fully discussed in the Idaho RTI Guidance Document; Connecting the Pieces: Guidance for Idaho Schools and Districts.

Critical to the fidelity of an RTI implementation is instructional leadership at the district and building levels. RTI presents a significant opportunity for the entire educational system to understand and support student learning through research based programs, instruction, assessments and professional development to maximize the potential in these areas. Time for data dialogues, action plan collaboration, continued staff development, and decision-making team meetings is critical. One critical task for leadership is the allocation of resources which is driven by student achievement data. Redefining roles, schedules and structures is not always comfortable for staff so the culture of the district must be defined and reflect values and beliefs that support these changes.

The instructional model used in the Response to Intervention framework is the Three-Tier Model. With application to the core areas of instruction as well as behavior, the 3 Tier Model supports increasing intensity of instruction based on student need. The parameters of each level need to be clearly defined throughout the district with some commonality between schools and any differences based on population and needs.

3 Tier Model of Instruction
This model builds a strong instructional base to meet the needs of all students. It is a model intended to address academic needs in core subject areas by intervening early to provide students who are struggling with the support they need to reach their potential. For the student who is at or above grade level, increased opportunities for analysis and synthesis, and differentiation of instruction based on the potential of the student are required. Maintaining achievement levels and plans for advancing students are part of the RTI team plan, as are bringing struggling students to benchmark.

Academic and Social Behavior: Just as we have core curriculum in place that meets the needs of most students, schools will have a general plan or program in place with a defined set of social expectations and behavioral guidelines, i.e. the "school rules." Students who are identified as at risk using screening mechanisms are given additional supports and may participate in additional activities that teach and monitor behavioral expectations with greater intensity. Looking at the number of office referrals, attendance and specific incidents that are outside the realm of being handled by the teacher are taken into consideration. Again, the school should have clear descriptors of what constitutes Prevention and Intervention for these students requiring more support. Creating a screening measure for social / behavior that would indicate risk factors, is essential. The components in School Wide Positive Behavior Support are discussed

The 3 Tier Model applies to academic and behavior skills

more fully in section IV of the Idaho RTI Guidance Document.

Building level teams and processes
Each school must have a well defined process in place that allows for continual examination of student data, planning and structuring of interventions, insuring fidelity to research based core and supplementary curriculum and instruction, and the use of data-based rules for delivering increased intensity of instruction. Collaboration on unique needs of students who present complex learning issues is at the heart of this process.

Written plans describing the functions of various district and building teams and the roles of the suggested membership in those teams is critical. In addition, documentation of team meetings, strategies used with small groups and individual student plans, student medical/developmental histories, parent and student interviews are examples of compiled documentation that needs to be well organized and accessible for these collaboration teams. Written intervention plans should include:

- A description of the specific intervention used, including the scientific, research based materials and instructional practices.
- The duration of the intervention: Number of weeks, minutes per day
- The schedule and setting in which the intervention occurs
- Who is responsible to deliver and monitor the delivery of the intervention
- Measurable outcomes which can be used to make data-based decisions about modifications that needed in the course of the intervention
- The size of the group receiving the intervention
- Description of the skill measurement and recording techniques
- The progress monitoring schedule and data review points

A student who is highly supported by a team of teachers collaborating routinely for his/her learning success is far more likely to succeed. Because of this proven fact, the area of collaboration and communication is a component essential to successful RTI implementation.

Comprehensive Assessment Plan
The district comprehensive assessment plan describes how different measures will be used to collect data that is integral to the decision making process. While individual student data is often the focus, it is important to draw conclusions and make connections about what this data reveals about the systems in place district wide. Data tells us how students are responding to decisions we have made about curriculum, instruction, grouping, staff development needs, and more. Formative assessments such as screening and progress monitoring tools are highly sensitive to change and can tell us if students are responding to core curriculum and more intense interventions. Ongoing monitoring of at risk students' progress is a key component in a response to intervention model. Outcome assessment data, such as that generated from our ISAT (Idaho Student Achievement Test) is a general overview of a yearly picture of performance. More detailed information and data is needed for decisions regarding programming.

A Word about Parent and Community Engagement
Effective educational partnership including parents, families, students, and community members are necessary to increase success of students and schools. True collaboration must include parents and families in the educational experience. Parents have critical information and expertise with regard to their children. Parent involvement in a tiered service delivery model, or RTI process is characterized by meaningful two-way communication. Schools must give parents information and empower parents, and families as equal partners in support of their children's learning. At Tier I, parent involvement in school decision making leads to an improved positive school climate. At the targeted (Tier II) and intensive (Tier III) levels, their expertise regarding the individual student is vital. Members of the

student's family may provide information about the student and strategies that will lead to improved student outcomes. Schools need to recognize that cultural understanding requires more than just awareness. Understanding and respect for cultural differences is vital when attempting to engage families and foster community support.

Parent involvement in any process affecting student performance is not only best practice, but also a requirement under the No Child Left Behind and IDEA 2004. Parent-teacher conferences provide educators an opportunity to further explain RTI components, goals and individual student progress monitoring results.

Parents must be notified of student progress within the RTI system on a regular basis. The written information should explain how the system is different from a traditional education system and about the vital and collaborative role that parents play within a RTI system. When a student fails to respond to interventions and the team decision is made for referral to consider special education eligibility, written consent must be obtained in accordance with special education procedures. The more parents are actively involved at all tiers, the greater opportunity for student success.

Learning Disabilities and Processing Disorders

Learning disabilities are specific neurological disorders that affect the brain's ability to take in, store, process or communicate information. Learning disabilities are NOT the same as mental retardation, autism, deafness, blindness, behavioral disorders or laziness. Learning disabilities are not the result of economic disadvantage, environmental factors or cultural differences. People who have learning disabilities have normal, and often even above normal intelligence. They generally show a pattern of strengths and weaknesses.

If complex cognitive functions are not working correctly, many areas of learning and functioning are disrupted. The relevance of determining why a student is having difficulty is important so that proper accommodations and modifications can be made, and alternate presentations of instruction can be used.

We all learn about our world through our senses of sight, sound, touch, smell, and taste. Using the information that we take in through our senses relies on properly functioning areas of the brain, which then interpret the information and make sense of it by connecting it to existing knowledge. The information needs to be processed, stored, and often responded to by some type of output, such as writing, language, or action.

An information processing disorder is a deficiency in a person's ability to effectively use the information the senses have gathered. It is NOT the result of hearing loss, impaired vision, an attention deficit disorder or any kind of intellectual or cognitive deficit. There are many types of information processing, and some overlap, however two important and critical areas are visual processing and auditory processing. Disorders in one or several of these areas of processing can affect academic success.

Though information processing disorders are often not named as specific types of learning disabilities, they are seen in many individuals with learning disabilities and can often help explain why a person is having trouble with learning and performance. The inability to process information efficiently can lead to frustration, low self-esteem and social withdrawal, especially when speech/language impairments also exist.

Teachers should learn to recognize what these processing problems look like in the classroom. While it would be acceptable to continue to strengthen an affected area, it is important to present information through a channel that is not a deficit area.

Types of Visual & Auditory Processing

Visual Processing
- Visual Discrimination
- Visual Sequencing
- Visual Memory
- Visual Motor Processing
- Visual Closure
- Spatial Relationships

Auditory Processing
- Auditory Discrimination
- Auditory Memory
- Auditory Sequencing

Figure 2.1
Recognizing Processing Problems in the Classroom

Processing Area	Skill	Possible Difficulties Observed
Visual Discrimination	Using the sense of sight to notice and compare the features of different items to distinguish one item from another	Seeing the difference between two similar letters, shapes or objects Noticing the similarities and differences between certain colors, shapes and patterns
Visual Figure Ground Discrimination	Discriminating a shape or printed character from its background	Finding a specific bit of information on a printed page full of words and numbers. Seeing an image within a competing background
Visual Sequencing	The ability to see and distinguish the order of symbols, words or images	Using a separate answer sheet Staying in the right place while reading a paragraph. Example: skipping lines, reading the same line over and over Reversing or misreading letters, numbers and words Understanding math equations.
Visual Motor Processing	Using feedback from the eyes to coordinate the movement of other parts of the body	Writing within lines or margins of a piece of paper Copying from a board or book. Moving around without bumping into things Participating in sports that require well-timed and precise movements in space
Visual Memory	There are two kinds of visual memory: Long-term visual memory is the ability to recall something seen some time ago. Short-term visual memory is the ability to remember something seen very recently.	Remembering the spelling of familiar words with irregular spelling Reading comprehension Using a calculator or keyboard with speed and accuracy Remembering phone numbers
Visual Closure	The ability to know what an object is when only parts of it are visible.	Recognizing a picture of a familiar object from a partial image. Example: A truck without its wheels. Identifying a word with a letter missing Recognizing a face when one feature (such as the nose) is missing
Spatial Relationships	The ability to understand how objects are positioned in space in relation to oneself. This involves the understanding of distance (near or far), as well as the relationship of objects and characters described on paper or in a spoken narrative.	Getting from one place to another Spacing letters and words on paper Judging time Reading maps
Auditory Discrimination	The ability to notice, compare and distinguish the distinct and separate sounds in words. This skill is vital for reading.	Learning to read Distinguishing difference between similar sounds. Example: Seventy and seventeen Understanding spoken language, following directions and remembering details Seems to hear but not listen

Processing Area	Skill	Possible Difficulties Observed
Auditory Figure-Ground	The ability to pick out important sounds from a noisy background	Distinguishing meaningful sounds from background noise Staying focused on auditory information being given Example: following verbal directions
Auditory Memory	There are two kinds of auditory memory: Long-term auditory memory is the ability to remember something heard some time ago. Short-term auditory memory is the ability to recall something heard very recently.	Remembering people's names Memorizing telephone numbers. Following multi-step directions. Recalling stories or songs
Auditory Sequencing	The ability to understand and recall the order of words	Confusing multi-digit numbers, such as 74 and 47 Confusing lists and other types of sequences Remembering the correct order of a series of instructions

For information about types of helpful strategies for different areas of processing, please refer to the National Center for Learning Disabilities (*www.ld.org*). When a learning disability affects the area of language processing, the term dyslexia is used, and reading is one of the critical areas affected. Difficulties may also be seen in writing, spelling and speaking.

Dyslexia is a language-based learning disability that hinders the development of reading and written language skills. Children and adults with dyslexia can be highly intelligent, however they have an information processing disorder that causes the brain to record and interpret information differently. It is important to identify dyslexia as early as possible and develop strategies and interventions to help a child succeed, since so much of what happens in school is based on reading and writing, and dyslexia is prevalent at all ages.

Dyscalculia is the term used to describe learning disabilities in the area of math, counting and computation skills, memory of facts and understanding arithmetic concepts can be greatly affected. There is no single form of math disability, and difficulties vary from person to person and affect people differently in school and throughout life.

Dysgraphia is a term used to describe learning disabilities that can affect spelling, putting thoughts into written language, or motor aspects of writing,

Dyspraxia is a term that refers to a specific disorder in the area of motor skill development. The effects of dyspraxia may change as a person goes through life.

(Adapted with permission from the National Center for Learning Disabilities, Inc. 1999-2009)

Accommodations and Instructional Strategies

(Adapted from *Colorado Introductory Resource Book* reprinted with permission from the Colorado Department of Education)

Cognitive Processing/General Intellectual Ability

Strength/Interest-Based Strategies
• Provide fast-pace instruction and provisions for progress through curricula at the student's personal learning rate. • Place emphasis on higher level abstract thinking and problem solving. • Utilize pre-testing to identify what students know and eliminate unnecessary drill. • Use instructional planning that anticipates diverse learning needs and characteristics of individual students. • Use inter-disciplinary instruction and application of learning content to aid students in making connections. • Place emphasis on student's interests, learning styles, and strengths. • Provide opportunities for independent and small group projects and investigations. • Create a conceptual framework or overview of new material for conceptual/holistic processing. • Utilize concept-based thematic instruction.
Accommodations to Access Learning
• Provide class notes and step-by-step homework instructions. • Extend time for students with slow processing and fluency issues time to think deeply. • Allow audio/video taped, verbal, or display responses instead of written response. • Use technology to increase productivity. • Provide sound blocking headphones and preferential seating away from distracting noises. • Chunk new learning into manageable subtasks. • Use audio system for a student with auditory processing or hearing problems. • Create kinesthetic response and visual graphs/charts to support learning and demonstrate relationships. • Incorporate organizational activities into classroom activities. • Make sure students understand the homework by having them retell what they are to do. • Team disorganized student with a well-organized student for collaborative project, making sure each student can contribute from a strength area. • Provide comfortable furniture, exercise ball, lap weight. • Develop teacher/student predetermined subtle signals to indicate needs.

Explicit Instructional Strategies: Compensatory Strategies
• Teach students to create flow charts, graphic organizers, and cognitive webs. • Train students how to identify important facts or concepts and to create outlines or webs. • Use self-talk to accompany visual input. • Coach students in the use of mnemonics to enhance memory. • Teach meta-cognitive/mental scripts that emphasize self-regulation. • Demonstrate and teach task-analysis and prioritization strategies. • Teach strategies to maintain attention, like sitting up straight and leaning upper body toward speaker. • Highlight and color-code to organize and prioritize new information. • Provide instruction in self-directed learning skills with emphasis on study skills, time management skills, organizational skills etc.
Explicit Instructional Strategies: Intervention/Remediation
• Coach students in setting realistic long-term and short-term goals. • Teach students to chunk or break down project into steps and talk through steps. • Instruct in systematic multi-sensory approaches. • Teach students how to rephrase key ideas and link to key words. • Teach strategies to group and categorize information. • Provide direct instruction in organization, time management, and study skills. • Provide explicit instruction in phonological awareness, phonics, and decoding. • Teach verbal mnemonics and rhyming to increase automaticity. • Use games to encourage fact memorization and continued practice using dice rolls, spinners, and game cards. • Provide explicit instruction in social skills.

Creativity

Strength/Interest-Based Strategies
• Provide opportunities for “real world” investigations and experiences (in-depth study of real problems, career exploration, etc.) • Encourage fluency, flexibility, originality, and elaboration through open-ended classroom activities and products. • Provide opportunities for creative problem solving and divergent thinking techniques. • Utilize biographies of creative/talented individuals to promote success and to provide awareness of characteristics. • Provide opportunities for students to connect prior knowledge to new learning experiences and to establish relationships across disciplines. • Utilize think, pair, share strategies. • Integrate creative thinking skills and problem-solving strategies with core learning content. • Emphasize mastery of concepts and minimize home practice.

Accommodations to Access Learning
• Provide creative choices when students process information or develop products. • Provide opportunities for creative and critical thinking. • Assess specific content in spelling, writing skills separate from other content. • Allow multiple ways for students to demonstrate knowledge. • Provide a stimulating educational environment where there are opportunities for critical and creative thinking and problem solving. • Emphasize time management in the classroom and give notice for deadlines, tests, etc. • Allow time at the end of the day for students to get organized before they leave school. • Encourage students to learn compensation strategies to bypass their disabilities. • Celebrate effort, completion of homework, and attainment of goals.
Explicit Instructional Strategies: Compensatory Strategies
• Instruct students in the multi-steps of creative problem solving to identify problem, explore data, generate ideas, develop solutions, build acceptance, and implement plan. • Coach students in SCAMPER technique to substitute, combine, adapt, modify, put to other use, eliminate, and rearrange. • Teach technique of brainstorming so students can generate numerous and innovative ideas or alternatives in a safe environment where judgment is withheld. • Coach students in generating ideas or alternatives with fluency, flexibility, originality, and elaboration. • Encourage students to start a homework session by planning what will be accomplished during the session. • Ask students to jot down how long they think an assignment will take and ask them to record how long it actually took.
Explicit Instructional Strategies: Intervention/Remediation
• Teach idea-generation and brainstorming. • Instruct students in paraphrasing. • Coach students in how to break down and chunk projects into multiple steps with realistic short-term goals. • Promote success as the ability to achieve realistic short-term goals. • Provide opportunities for students to explore career and college opportunities. • Teach students how to solve problems using creative problem-solving steps. • Encourage students to talk through the steps they will use when completing assignments and projects. • Help them break down tasks into manageable segments and use a calendar to plan steps needed to complete project. • Provide specific instruction on organization. • Teach students how to study, prepare for tests, and organize reports and projects.

Interpersonal/Leadership

Strength/Interest-Based Strategies
• Provide opportunities in the classroom for students to develop their leadership skills. • Encourage a social climate within the classroom that fosters acceptance and appreciation for the strengths of all students. • Read, analyze, and discuss biographies of famous leaders. • Ask students to develop a list of qualities of a leader of their choice and then have students compare or contrast their own qualities with those of the leader. • Provide learning opportunities for students to work cooperatively with peers of like ability and interests. • Use hypothetical situations, bibliotherapy, and moral dilemmas to foster an accepting environment for all students. • Search for strengths of students and build on those strengths.
Accommodations to Access Learning
• Constantly search for opportunities to promote and encourage appropriate social interactions for socially challenged students. • Provide preferential grouping or pre-select teams of students — don't permit students to choose and reject others. • Set clear expectations for behaviors. • Do not tolerate intolerance. • Provide preferential seating. • Encourage students to develop interpersonal and leadership skills. • Clearly state and consistently implement expectations and consequences. • Develop behavior plans to address problem situations. • Avoid power struggles. Pick your battles and maintain a calm, neutral response. • Communicate with peers or experts online.
Explicit Instructional Strategies: Compensatory Strategies
• Teach skills needed to participate successfully in group work. • Provide groups with checklists of social skills needed for group work and have students evaluate their group process. • Teach empathy. • Provide positive reinforcement when students use the skills they were taught. • Teach leadership skills and provide in-school leadership opportunities. • Encourage and teach students how to become self-advocates. • Help students learn to value diversity. • Provide opportunities for structured group work. • Develop high-level effective communication, collaboration, and self-advocacy skills. • Support a positive environment where students respect and complement others.

Explicit Instructional Strategies: Intervention/Remediation
• Provide friendship groups where students can learn and practice interpersonal skills. • Assist students in learning social skills and appropriate interactions. • Provide opportunities for students to practice self-advocacy and have students role play to develop advocacy skills. • Teach students how to develop and maintain friendships. • Help students learn how to resolve issues that occur as friendships grow. • Encourage the development of effective skills to interact with peers. • Provide support services for students with trained counselors or social workers. • Teach students to work as part of a team. • Teach skills for resolving conflicts. • Coach students in understanding body language and reading social cues.

Intrapersonal and Social/Emotional

Strength/Interest-Based Strategies
• Provide a nurturing environment that values and respects individual differences. • Include activities which will help the student explore his/her attitudes, opinions, and self-awareness. • Teach knowledge of self including learning abilities, learning styles, interests, nature of giftedness, etc. • Help students view mistakes as a valued part of the learning process. • Seek opportunities to compliment students on effort rather than ability and encourage rather than compliment. • Encourage students to equate effort with success. • Provide students with frequent opportunities to work cooperatively in appropriately designed groups. • Teach awareness and expression of different feelings, i.e. creative products, “I” Statements. • Teach meta-cognition and sensitivity to others. • Provide access to scholars, expert practitioners, and gifted role models. • Teach relaxation techniques.
Accommodations to Access Learning
• Allow breaks for physical activity to reduce mental fatigue. • Maximize success and minimize failures. • Offer counseling and guidance strategies specifically designed around the unique affective needs of GT students (feelings of being different, effects of uneven development, motivation, coping with learning barriers). • Provide career exploration and career counseling programs including future education planning, counseling, and guidance. • Focus attention on the development of strengths, interests, and intellectual capabilities rather than disabilities. • Encourage the development of strength areas by allowing time and resources to explore interests. • Ask students to become resident experts for the class in their areas of strength or interest.

Explicit Instructional Strategies: Compensatory Strategies
• Teach students to use self-talk/meta-cognitive cues to accompany processing. • Help students understand that mistakes are a part of the learning process. • Work with students to develop a grading rubric before a project begins. • Teach students how to evaluate their own work. • Encourage students to set realistic goals and to evaluate their progress. • Help students learn to set realistic goals and develop a plan to achieve those goals. • Teach knowledge and skills necessary to manage potential difficulties in learning such as perfectionism, risk-taking, stress, heightened sensitivities, pressure to perform, and high expectations of self and others. • Help students deal with fear of failure, fear of success, procrastination, and paralyzing anxiety.
Explicit Instructional Strategies: Intervention/Remediation
• Provide support services with a counselor, school psychologist, or social worker. • Teach mental scripts that emphasize self-regulation. • Teach strategies to manage anger. • Promote and teach positive coping strategies. • Work at building resiliency. • Help them to use positive self-talk about studying and to develop positive self-monitoring strategies. • Teach how to identify and manage feelings. • Develop personal behavior management skills. • Teach the student to label, control, and express his/her emotions appropriately. • Assist students in developing positive coping strategies such as seeking support, positive reappraisal, and accepting responsibility.

Physical/Psychomotor/Athletics

Strength/Interest-Based Strategies
• Teach physical relaxation techniques. • Encourage students to move purposefully while they learn to encourage retention and transfer. • Teach students a variety of strategies to meet their sensory needs without distracting others. • Allow students to stand and move while they do their work. • Pre-test and compact the curriculum when students have mastered concepts to eliminate unnecessary drill and practice. • Provide hands-on experiential learning opportunities so students can enhance learning by making mind/body connections. • Use “most difficult first” strategy (see Differentiated Curriculum) and pre-testing to allow students to demonstrate mastery of concepts and eliminate unnecessary drills. • Provide a great deal of structure and consistency in daily schedule with clearly defined rules and consequences. • Incorporate high-interest topics or activities to enhance the likelihood students will initiate and sustain work on assignments. • Create opportunities for students to build a model or a 3D display. • Encourage students to pursue writing in their area of interest and share with appropriate audiences.

Accommodations to Access Learning
• Provide opportunities for movement with a purpose such as sharpening a pencil or running an errand. • Allow breaks for physical activity to relieve mental stress and move knowledge into long-term memory. • Allow use of manipulatives (silly putty, balls, clay, etc.) to help sustain attention. • Eliminate excessive copying from the board or book to paper. • Provide preferential seating away from distractions. • Provide adaptive physical education. • Provide clear, concise directions, expectations. • Grade papers for ideas, not handwriting. • Provide grading rubric and/or show an example of what is expected by demonstrating movement. • Record homework on voicemail or web site so student can access assignments from home. • Give positive feedback and re-direction when attention wanders. • Build lots of movement into learning tasks for those students who learn better when they are moving. • Allow students to stand at their desk, sit, or lie on the floor while they do their 'seat' work.
Explicit Instructional Strategies: Compensatory Strategies
• Classroom teacher collaborates with special educators. • Teach keyboarding skills. • Teach students how to create and give a multimedia presentation. • Use audio tape instead of handwriting notes. • Learn to use oral input software. • Teach strategies for dealing with change. • Introduce creative handwriting activities where the student can have fun while practicing correct letter formation. • Practicing correct letter formation. • Break down writing into smaller tasks whenever possible. • Teach visual approach to spelling. • Brainstorm ideas prior to writing. • Alert students when important information is being shared. • Provide clear, concise directions, expectations, and rules that are limited in number.
Accommodations to Access Learning
• Encourage students to think about training to study and do school work the same way they train for a sport. • Provide instruction in proper sequencing of handwriting specific letters. • Provide practice to improve visual motor control with activities where students coordinate what they do with what they use (i.e. use of easels, chalkboards, playing jacks, pick up sticks, etc.) • Teach students to create a "To Do List" and prioritize homework. • Teach reading and writing strategies like outlining, mapping, and editing. • Teach students self-management skills like strategies for staying on task, skills for thinking and waiting before acting, and skills for sustaining attention. • Provide practice tracing shapes and letters, especially similar letters such as l, j, t, etc. • Teach keyboarding and word processing.

Specific Academics

Strength/Interest-Based Strategies
• Use flexible, non-permanent instructional grouping practices designed to facilitate accelerated/advanced academic learning (cluster groups, cross-age groups, interest groups, etc.) • Provide content learning that requires gifted and talented students to be engaged in higher-level thinking, abstract thinking, and problem-solving. • Use challenging reading program/materials (*Jr. Great Books* or *William & Mary Curriculum*). • Provide high-level materials, activity and product options that include analytical and critical thinking skills. • Accelerate vocabulary development through a variety of strategies and materials (Latin stems, analogies). • Encourage participation in creative writing opportunities, debate, or advanced literacy activities. • Pretest in math to identify material already mastered and replace with enriched and accelerated material. • Use high-level problem solving approaches that emphasize open-ended problems with multiple solutions or multiple paths to solutions.
Accommodations to Access Learning
• Provide books on tape for students who struggle with readings and high-level discussions. • Use advanced organizers or provide outlines. • Utilize computer spell check, thesaurus, grammar checker, and calculator. • Display fact charts or have fact charts available for student use. • Reduce number of problems required or increase amount of time for assignment. • Provide adequate space for students to work out solutions. • Cut the worksheet in half or in fourths, and require the completion of one section at a time. • Use matrix paper as a physical guide to keep the numbers aligned. • Provide copies of notes and overheads. • Shorten directions and make them clear and concise. • Encourage neatness rather than penalize for sloppiness. • Clearly segment instruction and plan 20-minute instructional segments.
Explicit Instructional Strategies: Compensatory Strategies
• Teach *Inspiration* software to aid students in organizing information, writing, and projects. • Instruct students in how to break new learning into manageable subtasks. • Teach students how to keep an idea journal. • Instruct students in the use of highlighters to note key information. • Highlight the mathematical sign for operation to be performed. • Use manipulatives and arrays to help students understand mathematical processes. • Provide instruction for a wide range of technology and software to increase productivity. • Estimate amount of time an activity will take and determine how long it actually took. • Provide training in the use of visual tracking aids. • Teach research strategies and skills essential for in-depth study and advanced learning.

Explicit Instructional Strategies: Intervention/Remediation
• Use systematic multi-sensory approaches to teach decoding/encoding. • Provide instruction in organization/strategies for written language, computation, problem solving. • Utilize choral reading to increase fluency. • Teach typing and word processing. • Use activities to increase rate and fluency (flash cards, computer games, etc.) • Teach students to prioritize homework. • Encourage three-finger tracking. • Provide direct instruction in comprehension strategies, connecting, inferencing, predicting, etc. • Teach and model webbing, storyboarding, flow charting and mind mapping. • Teach students to use checklists, keep logs, or mark their progress on a chart.

Visual, Spatial, and Performing Arts

Strength/Interest-Based Strategies
• Provide exposure and access to advanced ideas, research, and works of eminent producers in many fields. • Embed multiple intelligence strength areas into instruction. • Create story boards. • Learn and use visual-spatial strategies in the content areas. • Use visual-spatial activities/products to improve performance in weaker academic area(s). • Help students transfer abstract thinking into a variety of forms of expression. • Use graphic organizers to help students organize and process information in content areas. • Offer choice in student assignments and assessments so students can use their strengths to demonstrate their knowledge.
Accommodations to Access Learning
• Offer options for acquiring information and communicating what is learned using multiple intelligences and learning styles. • Provide connections to real world and build on students' intrinsic motivation. • Allow students to vary assignments. • Provide adaptive physical education. • Allow students to vary assignments and use alternative ways to demonstrate knowledge, such as oral presentation, tape-recorded or video response, create a poster or book jacket, etc. • Accept oral responses in lieu of written. • Match teaching style to students' learning styles. • Provide opportunities for students to demonstrate achievement and excellence through competitions, exhibitions, performances, presentations, etc. • Provide environmental modifications to allow for movement, flexibility of workspace, etc.

Explicit Instructional Strategies: Compensatory Strategies
• Use musical chants, raps, rhymes, melody, and rhythm to help students learn. • Teach students to use visual imagery. • Create visual graphs/charts to support new learning and demonstrate interrelationships. • Teach grouping and categorizing strategies. • Teach and model creating flow charts, graphic organizers, and cognitive webs. • Anticipate/predict when and where difficulties may occur. • Draw the solution to a problem to capitalize on visual strengths. • Make everything as visual as possible. Use graphic organizers, charts, graphs, timelines, maps, pictures, or videos. • Teach problem-solving strategies. • Encourage struggling readers to listen to books on tape while following along in the text so they can participate in class discussion. • Teach visual approach to spelling.
Explicit Instructional Strategies: Intervention/Remediation
• Provide direct instruction in use of *Inspiration* software • Teach how to use visual imagery. • Guide students through long-term projects designed to demonstrate good planning and time allocation. • Teach students to use nonverbal cues and environmental cues. • Teach a variety of strategies to plan, organize, and manage daily routines and meet personal goals. • Teach self-monitoring strategies. • Teach students to use meta-cognitive strategies to monitor their thinking in the learning process. • Teach the meaning of prefixes, suffixes, and root words in order to teach new words. • Provide explicit instruction in phonological awareness, phonics, and decoding.

Differentiated Curriculum

Differentiation of Instruction is a teacher's response to learner's needs
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Differentiation of Instruction is a different way to think about the classroom and the students in the class. Benjamin (2003) refers to differentiated instruction as a broad term for a variety of classroom practices that allow for differences in students' learning styles, interests, prior knowledge, socialization needs, and comfort zones. Bender (2002) states, "The concept of differentiated instruction is based on the need for teachers to differentiate instruction to meet the needs of diverse learners in the general education class." All students learn at different rates.

- Carol Ann Tomlinson (1995) states, "In a classroom with little or no differentiated instruction, only student similarities seem to take center stage. In a differentiated classroom, commonalities are acknowledged and built upon and student differences become important elements in teaching and learning as well."
- How then is it possible to reach the needs of all children while still focusing on standards and the state tests? Actually, standards are made for differentiation. Tomlinson (2008) states, "There is no contradiction between effective standards-based instruction and differentiation. Differentiation simply suggests ways in which we can make sure that curriculum works best for varied learners. In other words, differentiation can show us how to teach the same standard to a range of learners by employing a variety of teaching and learning modes."

Carol Ann Tomlinson (2001) says, "Differentiation is not the individualized instruction of the 1970's. It is not chaotic. It is proactive. It provides multiple approaches to content, process, and product, in anticipation of and response to student differences in readiness, interest, and learning needs. It is student-centered. It is a blend of whole-class, group, and individual instruction."

An Introduction to Differentiated Instruction

The following was adapted from "Differentiation of Instruction in the Elementary Grades," by Carol Ann Tomlinson, ERIC Digest, August 2000, EDO-PS-00-7. Reprinted with permission from the May 2009 issue of 2e: Twice-Exceptional Newsletter (www.2eNewsletter.com).

In most elementary classrooms, some students struggle with learning, others perform well beyond grade-level expectations, and the rest fit somewhere in between. Within each of these categories of students, individuals also learn in a variety of ways and have different interests. To meet the needs of a diverse student population, many teachers differentiate instruction.

What Is Differentiated Instruction?
At its most basic, differentiation is responding to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile. The following table describes these four elements and gives examples of how a teacher might differentiate content for students at the elementary level. (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996)

Classroom Element	Description	Examples of Differentiating Content at the Elementary Level
Content	What the student needs to learn or how the student will get access to the information	Using reading materials at varying readability levels • Recording text materials • Using spelling or vocabulary lists at readiness levels of students • Presenting ideas through both auditory and visual means • Using reading buddies • Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners
Process	Activities in which the student engages in order to make sense of or master the content	Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity • Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them • Developing personal agendas (task lists written by the teacher that contain both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early • Offering manipulatives or other hands-on supports for students who need them • Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth
Products	Culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit	Giving students options of how to express required learning (e.g., create a puppet show, write a letter, or develop a mural with labels) • Using rubrics that match and extend students' varied skill levels • Allowing students to work alone or in small groups on their products • Encouraging students to create their own product assignments as long as the assignments contain required elements
Learning Environment	The way the classroom works and feels	Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration • Providing materials that reflect a variety of cultures and home settings • Setting out clear guidelines for independent work that matches individual needs • Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately • Helping students understand that some learners need to move around to learn, while others do better sitting quietly

What Makes Differentiation Successful?

There is no recipe for differentiation. Rather, it is a way of thinking about teaching and learning that values the individual and can be translated into classroom practice in many ways. Still, the following broad principles and characteristics are useful in establishing a defensible differentiated classroom:

- Assessment is ongoing and tightly linked to instruction. Whatever the teachers can glean about student readiness, interest, and learning helps the teachers plan next steps in instruction.
- Teachers work hard to ensure "respectful activities" for all students. Each student's work should be equally interesting, equally appealing, and equally focused on essential understandings and skills.
- Flexible grouping is a hallmark of the class. Teachers plan extended periods of instruction

so that all students work with a variety of peers over a period of days. Sometimes students work with like-readiness peers, sometimes with mixed-readiness groups, sometimes with students who have similar interests, and sometimes with students who have different interests. Sometimes students work with peers who learn as they do, sometimes randomly, and often with the class as a whole. In addition, teachers sometimes assign students to work groups, and sometimes students will select their own work groups.

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Differentiated Curriculum Meets the Needs of Twice-Exceptional Learners

Curriculum Component	Build on Strengths	Adaptations for 2e Learner Needs
Content: What students should know, understand, and be able to do as a result of the study.	• Focus on broad-based issues, themes, or problems. • Pretest to find out what a student knows and eliminate unnecessary drill and practice. • Student readiness, interest, and learning profile-shape instruction. • Guide students in making interest-based learning choices. • Explore the topic in greater depth; issues and problems should be complex and multi-faceted. • Combine ideas or skills being taught with those previously learned.	• Key concepts, ideas, and skills the teacher wants students to learn remain constant. The way students access this information is varied in response to student's readiness, interest, and learning profile. • Use multiple texts and supplementary print resource materials to accommodate students' reading level. • Use varied computer programs, audio/video recording, high-lighted print materials, and digests of key ideas. • Provide support mechanisms such as note-taking organizers to help students organize information. • Time allocation varies according to student needs.
Process: Activities designed to help students make sense of the content.	• Teacher facilitates students' skills at becoming more self-reliant learners. • Encourage students to develop independent learning skills. • Respectful (engaging, high-level) tasks for all learners. • Focus on key concepts, principles/generalizations, and skills versus coverage. • Tasks should be based on readiness, interests, and learning profiles of students. • Encourage creativity and skills of fluency, flexibility, originality, and elaboration.	• Encourage students to make sense of an idea in a preferred way of learning (multiple-intelligence assignments). • Match the complexity of the task with the student's level of understanding. • Give choices about facets of topic to specialize and help link a personal interest to sense-making goal. • Vary the amount of teacher/peer support or scaffolding. • Provide graphic organizers to help students synthesize information. • Teach investigation and research skills. • Promote cognition and metacognition.
Product: The vehicles through which students demonstrate and extend what they have learned.	• Product assignments should cause students to rethink, apply, and expand on key concepts and principles. • Multi-option assignments are used allowing students to use their strengths to demonstrate their knowledge. • Use products as a way to help students connect what they are learning to the real world. • Set clear standards of high expectations. • Encourage self-evaluation based on agreed-upon criteria. • Use formative (in-process) and summative (end-of-process) evaluation by peers, self, and teachers to promote growth and success. • Excellence is defined by student growth: continually model and talk about what constitutes personal excellence.	• Support the use of varied modes of expression, materials, and technologies • Balance clear directions that support success, with freedom of choice that supports individuality of interest and learning profile. • Provide templates or organizers to guide students' work. • Help students break down projects into manageable steps and develop a timeline. Stress planning, check-in dates, and logs so students use all the time allocated. • Help build passion for the ideas being pursued. • Product assignments should necessitate and support creativity. Help students develop skills needed to create authentic products.
Adapted from The Differentiated Classroom: Responding to the Needs of All Learners by Carol Ann Tomlinson.		

Differentiated Instructional Strategies

Strategy	Description of Strategy	Why Appropriate for 2e Students
Flexible Skills Grouping	Students are matched to skills work by virtue of readiness, not with the assumption that all need the same spelling task, computation drill, writing assignment, etc. Movement among groups is common, based on readiness on a given skill and growth in that skill.	• Exempts students from basic skills work in areas where they demonstrate a high level of performance (100% is not required). • Can allow a chance for independent work at the student's own pace.
Compacting	A 3-step process that (1) assesses what a student knows about material to be studied and what the student still needs to master, (2) plans for learning what is not known and excuses student from what is known, and (3) plans for freed-up time to spend in enriched or accelerated study.	• Eliminates boredom from unnecessary drill and practice. • Satisfies student's desire to learn more about a topic than school often allows. • Encourages independence.
Most Difficult First	Students can demonstrate mastery of a concept by completing the five most difficult problems with 85% accuracy. Students who can demonstrate mastery do not need to practice anymore.	• Honors student's mastery of a concept. • Eliminates unnecessary drill and practice. • Reduces homework load of students who can demonstrate mastery.
Orbital Study	Independent investigations, generally of three to six weeks. They orbit, or revolve, around some facet of the curriculum. Students select their own topics for orbital, and they work with guidance and coaching from the teacher to develop more expertise on the topic and the process of becoming an independent investigator.	• Allows students to develop expertise on a topic and work with complex ideas. • Builds on student interest and enables students to use their preferred learning style. • Teachers and students establish criteria for success.
Independent Projects, Group Investigations	Process through which student and teacher identify problems or topics of interest to the student. Both student and teacher plan a method of investigating the problem or topic and identifying the type of product the student will develop. The product should address the problem and demonstrate the student's ability to apply skills and knowledge to the problem or topic.	• Builds on student interest and encourages independence. • Teacher provides guidance and structure to supplement student capacity to plan. • Uses preset timelines to zap procrastination and logs to document the process involved. • Teachers and students establish criteria for success.
Problem-Based Learning	The student is placed in the active role of solving problems as a professional would.	• Utilizes varied learning strengths, allows use of a range of resources, and provides a good opportunity for balancing student choice with teacher coaching.
Agendas	A personalized list of tasks that a particular student must complete in a specified time.	• Teacher moves among individual students, coaching and monitoring their understanding and progress.
Learning Centers, Interest Centers	Centers are flexible enough to address variable learning needs. Interest centers are designed to motivate student exploration of a topic.	• Materials and activities address a wide range of reading levels, learning profiles, and student interests. • Activities vary from simple to complex, concrete to abstract, structured to open-ended.
Choice Boards, Tic-Tac-Toe RAFT	Students make a work selection from a certain row or column. Teachers can target work toward student needs while giving students choice.	• Well suited to dealing with readiness, interests, and learning style preferences among students.
Portfolios	A collection of student work that can be a powerful way of reflecting on student growth over time.	• Portfolios are motivating because of emphasis on student choice and focus on readiness, interests, and learning profile.
Assessment	Assessment is ongoing and diagnostic. It provides the teacher with day-to-day data on students' readiness, interests and their learning profile. Assessment has more to do with helping students grow than with cataloging their mistakes.	• Assessment is used to formally record student growth. • Varied means of assessment is used so that all students can fully display their skill and understanding.
Adapted from The Differentiated Classroom: Responding to the Needs of All Learners by Carol Ann Tomlinson		

Adolescent Twice-Exceptional Learner

Secondary Education for Twice-Exceptional Students
Excerpts reprinted from "Twice-Exceptional Adolescents: Who Are They? What Do They Need?" by S. Baum, M. G. Rizza, and S. Renzulli, in *The Handbook of Secondary Gifted Education* (pp. 137-164), by F. A. Dixon and S. M. Moon, 2006, Waco, TX: Prufrock Press. Copyright 2006 by Prufrock Press. Reprinted with permission. Web site address (*www.prufrock.com*).

> "It seems that gifted education, when it does exist, is focused upon at the elementary level. There is little thought given to secondary education, as if students are no longer gifted once they hit the secondary grades, especially high school. The amount of literature on secondary gifted education is scant, but becoming more available."

Why is this a concern?
A direct relationship seems to exist between inappropriate or unchallenging contents in elementary school and underachievement in middle or high school. Sometimes it is the inappropriate and unchallenging curriculum that needs to be fixed, and not the student needing disciplined or "fixed." One way to encourage an adolescent to succeed is participation in a variety of activities. The more an adolescent is involved in any of a number of extra-curricular activities, the less likely they are to underachieve in school.

What can teachers do about gifted underachievement?
It makes a difference when teachers:

- Take the time to learn about the unique characteristics of gifted students so that these characteristics can be addressed in the classroom, because students are much more likely to be motivated to attend class if they feel understood and cared about;
- Are willing to learn more, in general, about high-ability students who have disabilities and their specific disability
- Demonstrate passion for their subject (and teaching) since this elicits energy from students – yielding better effort an greater focus; and
- Reveal a general respect for an environment that is supportive of intellectual pursuits.

In 2004, the federal government for the first time recognized that gifted students may also have disabilities that impede their achievement. This recognition was put forth in the IDEA (Individuals with Disabilities Education Act). The terms deficits and giftedness are incompatible for too many practitioners, therefore being Twice-Exceptional is an impossible phenomenon. To be Twice-Exceptional is to demonstrate gifted behaviors or traits at certain times, under certain circumstances, in certain areas, but simultaneously experience problematic weaknesses in other areas.

Twice-Exceptional students are at risk for underachievement because they will have barriers to achieving at their level of giftedness. These dual exceptionalities are more common than most educators may think. The incongruity between educators' expectations about the rarity of Twice-Exceptional students and the observable fact that they exist may be accounted for by the trend of misdiagnosis. A student can also be mislabeled as a result of inappropriate interventions or a lack of understanding of the complex interactions between giftedness and learning differences, or the lack of attention given to the unique needs of gifted students. Gifted students who are forced to complete work that is inappropriate may exhibit characteristics that are oppositional defiant. When gifted students cannot read because of a learning disability, they have a difficult time paying attention.

Twice-Exceptional students learn and behave differently than their gifted peers due to some sort of disability [or learning challenge]. Testing and the accurate interpretation of results are important for diagnosis, curricular programming and social-emotional interventions.
Twice-Exceptional adolescents may find that they have greater dependence on their parents to advocate for them because, compared to educators, parents are often in a position of having a greater understanding and more information of both exceptionalities, possibly due to the reality that they have greater interest and concern for their child.

Teachers must be willing to understand that the parent has already experienced much frustration in raising the child, and has a comprehensive picture of the child's strengths and weaknesses. An understanding that the disability diagnosis is not intended to restrict, but rather to help the student's educators have a greater understanding of the unique learning and social-emotional needs of the student is important. Collaboration between professionals and parents must take place.

What can Superintendents, Principals and Counselors do to help?

Professionals in the school, in addition to teachers, play an important role in the lives of Twice-Exceptional students. Superintendents, principals and counselors have a significant impact on gifted adolescents. Superintendents can provide the finances and encouragement needed for professional development; insist on appropriate programming inside and outside of the classroom; ensure adequate staffing for gifted education; and recognize cognitive and affective concerns of gifted education. Principals can support staff development geared to building a pertinent knowledgebase; raise own awareness of cognitive and affective concerns; create a safe school climate; examine own attitudes regarding gifted and Twice-Exceptional students; and encourage affective curriculum and creative programming to meet needs of gifted and Twice-Exceptional students. Counselors can examine their own attitudes and raise own awareness regarding gifted and Twice-Exceptional students; be alert to school safety issues related to giftedness; advocate for equitable services for nonmainstream gifted students; serve as a referral source for mental health concerns; serve as a liaison between gifted / Twice-Exceptional students and classroom teachers when appropriate; create appropriate career-development programming for gifted / Twice-Exceptional students; make prevention of social and emotional problems a priority; provide literature relate to giftedness and Twice-Exceptionalities to teachers; and be a clearinghouse for information about extra-curricular opportunities.

What is needed?

It is believed by some that a child's struggles actually help them become stronger, develop coping skills and frustration tolerance later in life. The fact is that without appropriate diagnosis and effective programming, [and supports] these students become confused and depressed and doubt their academic abilities. The longer it takes to identify students and provide them with accommodations, the more problematic it is for students, parents, and teachers to cope with the inconsistencies in performance and behavior as is seen with the Twice-Exceptional student. In 2006, four known Twice-Exceptional high school students from a single Idaho high school dropped out of school their senior year. Were they receiving the appropriate social-emotional supports, academic challenges and accommodations? We don't know for certain, but the answers do not seem positive.

There are many strategies used by Twice-Exceptional students to fit in or compensate for their academic difficulties, some appropriate, and some highly problematic. Many Twice-Exceptional students develop strategies on their own and are able to elude detection far longer than their counterparts who are gifted. **As these students continue their educational**

journey through middle and high school, the challenges of being Twice-Exceptional become more complicated and may have dire social, academic, and emotional implications if not addressed. Confounding one's development are typical adolescent stressors, issues of being gifted and learning challenges. This is evident in Sara's story:

Sara was able to use her memory to maintain the façade of reading even though, as was later discovered, she was severely dyslexic. Because she remained on grade level in many areas due to her ability to compensate for her weaknesses and her willingness to put forth extraordinary efforts to achieve, the school was reluctant to believe she had a disability. Her increasing feelings of failure compounded by issues of adolescence negatively impacted her attempt at success and happiness. With the many hours put in by her parents and sister in which they would read to her, and finding books that related to her hobbies, Sara learned to read. Due to a discrepancy between her performance on school achievement tests and her verbal IQ score (99th percentile), she was tested and it was confirmed in fifth grade that Sara had a learning disability. She felt relief. She worked with an LD specialist and gained confidence in the classroom as well as outside the classroom. Sara's problem was identified, she was receiving academic support and had educational enrichment as well – all essential ingredients inTwice-Exceptional programming.

Junior high school was a different story. Although Sara received accommodations for her disabilities (she also had ADD), she was reluctant to use them or discuss because she did not want to be different. She felt guilty when she received a good grade believing that she was cheating due to her accommodations. What was her identity? How could she preserve the concept of being a highly able and capable young woman when she felt different and frustrated?

Gifted students may have difficulties with adolescence because their abilities set them apart from their peers; not what an adolescent desires. Gifted students manage their identities in three different ways:

- becoming highly visible (school leaders, contest winners, and enthusiastic participants in many activities)
- becoming invisible by hiding or camouflaging their talents to appear normal; and
- disidentifying with gifted peers by demonstrating or adopting the behaviors of a more desirable group.

For the Twice-Exceptional students, the conflict of adolescence is compounded by the possibility that they may not be seen as gifted, normal or disabled, thus not fitting into any group. Which behaviors they hide and which they assume depends on their individual personalities. Twice-Exceptional students will simultaneously feel less capable than their gifted peers and more capable than their peers in special education [or regular education] thus causing them to question who they are. Their peers and many adults find it difficult to understand that someone who is able to succeed in one area may need assistance in another. This misunderstanding may cause the Twice-Exceptional student to withdraw from their peers or act out.

Sara started high school in a highly-charged emotional state. She had little self-confidence and was not prepared for the social or academic issues that were about to confront her. She was over her head in the honors biology class. She switched to an average level biology class. She was receiving failing grades in other classes and was moved down to average level classes in those courses as well because she believed that the school staff did not think she was smart enough to handle the material. She thought that in their minds, if she couldn't pass the written test, then she didn't understand the material.

After a teacher embarrassed and humiliated her in front of her peers, Sara became more introverted. She was afraid to approach her teachers fearing that a similar situation would

occur. This was a major step backwards in her attempt to become more independent and to advocate for herself. She had convinced herself that she was a burden for which the teachers had no time or energy to handle. Even though her parents and the teachers she had in the regular classes reassured her that she was smart, Sara still felt dumb. She thought, "Why can I not get good grades in these non-challenging classes if I am smart?" She struggled with taking traditional tests.

In her sophomore year, Sara took a law class. This proved to be her one saving grace. This class tapped into all of her best attributes: her excellent verbal skills and critical thinking abilities. The teacher in this class became a strong advocate and guide for Sara.

Socially, Sara was isolated from the friends she had in middle school because they were all in honors classes. By this time, she had become too shy to make new friends so she sought refuge in the special education resource room where she had wonderful support from the LD specialist. Sara became depressed and started seeing a counselor, but the counselor didn't understand, leaving Sara feeling that no one could understand. On top of academic problems, teachers not understanding and social concerns, crowded hallways and other sensory issues in the building bothered Sara. She felt that she was in a jungle with people out to devour her. She decided to look at private schools.

Being successful at the high school level demands intellectual fortitude and self-regulation, especially if the student participates in honors, AP or IB classes. These classes usually demand proficiency in – and expect lots of – reading, listening, and note-taking. Long-written assignments are expected to be completed, as is work that requires higher levels with little acknowledgement of differences in learning needs**. All too often, teachers of high-ability students expect these students to take responsibility for their own learning, without adequately preparing them for the task.** Although Twice-Exceptional students qualify for honors classes, they will most likely need accommodations to succeed. For these students there is a fine line between understanding and accepting differences. Adults, and especially teachers, play an important role in fostering self-efficacy and overall functioning in school. Sara's law teacher and LD specialist focused on her gifts and provided support for her learning difficulties.

Continued frustrations with meeting expectations of self and others ultimately caused Sara to withdraw academically and socially, and to become deeply depressed. Depression is a common by-product of adolescence. Gifted students may also become depressed as a result of perfectionism, asynchronous development, social isolation and sensitivity. **For Twice-Exceptional students, the stressors are magnified. Their reality is coping daily with the discrepancy of what they can and cannot do.** Finding a peer group with whom they can identify, and extreme sensitivity makes Twice-Exceptional students acutely aware of their plight. For these reasons, many Twice-Exceptional students take medication for depression, and lose their motivation to achieve. Counselors can help students to accept their differences, to identify what they need to be successful and to advocate for their own needs. More appropriate learning environments will help reverse the downward spiral.

Sara attended a private high school in New England. The school community was very supportive and caring; class size was smaller and she felt more comfortable taking with each teacher individually. She was quite aware that she had to work harder than most others. Her classes required enormous amounts of reading outside the classroom. Sara developed a strategy and methods of talking notes on what she read to help her to understand classroom

discussions. This, in turn, helped her to begin to hear the teacher's lecture differently and much more effectively, and even forced her to stay focused in class.

The greatest challenge and most rewarding academic experience came from her independent study and AP classes. She was able to shine and show everyone that she was smart and passionate about schoolwork. Sara began tutoring most of her classmates before tests and helping them plan their papers. This was so gratifying and different. Sara was finally feeling competent and smart.

Sara started taking an anti-anxiety medication, which proved to help her in social situations. She tried out for and made the debate team. She and her partner won the team award and took two top slots for individual speaking. Sara's confidence soared. She made many friends-good friends. Most importantly, Sara became comfortable with who she was. She had figured out how to deal with her learning disability and be successful. Her friends do not define her by her learning disability, but rather by her weird, quirky traits that make up her character.

Meeting the Needs of Twice-Exceptional Adolescent Students

- Finding appropriate academic challenge and talent development
- Offering a learning environment that aligns to how these students learn
- Discovering individual compensation strategies to regulate learning and behavior, including metacognitive strategies, appropriate medication as indicated, and academic accommodations
- Learning how to balance academic and social needs

How these issues play out in the lives of Twice-Exceptional students is idiosyncratic to their individual personalities, family values, and school opportunities. Driven by their need, some choose to abandon social life and extracurricular activities and spend many hours completing assignments. Others may do the opposite and give up trying. To fail because one didn't hand in an assignment is preferable to struggling with it and receiving a low grade. In either case, these students become discouraged and depressed.

Most students will not have the luxury of attending private schools, but some public schools can provide many of the same accommodations Sara found in a private setting. Programs in the public sector have offered flexible opportunities in class placement and instruction, as well as talent development opportunities.

What Can We Learn from Sara's Experience?

- Focus on developing the talent while attending to the disability.
- Recent research suggests that the happiest people make life and career decisions that align with their individual strengths, interests, and passions. For the adolescent, another benefit is gained: the opportunity to meet others with similar gifts and interests.

- Schools need to design educational programs that consider the whole student.
- By making sure that Twice-Exceptional students appreciate and develop their unique gifts, we can furnish them with self-knowledge and skills that will promote their self-actualization.

- Twice-Exceptional students require challenging opportunities, but in an environment that is both stimulating and accommodating.
- Schools that try to find ways to accommodate the needs of Twice-Exceptional students fare much better than those that insist that the students fit into traditional offerings.

- Social and emotional support is a high priority.
- These supports help them deal with

depression and anger they may feel struggling with the inconsistencies in their performance and help them gain an acceptance of being Twice-Exceptional.

School for the Twice-Exceptional student is rarely a positive experience, but for the adolescent learner, it can be a nightmare. When they are engaged, their efficacy soars, but when they are struggling with reading, writing, paying attention or organizing, they find themselves in survival mode fighting to stay afloat.

Essential Program Components

An appropriate Identification system
- Identification of giftedness
- Evidence and description of academic performance discrepancies

Attention to the student's gifts
- College courses
- AP classes [with accommodations if needed]
- Honors Programs [with accommodations if needed]
- Online courses
- Mentorships and internships
- Specialized programs and competitions

Placement in, and assurance of, the least restrictive supportive environment(s) (Continuum of Services)
- Regular classroom with support
- Resource room support
- Special classes for gifted
- Special classes [or seminar programs] for Twice-Exceptional
- Special schools for Twice-Exceptional

Classroom intervention strategies
- Alternate approaches to curriculum and instruction for all students [provide alternative means to access advanced information]
- Accommodations and modifications allowed for all students
- Self-regulation and compensation strategies provided [study skills, note-taking skills, learning style recognition & strategies, advocacy skills]
- Remedial support as needed

Social and emotional support
- Group counseling
- Family counseling
- Individual counseling

From: *To Be Gifted and Learning Disabled: Strategies for Helping Bright Students with LD, ADHD, and More* by Susan Baum and S. Owen, 2003, Creative Learning Press. Bracketed items from Baum, Rizza & Renzulli, The Handbook of Secondary Gifted Education, 2005

Differentiation at the Secondary Level

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Differentiated instruction is a commonly found term in middle and high school improvement plans these days. It's a very effective focus for any school, but many educators claim to be differentiating instruction when they're not actually doing it; and many educators write long, complicated professional development plans outlining how they will learn to differentiate over the next three years—plans that become little more than shelf-liners due to overextended teachers and revolving-door administrators. Of course, some teachers think differentiation is a passing fad that, they hope, will not interfere with their normal classroom routines.

Then there are the rest of us. We recognize differentiation as just good teaching. It's what we've been striving to do since our first day on the job, and the direct, observable results of differentiation provide the meaningful experiences that keep us showing up every day.

So that we have a common frame of reference, let's briefly define differentiation: Differentiation means we do whatever it takes to maximize instruction over what could otherwise be achieved through whole-class, one-size-fits all approaches. It's teaching in ways students learn best, not just presenting material and documenting students' success (or lack thereof) with it. In addition, differentiating teachers spend considerable time preparing students to handle anything in their current and future lives that is not differentiated. It does not mean we make things easier for students; rather, it means we provide appropriate challenges students need in order to grow at each stage of their development, and that varies from student to student. While individualization is occasionally used in differentiated classes, it's more common to find students grouped and regrouped flexibly. At the secondary level, most of us wouldn't last long if we had to do over a 100 IEPs, one for each student. No one is asking us to do this.

Differentiation and standardization are not oxymoronic, nor is differentiation disabling. How will students do well on the standardized state exam? They'll do well if they've learned the curriculum well. How will they do well in high school? They'll do well if they've learned well in middle school. How will they do well in college? They'll do well if they've learned well in high school. Again, differentiation is how we maximize instruction so students learn and retain the material—and so students learn how to be successful no matter what life presents. When teachers don't differentiate, that's when we should worry about being ill-prepared for standardized tests, high school, college, and beyond.

We can differentiate formally, such as when we preassess and formatively assess students and design specific lesson plans based on those data. We can differentiate informally, such as when we stop by their desks and brainstorm with students how they might revise something done incorrectly, or when we push an advanced student to examine a topic via critical thinking skills the rest of class is not ready to use.

We can differentiate instruction in many ways, but they will all boil down to one or more of the following, first popularized by Dr. Carol Ann Tomlinson at the University of Virginia:

- **Content.** The content is your legally mandated curriculum. It's what students are supposed to learn.
- **Process.** Process means the way in which your students learn the content.
- **Product.** Product refers to the way in which your students prove they learned the content.
- **Affect.** Affect concerns the socioemotional factors that influence learning. We might need to adjust something in order for students to feel safe and invited.

- **Learning environment.** The learning environment is the physical setup of the learning situation, such as whether a class is self-contained, inclusive, small, large, or multiage.

Some of these approaches can be negotiable from time to time with students. For example, when it comes to the product used to demonstrate full understanding of the dual nature of light (as both particle and wave), it doesn't matter how students show us that they understand it as long as they really do understand it. They can take our test, do a project, explain things orally, or use many other products that would generate acceptable evidence of mastery. No matter what they choose, however, we hold them accountable for the same universal factors as we do other students.

Remember, too, that if the assessment format does not allow a student to portray her learning accurately, we have an obligation to change the format so that she can be assessed accurately. Grades must be accurate in a differentiated class, just as in any other class, in order to be useful to everyone involved. Telling a student to toughen up and learn how to deal with our test formats is a copout. It's as much a false sense of student accountability as it is a false sense of teaching. In other situations, some of these approaches cannot be negotiated: "No, Sean, you can't do a diorama of a flying buttress. I asked you to write a formal paper on how building cathedrals during that period of history revealed new scientific principles to the craftsmen of the time. You're being assessed on writing the paper, not just your research. You can provide the diorama if you wish, but evidence of your knowledge via the written essay is paramount."

Eighty percent of differentiation is mind-set; the rest is craft. Like so much of education, if we embrace the principles behind the concepts, difficult questions are more readily answered. To learn the practical techniques for differentiating instruction and increasing diverse students' achievement, educators need to answer the following questions affirmatively:

- Are we willing to teach in whatever way students best learn, even if it's not the way we best learn?
- Do we have the courage to do what works, not just what's easiest?
- Do we actively pursue our own awareness of students' knowledge, skills, and talents so that we can provide a match for their learning needs?
- Do we actually make those matches?
- Do we continually build a large and diverse repertoire of teaching strategies so we have more than one way to teach?
- Do we keep up to date on the latest research regarding cognitive science, on students' development in the grade levels we teach, and in our content specialty areas?
- Do we ceaselessly self-analyze and reflect on our lessons, including assessments, searching for ways to improve?
- Are we open to correction by others?
- Do we push students to become their own advocates for how to learn, and do we give them the tools to do so?
- Do we regularly close the gap between knowing what to do and actually doing it?

On a typical secondary student's day, a student must be simultaneously good at everything, at the same performance level as that of his classmates, regardless of his development with any one of them. He must be able to speak a foreign language fluently, discuss current events, build a functioning motor using magnetic coils, design a website, debate others, graph inequalities, sing in the correct key, write the perfect essay, analyze yellow journalism in a political cartoon, adapt to at least seven different teachers' styles, conduct research, run the mile under a certain time, skillfully hit the ball to a teammate, identify literary devices in an old English poem, manage

his resource needs for each class, and show up on time to all things during and after school, all while governing his impulses, maintaining "with-it" social banter at the cafeteria table, and navigating societal expectations and hormonal needs.

These are humans in the making, without much life experience and adult-level maturity. It is close to malpractice to demand of them adult-level competencies in all of these areas at the same time. No wonder they occasionally need scaffolding, tiering, and differentiated support. We don't want a teacher's approach to be as education expert Dr. Nancy Doda warns against, "Learn, or I will hurt you." This isn't true learning as we are commissioned to provide by our government.

In order to differentiate well, we must be mini-experts in the greatest teaching tool we have: our expertise on how the mind learns. Here are just a few cognitive science principles that make a dramatic difference in student achievement when successfully employed:

- Whereas our goal is to have students learn and retain as much knowledge as they can, very little goes into long-term memory unless it is attached to something already in storage. Create prior knowledge, then, where there was none prior to teaching something new.
- Our capacity to remember content has a tremendous amount to do with how it was structured for meaning the first time we experienced it, not so much how we studied it later.
- We learn more when the brain is primed for learning. Make sure to explain to students the lesson's objectives and what they can expect to experience along the way (an itinerary). Do this up front and periodically along the way.
- Teach the most important concepts in the very first ten minutes, and make sure to revisit them in the last ten minutes. Don't waste these prime learning times with other tasks.
- The brain requires regular and plentiful hydration. Find a way to get students and you drinking water during class. Lots of it.
- The brain responds to movement. Build kinesthetics into each week's lessons, particularly if the topic is abstract.
- Spiral your lessons. Revisit content repeatedly. Every time a neuron fires, it's more sensitive to firing. Every time it goes a while without firing, it takes more and more to get to fire. It will eventually be pruned, especially in adolescence.
- The brain is innately social. It requires social interaction to clarify learning and move most things into long-term memory. Get students talking in substantive ways about content: think-pair-share, peer critiques, small-group work, Socratic seminars, debates, panel discussions, interviews, dramatic portrayals, skits, and plays.

Most of us at the secondary level are nice people who want our students to learn. We may not have a large background in differentiated approaches nor the resources to be able to provide all that is needed, but we have to start somewhere. To show how practical differentiation can be for teachers, here are several great practices typically found in successfully differentiated classrooms.

Tiering

The term tiering in many differentiated instruction books and videos is used to describe how we adjust a learning experience according to a student's readiness, interests, or learner profile. Readiness refers to the challenge or complexity of a task: Is the student ready for only introductory experiences, or is she ready for something more sophisticated? A learning profile is a running record of anything that would affect a student's learning, such as learning styles, multiple intelligences, poverty issues, English as a second language, learning disabilities, and giftedness. In my own use of the term tiering, I focus only on the adjustments in readiness. Tiering to me suggests a vertical

adjustment such as we connote when referring to upper and lower tiers. Interests and learning profiles are not higher or lower "tiers"; they're just different. When it comes to the tiers of readiness, some students might be ready only for understanding how to draw a triangle and determine its area, but other students can use partial knowledge of an isosceles triangle's measurements to determine the volume of a three-dimensional solid of which the triangle is one part of its surface. Still other students are ready to "triangulate" when creating a metaphorical connection among three different philosophies in history class. There are many ways to tier the challenge level of a topic or assignment. Here are just a few:

- Manipulate information, not just echo it ("Once you've understood the motivations and viewpoints of the two historical figures, identify how each one would respond to the three ethical issues provided.")
- Extend the concept to other areas ("How does this idea apply to the expansion of the railroads in the 1800's?" or, "How is this portrayed in the Kingdom Protista?")
- Integrate more than one subject or skill
- Increase the number of variables that must be considered; incorporate more facets
- Use or apply content/skills in situations not yet experienced
- Work with advanced resources ("Using the latest schematics of the Space Shuttle flight deck and real interviews with professionals at Jet Propulsion Laboratories in California, prepare a report that…")
- Add an unexpected element to the process or product ["What could prevent meiosis from creating four haploid nuclei (gametes) from a single haploid cell?"]
- Reframe a topic under a new theme ("Re-write the scene from the point of view of the antagonist," "Reenvision the country's involvement in war in terms of insect behavior," or, "Re-tell Goldilocks and the Three Bears so that it becomes a cautionary tale about McCarthyism.")
- Share the backstory to a concept—how it was developed
- Identify misconceptions within something
- Identify the bias or prejudice in something
- Deal with ambiguity and multiple meanings or steps
- Analyze the action or object
- Argue against something taken for granted or commonly accepted
- Synthesize (bring together) two or more unrelated concepts or objects to create something new ("How are grammar conventions like music?")
- Work with the ethical side of the subject ("At what point is the Federal government justified in subordinating an individual's rights in the pursuit of safeguarding its citizens?")
- Work with more abstract concepts and models (Wormeli, 2006, pp. 57–59)

Compacting the Curriculum

If some students demonstrate advanced readiness early in the unit of study, we have an obligation to not waste their time teaching these students skills and content they already understand. Instead, we shorten or compact the regular curriculum for these students into just a few days, making sure they've mastered the basic curriculum and double-checking subtle learnings. Then we do something different with these students, such as teaching them something more in depth, with more breadth, from a unique angle, or more complex than what we're teaching the rest of the class.

The Football and the Anchor: Teaching a Variety of Levels at the Same Time

Two structural sequences that allow teachers to meet a variety of needs in the same class period are the "football" and the "anchor."

The Football
In this three-part sequence, we first teach a general lesson to the whole class for the first ten to fifteen minutes. Everyone is gathered together and doing roughly the same thing. If you think of a side view of a football, this is the narrow point at one end of the ball. After the general lesson, we divide the class into groups according to readiness, interest, or learning profile and allow them to process the learning at their own pace or in their own way. For example, some students may be discussing one aspect of the general learning while others write or draw, or everyone's doing the same thing such as reading, but with text of differing levels of readability. This lasts for fifteen to thirty minutes. We circulate through the room, clarifying directions, providing feedback, assessing students, and answering questions. This middle section is wider, everyone expanding on the original learning, and so it is represented by the wider portion of the center of a football, the part of the football under the finger grips.

In the final portion of the lesson, we bring the class back together as a whole group and process what we've learned. This can take the form of a summarization, a question-and-answer session, a quick assessment to see how students are doing, or some other specific task that gets students to debrief with each other about what they learned. Once again, we've brought the whole group back together, finishing the football metaphor as it narrows to the opposite tip from where we started.

The Anchor
This structure doesn't get its metaphor from the physical design of a boat's anchor as the football structure gets from a football. Instead, it uses the role of an anchor—to keep something from drifting from its position.

In an anchor lesson, the teacher provides a task on which the whole class works autonomously to the teacher. This is the "anchor" that keeps the class in position, working on something substantive. It is not a babysitting activity. From this general task, the teacher pulls a small group of students to one side for quick mini-lessons, then sends them back into the anchor task and pulls out the next group. For example, while students are conducting lab experiments, the teacher may pull one small group out and review how to write proper lab conclusions. He administers a lab safety exam that another group missed yesterday; and with other students, he critiques their advanced, independent projects.

These mini-lesson pullouts can be as simple and informal as stopping by a student's desk to explain how to use a semicolon, or something as formal as teaching a small group of government students how to Shepardize* their point-of-law papers.

Flexible Grouping
Some students learn primarily through individual study, some learn primarily through small-group interactions, and some learn primarily through whole-class instruction, but many of us use only one or two of these approaches in our classrooms. We have to be good at all three. To break out of our self-imposed grouping ruts, ask yourself a few questions:

- Is this the only way students can be grouped?
- Why do I have the whole class doing the same thing here?
- Where in the lesson can I have students working in small groups?
- Is this grouping of students the best way to teach this section?
- If I group students this way, whose needs are not being met?
- I've been doing a lot of [insert type of grouping here] lately. Which type of grouping can I add to the mix?

Grouping possibilities are quite varied. We can put students in groups such as:

- Whole class
- Half the class and half the class

- Teams
- Small groups led by students
- Partners and triads
- Individual work
- One-on-one mentoring with an adult
- Temporary pullout groups to teach specific mini-lessons
- Centers or learning stations through which students rotate in small groups or individually—these are great for middle and high school classrooms!

There are many more differentiated instruction strategies worth exploring. They include:

- Making abstract concepts vivid, concrete experiences
- Using repetition
- Using temporary, homogeneous grouping
- Conducting error analysis with students
- Explaining the metaphor we use to teach concepts
- Breaking concepts down into smaller pieces
- Anticipating misconceptions and taking steps to prevent them
- Allowing for the fact that not all students will learn at the same pace as their classmates learn, and giving students every chance to demonstrate mastery, not just one chance
- Using graphic organizers
- Identifying exceptions to the rule and nuances in knowledge
- Allowing students to research beyond the topic and beyond the lesson
- Providing ample feedback to students
- Adjusting students' goals
- Working in small increments
- Focusing on specific skills
- Providing opportunities for students to think flexibly
- Asking students to work backward from the final solution to the original problem
- Modeling the processes we're teaching

Again, differentiation is just good teaching. It's way more than a passing fad, too. Read the works of educators from ancient Greece, Egypt, and other cultures; you'll find ample evidence of differentiation in order to maximize students' learning throughout the ages. In fact, it's a passing fad—one that pains all of us each time it happens—when we don't differentiate.

Yes, secondary teachers have hundreds of students, not just thirty as elementary teachers do, but they can still differentiate quite well in each class. If you're not already differentiating, begin. Give yourself three years, incorporating just one or two ideas per month. Talk someone else into joining you on the journey. Remember, differentiation is primarily a mind-set, so open yourself to the serious analysis of practice, collaborate with others, and focus on the big questions of education and society to find your motivation.

Will Rogers once said, "Even a man on the right track will get run over if he just stands there." It's true here, too. We have to remain dynamic in teaching, always learning, always trying. There are a whole lot of students counting on us to do the right thing every day. Students are in these grade levels only once—or so we hope. These years of learning better be the best experiences possible.

REFERENCES

Wormeli, Rick. (2006). *Fair isn't always equal: Assessment and grading in the differentiated classroom.* Portland, ME: Stenhouse.

**Shepardizing* is the term students and legal researchers use to determine the legal history of a court case, such as whether or not it's been cited as precedent in another court case or whether or not the ruling was ever appealed or overturned. *Shepard* refers to Frank

Shepard, who first created the compilations of court decisions in the 1870s.

One of the nation's first Nationally Board Certified Teachers and a twenty-three-year classroom veteran, Rick Wormeli is now a staff developer for schools here and abroad. He's the author of five books, including the best-selling Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom and the forthcoming book, Differentiation from Scratch (working title), both from Stenhouse Publishers. He lives in Herndon, Virginia, with his wife and two children, one in middle school and one in high school. He can be reached at rwormeli@cox.net.

"Being Twice-Exceptional": Strategies for Student Success

Dear Student:

Do you ever feel bored and frustrated in school? Many students feel frustrated that they can't do what they know they could if only a teacher would let them do it in their own way. You may also feel confused about what is happening in the classroom because you don't know what, or how to do what the teacher, yourself, or other students want. Sometimes solutions to problems are so obvious and other times solutions are a puzzle. You might be a student who feels different than everyone else. You could be a student who deliberately hides abilities so you do not attract attention to yourself, and can be with your peers. Sometimes you avoid an assignment by using your popularity or by being funny or disruptive.

You may find it surprisingly easy to cover up your weaknesses. You may be good at distracting everyone around you from the mistakes you make. You may even be a master at conjuring up the most creative excuses to get around required work that you don't want to do or cannot quite understand. This covering up, distraction or avoidance serves you well in the short term. It can get you out of a tight situation. It can help you save face from possible embarrassment, get past a struggle or slide by without learning what you need to learn.

Do you know other students have challenges that prevent them from closing the gap between their abilities and what they produce? Many times teachers have expectations that are either too high or too low for you. Signs of challenges due to these mismatches start early, and it is essential to discover ways to help yourself so you can tell others what you need to be successful.

There are many different possible reasons you have challenges with school and/or social and emotional issues such as:

- A mismatch with teaching style and your learning style.
- Medical, physical or psychological problems.
- Heightened sensitivities that overwhelm you.
- One or more learning disabilities.
- Creativity in an area that is not emphasized in the school setting.
- Getting along with others and making friends.

If you *really* want to be a true friend to yourself, the best thing you can do when something doesn't feel right is to let someone know. You can tell a teacher, parent, counselor, nurse, secretary, or another adult you trust about your feelings. Ask them if they will please look at this manual. Some adults are better than others at understanding, so it is OK to try talking to more than one about your concerns. There is information available that will help explain your situation, get your message across, and empower you to learn and maneuver through life as you grow.

An important thing to remember is that stalling and covering up your fears and weaknesses may backfire in the long run. You could easily be left with an enormous amount of anxiety and frustration that could have been avoided. Your parents and teachers - and even you - may not be aware of how much time and energy you put into hiding your struggles. While it may be tempting to continue covering up your challenges, the sooner you face them, the quicker everyone can help you put together strategies that will aid in making your life easier.

If you can take the time to work with an adult you respect as you puzzle through your theories, you may begin to see a clearer picture of who you are and what kind of things might be standing in your way to success and happiness. It can be a long process. But the ultimate goal is that you gain a sense of your place in your world and the strategies you can use to optimize your happiness and well being. You are not broken. You have much to offer the world. You are a gift.

Matthew was diagnosed with autism, Sensory Integration Dysfunction and giftedness. He received intensive intervention including occupational, behavioral, speech and play therapy. He made good progress, but he still hated school, never completed homework, didn't care about his grades and needed to see a therapist weekly when he was in a regular classroom. However, once he was placed in a gifted program, he became a completely different child, anticipating school and tests, competing to be the best in the class, challenging himself with numerous AP classes, and joining debate. He now believes he'll be the youngest U.S. President.

— Idaho Parent of Twice-Exceptional Child

Helpful Strategies for and by Twice-Exceptional Students

HOW OTHER PEOPLE CAN HELP YOU COPE WITH YOUR ENVIRONMENT:

Parents can help you by:
Devising a reminder system for homework
Helping you with reading
Helping you study and quiz you on material
Helping you set up a special homework space in your home
Helping you proofread your writing
Making a special quiet time for studying
Setting rules about TV and other privileges as a reward system
Helping you check your backpack

Teachers can help you by:
Providing extra credit opportunities
Providing additional assistance
Allowing oral tests
Accepting project format vs. written report
Providing preferred seating in the classroom
Providing study guide/syllabus
Providing notes for lecture
Asking for strategies from the resource specialist

Peers can help by:
Being a note taker
Being a study buddy
Being an assignment reminder

Get Help from Others:
Tutor
Counselor

Devise an Organizational System by using:
Color-coded notebooks with perforated edges
Folders with pockets
Assignment pads
Plenty of supplies
Keep locker *and* backpack neat

Use Technology:
Computers and spell check
Calculator
AlphaSmart
Photocopier
Voice recorder
Dictaphone
Books on tape
Voice recognition software

Some Possible Strategies used to Cope with Academic Content

Reading Strategies:
Determine amount of time it takes you to read various materials

Get assignments ahead of time, read assigned books in the summer and outline them so you can recall information

Use chapter organization, headings and sub-headings, bold print, summaries

Use charts, graphs, timelines, pictures, etc.

Highlight, underline, or star important ideas and keywords

Use self-questioning as you read to make sure you understand the material (answer questions in the book!)

Listen to class discussion and ask questions

Outline the chapter and then write a summary of it

Focus on topic sentences, conclusions, and summaries

Use *Cliff Notes* as a study guide (but you *must* read the material first)

Use a card to guide your eyes as you read and to block out lines you are not reading

Watch the movie made from the book you are studying

Math Strategies:
Make sure you know how to work the problems (the computations can be checked)

Use a calculator for multiplication facts

Work problems slowly, try to be neat, check computations you think you missed

Turn lined paper sideways to create columns for your work

Use a cover sheet so that only the problem you are working on shows

Strategies for Test Taking:
Start reviewing early

Make up questions you think will be on the test, ask for the test format, and use study guides

Learn essay-writing techniques and *use* them

Let someone quiz you, and quiz yourself

Make flashcards to study with: question, word, etc. on one side and the answer, definitions on the other side

Use phonics, pictures, timelines, and movement to help remember information

Look over the whole test first (quickly)

Focus on questions that are worth the most points; don't blow off the 25-point essay!

Keep track of your time and get extended time if you need it

Ask questions if you don't understand

Use relaxation techniques to calm down

Take a brief time out if you get frustrated

Try to view the test as a worksheet

Ask the teacher to read it to you and let you *tell* her the answers

Convince yourself you can do well, and give it your best shot

General Strategies:
Stay positive

Use your weekends to catch up

Go to the parent-teacher conferences and communicate your needs

Try to get interested in school and cultivate an "I care about this" attitude

When you start to feel overwhelmed, get assistance

Make an effort to communicate your needs to teachers and your parents in a positive way

Don't use your "LD" as an excuse, but *do* get help. You are not alone!

<u>Miscellaneous and random strategies that have helped some students:</u>

Wear a rubber band on your wrist; snap it lightly when you realize your attention is wandering

Hold a small lego piece or piece of clay in your hand to manipulate as you focus on your teacher's lecture

What are some of your own strategies?

Effective Coping Strategies for Adolescents:

Appraise Life Positively

* Think about the good things in your life
* See the good things in a difficult situation

* Keep up friendships or make new friends
* Say nice things to others
* Be close with someone you care about

Time and Task Management

* Focus and work hard to just get the work done
* Plan (prioritize assignments, break work into smaller parts, pace self)
* Focus on current assignments due first
* Organize (make "to do" list; schedule time)
* Take short breaks
* Manage time (get up earlier; do work on bus)
* Work with classmates on assignments
* Work in study groups
* Acknowledge or celebrate tasks done

Positive Actions

* Talk to parent (or other trusted adult) about what's bothering you
* Spend time with family
* Talk to older sibling
* Go to church or youth group
* Adopt a positive attitude
* Laugh, joke, or make light of situation
* Remind self of future benefits of current course of study
* Stand by choices
* Practice to do well on big tests, like FCAT, PSAT
* Talk it out with person causing the problem

Ineffective Coping Strategies:

Angrily Express Emotions

* Get angry and yell at people
* Blame others for what's going wrong
* Say mean things to people; be sarcastic
* Let off steam by complaining to your friends or family members

Attempt to Handle Problems Alone

* Be alone (shut self in room, read)
* Deny or ignore feelings of stress
* Try to handle things on your own (keep thoughts inside)
* Obsess about workload
* Physically or verbally explode (yell, swear, punch walls, fight)

Stress is a condition that all individuals experience and gifted learners are no different. Helping educate students about the importance of examining their individual responses to stress in positive, effective ways, is a contribution parents, teachers, and others can explore with children so they become aware of how they cope with challenges and how useful these efforts are in dealing with the complex world.

Adapted from "A Comparison of how gifted/ LD and average LD boys cope with school frustration" By M. R. Coleman, 1992, Journal for the Education of the Gifted, 15, copyright by the Council for Exceptional Children

'TOP 10' TIPS FOR HIGH SCHOOL STUDENTS

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www.LD.org National Center for Learning Disabilities by Dr. Sheldon H. Horowitz
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All students, including those with learning disabilities (LD) are faced with a unique set of challenges as they approach the transition from high school to college. It is especially important, however, that students with LD understand their strengths and weaknesses, and manage their transition to college by planning carefully and lining up the right kinds of services and supports essential to their success.

The following is a 'top 10' list of ways for students with LD to orchestrate a successful transition to college. And remember: self-insight, self-advocacy, flexibility and perseverance are all important factors in the transition process.

1. Know your strengths and weaknesses and be able to share them with others.
Talking about your LD in ways that can be understood by professors (and even fellow students) is very important. It's best to assume that people are not familiar with the challenges posed by LD. Be sure to be specific about the nature of your LD and the accommodations that will help you succeed.

2. Get to know the college campus and the resources and activities it has to offer.
Knowing your way around campus can make a huge difference, especially at the start of your college career. Whether it's scoping out the perfect nook in the library, finding the quickest route to the cafeteria, or locating the Student Support Center and the campus health center, having a good sense about where things are in and around campus can save time and avoid confusion later on. And don't forget to target the laundry room, late-night pizza places, and the campus book store while you're at it.

3. Identify task demands or situations that could prevent you from achieving success.
Lots of term papers? Long reading assignments? Taking notes during a class lecture? Preparing for quizzes and exams? These are not going away any time soon! Know what to expect in each of your classes, and make a special effort to discover any and all unexpected demands so you're not surprised and overwhelmed when they arise.

4. Be proactive, anticipate problems and be prepared with solutions.
Make a wish list of the types of help you will need to be successful, and don't waste any time putting them in place. For example: if you know that writing essays does not come easily, check out the campus Writing Center (often very helpful, and almost always free of charge!) or get feedback from someone before submitting. You can also ask professors to review your work and provide comments before assigning a grade, allowing you to resubmit with corrections (most professors are more than willing to accommodate this request). If reading is an area of weakness, consider a subscription to Recordings for the Blind and Dyslexic or other sources that read texts aloud.

5. Know where to go for help BEFORE you need it.
On campus and off, there are lots of places you can turn to for help. Parents, counselors and therapists, and friends are all possible sources. The key is not to wait until it is too late and you have to "catch up" with deadlines or use up valuable time figuring out the best source for help.

6. Keep your emotions in check.
Getting upset or angry at yourself, professors, parents, or friends will drain energy and attention better spent getting work done. Being in a college environment means juggling all kinds of emotions, and there are times when this will seem like a monumental task. Don't be reluctant to seek help when sorting out your feelings! Everyone needs someone to talk to, and you don't earn extra points by suffering alone.

7. Balance school demands and social time, without letting either one be all-consuming.

All work and no play is a prescription for exhaustion and aggravation. All play and no work is a fast road to failure in school (and in life!). Set reasonable goals for yourself, make sure to devote enough time and attention to schoolwork, and rather than "winging it," try to schedule down time to relax and be with friends.

8. Don't forget to eat well and get enough sleep.

An endless array of foods (some better than others) and all kinds of social distractions await you in college. Don't underestimate the importance of a healthy diet and getting enough rest. Everyone's internal clock for sleep is different. Some people do just fine with less sleep and frequent power naps. Some people enjoy frequent snacks and small meals while others need more substantial meals on a regular basis. Know how you function best, and be thoughtful about building these important activities into your schedule. (And no, this is not a message from your mother!)

9. Think and plan ahead.

Routines are worth their weight in gold during your college career. Think about how you would like to spend your time, whether you prefer classes in the early hours or later in the day, clustered on a few days or spread throughout the week. Do your best to organize your schedule accordingly. Don't wait until the last minute to speak to professors or submit class requests to avoid being closed out of your top choices. And to paraphrase the poet Robert Burns, "the best-laid plans of mice and men often go awry." Routines are great, but when they need to be changed, try to rethink your needs and priorities without delay. (And again, don't hesitate asking for help working out new options).

10. Don't assume!

In high school, parents and teachers are monitoring your progress via report cards, reviewing IEP goals and other informal channels of communication. Once you are in college, YOU are the one in charge! If you want something done, don't wait for someone else to do it. And always follow up to ensure that it happens.

For more information about these and other important topics, visit the Living with LD section of NCLD's web site at *www.LD.org*.

Student Strategies For Social Interaction

Friendships

1. If you like being on your own, be happy with your own company and don't let anyone convince you that it is wrong.
2. If you desperately want a friend or two then be selective and don't try being popular by doing things that are alien to your nature.
3. Try to accept yourself for who you are and all your good points.
4. Liking yourself is very important
5. If you do want to blend in a bit more then you can make yourself look cool. Get a new haircut, dress in trendy gear that is comfortable.

Bullies

1. While at school, stay with friends or around other people, if you are being bullied.
2. When approached by a group of bullies walk away or attract an adult's attention.
3. If you are being bullied, don't be afraid to tell someone; tell an adult you can trust.
4. If you are pushed, don't push back. Walk away.
5. If you are being teased, try to laugh and use humor and maybe the bully will lose interest.
6. If others are being bullied, provide support so they can walk away. Don't become a bully by inaction.

Dating

1. Try to be yourself
2. Shower and bathe regularly, brush your hair daily, clean your teeth
3. Talk to a person that you are interested in about their interests or their friends to find out likes and dislikes.
4. Admit if you are interested in someone and say it might be fun to talk or hang out.
5. Listen to people, wait for a turn, and do not interrupt them.
6. Limit conversation about topics of particular interest if your friend is not interested. Watch for body language to indicate that they are ready to talk about something else.
7. Use some sense of humor. Don't be too serious.
8. Take a deep breath and ask if the person you are interested in wants to go to a movie. If you ask and they laugh or say no accept it and try again with another person.

Moral musings

If you have Aspergers or any disability, you are different. Different is cool! Think how boring life would be if everyone looked and acted the same!

1. The golden rule is a general policy to live by: Do unto others as you would have them do unto you. Prejudge works both ways, having a disability doesn't excuse one for being rude or hurting someone's feelings.
2. Don't try to do things that seem unnatural to you to become popular or cover up for your disability.
3. Don't let anyone pressure you into having sex, if you are not ready or old enough.
4. Illegal drugs can kill you, don't let anyone talk you into trying these things.
5. Nicotine is very addictive, if you try one and like it it will be difficult to stop, so don't start!

Used with permission: Jackson, Luke; 1988 *Freaks, Geeks & Asperger Syndrome: A User Guide to Adolescence*. Jessica Kingsley Publishers, London and Philadelpha.

Tips That May Help Ease Your Transition To Adulthood

Planning for your transition from adolescence to adulthood is one of the most important things you can do to pave the way to a successful future. In many states, special education transition planning and services begin when you are 14. From then on, you will start learning new skills. You will begin to take on more responsibility, and you will find new ways to find support.

It can be a challenge. Depending on your disability, you may need to consider everything from post-secondary education to employment, from housing to finances. As you plan for the future, consider these tips to help build a successful transition.

1. Help build your self-determination and self-advocacy skills.

All young people should have a strong sense of their strengths, abilities, and interests. If students have a disability, they should also be aware of how it might affect them at work, in the community, and in their educational pursuits. Transition is a wonderful time to explore how youth will talk about their disability in different settings and ask for any support or accommodation they will need.

2. Help develop your social outlets.

Social relationships and recreation are more than fun; they are important tools that help tie people into the community and provide a wider network of support. Although social isolation can be an issue for many young adults with disabilities, transition planning that addresses opportunities for social relationships and recreation can build a bridge to success.

3. Expand your network and explore community supports.

As children with disabilities become adults with disabilities, they may need support from a variety of sources. Start now to develop helpful networks for yourself. Who do you know in your family, social group, professional circle, religious community, or other sphere who

could help provide social, recreational, work, or volunteer experiences for you as a young adult? Look, too, at adults in the community who have the same disability as yourself to learn what kinds of supports they use.

4. Make sure you register with Selective Service at age 18.

All males including those with disabilities must register with Selective Service within 30 days of their 18th birthday. (Exceptions are made for young men in institutional care.) Failure to do so can affect a person's ability to receive federal and state benefits, including student loans, job training, and government jobs. Learn more at *http://www.sss.gov/*.

5. Explore post-secondary accommodations.

Students who receive academic programming and support in high school through Individualized Education Programs (IEPs) and 504 plans will not automatically have the same support after they graduate. Although post-secondary institutions are required to provide reasonable accommodations to students with disabilities, they are not required to modify course work if it would substantially change program requirements. When you and your parents visit a prospective school, visit the campus's Disability Services Office to explore how to document your disability. Ask if you can talk with other students and families about their experiences in this particular program. Inquire about what accommodations are available. In addition to note takers, extended time, and alternative testing environments, are there other, less common services offered?

6. Investigate SSI programs.

Financial planning is an important part of transition. Many people with disabilities are beneficiaries of Supplemental Security Income (SSI), a federal program that provides a monthly benefit check that can help pay for living expenses. A lesser-known program of SSI, called Plan for Achieving Self- Support (PASS), may be helpful to some SSI recipients. It allows a person with disabilities to set aside income and resources in order to reach a work goal. These goals could include such things as enrolling in an educational or training program; obtaining supported employment; starting a business; or purchasing a vehicle to commute to work. PACER published parent briefs on SSI in conjunction with the National Center for Secondary Education and Transition (NCSET). The briefs are available online at *www.pacer.org/publications/transition.htm*. Social Security information on SSI is available at *www.ssa.gov/work/ResourcesToolkit/pass.htm*l.

7. Build a résumé by volunteering.

Many young people struggle to find work experiences that help them compete in the job market. Volunteering is a great solution. Young adults can gain skills and build a résumé that shows a prospective employer their abilities, initiative, and dedication to work. Volunteering can also help develop additional social skills, especially if it is done along with a parent, friend, or group of peers.

8. Learn "soft" employment skills.

These include such things as being able to accept direction, ask for help, deal with conflict, and engage in interpersonal communication. They also include being prompt, having appropriate hygiene, and dressing properly for the workplace. An employer is more likely to be patient with an employee learning the technical aspects of a job if soft skills are in place. Practice some of these skills at home prior to your job interview.

9. Plan for health care management.

Like most people, young adults with disabilities, need to manage their health care and insurance. Develop a clear plan on how to address health care needs once you reach adulthood.

10. A resource to call is the PACER Center for further information and additional resources.

The transition staff at PACER Center can help you prepare for the adult world. Trained advocates can help you understand your rights and find resources to help with all aspects of

transition. To speak with a transition expert, call PACER at (952) 838-9000. You may also visit: *www.pacer.org/publications/transition.htm* for online transition resources.

For further information on secondary transition, the Idaho Transition Binder is available at www.itc.idahotc.com/dnn/st/

Role of School Psychologists

Assessing and Advocating for Gifted Students: Perspectives for School and Clinical Psychologists

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Because of our overriding concern with students who for various reasons are struggling in school, gifted students have become the special-needs group we serve least often and least well. And yet, the degree of their differences from the mean in learning pace and levels is as great as those of students seen as having a disability, and the variations within their own profiles of abilities are often greater. A psychologist skilled in assessing students in other groups can, with a modest amount of new knowledge about this group and about educational options for them, turn the same skills to assessing gifted students and to advocating for their needs.

When psychologists are asked to become involved with gifted students, usually the referrals have to do with admission to special programs and/or behavioral issues such as arrogance, impulse control difficulties, inattention, underachievement, responses to peer pressure, depression, and social isolation. Psychologists can also assist with educational planning for students who are advanced, determine needed adjustments in the school curriculum, and identify the strengths and weaknesses of "Twice-Exceptional" students (gifted students with other kinds of special needs).

The components of a comprehensive assessment are described in this monograph, with full recognition that overworked school psychologists are unlikely to be able to meet this ideal. Many tests developed for the age or grade of gifted students will fail to reflect their advanced abilities and skills. The psychologist needs to consider group versus individual testing (each has its place), the recency of the standardization, and the possibility of out-of-level testing. During testing, special consideration in obtaining basals and ceilings, as well as the effects of timing on performance, are also important. The reliability of ability tests is inversely correlated with the level of IQ, and, for this and a number of other reasons, the discrepancies among their abilities and skills are typically greater for gifted than non-gifted students.

Gifted students may also enter the assessment situation with some special personality issues such as a view of their ability as outside their control, which leads to fragility in the face of challenge, realistic anxiety about high-stakes testing, perfectionism and meticulousness and, on the other hand, such excitement about a challenge that they are reluctant to give up on difficult items. Testing highly gifted, testing the very young, and encountering the rare coached student are discussed, as well as issues concerning assessment of children from underserved minorities and/or ethnically isolated families. Finally, we describe the ultimate joys of testing students who love adult company, are energized by challenges, maintain their focus, catch your jokes, "get" what you are asking them to do, let you in on their strategies, and sometimes give uncommonly original answers. Furthermore, psychologists who are willing to advocate for change are likely to be rewarded by making a significant difference on behalf of the students and our society.

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Conclusions

1. Gifted children are one of the most poorly served groups in our schools. School psychologists and clinical psychologists are in a critical position to change this.
2. Psychologists play a significant role in identifying such children and by advocating

for changes in their experience that will support their optimal development.
3. Psychologists need to enhance their knowledge of such children, to take on an active advocacy role, and, in many instances, to serve as a school's "resident expert" just as you are the expert in other matters that impinge on the development and behavior of children.
4. Gifted children will not, as is too often assumed, "make it on their own"—or, if they do, they are unlikely to reach the heights of achievement and personal satisfaction that they could.

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Assessing and Advocating for Gifted Students: Perspectives for School and Clinical Psychologists - Nancy Robinson
http://www.gifted.uconn.edu/NRCGT/robinsn2.html

full monograph:
http://www.gifted.uconn.edu/nrcgt/reports/rm02166/rm02166.pdf

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Use of the WISC-IV for Gifted Identification

School districts use multi-faceted approaches to identify gifted students. Some states and districts employ comprehensive individual IQ tests as one of several identifiers. The most popular of these is the *Wechsler Intelligence Scale for Children, Fourth Edition* (WISC-IV) (Lubin, Wallis & Paine, 1971). Even in districts where IQ tests are not used in student selection, the WISC-IV is often administered when the parents appeal the decision to deny a child services.

Also, for Twice-Exceptional children, the WISC-IV plays an important role in documenting the child's giftedness and learning deficits, as well as revealing the giftedness of children with expressive, physical, or other disabilities. In prior versions of the Wechsler scales, the child's Full Scale IQ score has been the primary determining factor in placement. However, the Full Scale IQ score of the WISC-IV often does not represent a child's intellectual abilities as well as the General Ability Index. Therefore, some guidelines for test interpretation are necessary.

This position statement is designed for school psychologists, coordinators of gifted programs, teachers, and all professionals who determine placements based on IQ scores or design services based on a child's strengths and weaknesses. It is also provided for parents so they can better understand the interpretation of their children's scores. It is not intended to narrow the choice of tests in the selection of gifted students, but to broaden the guidelines for use of the WISC-IV and prevents its use in a

way that is disadvantageous to gifted children. The WISC-IV was standardized on 2200 children, including Caucasians, African Americans, Hispanics, Asians, and others (a combined designation including Native Americans, Alaskan Natives, and other groups in the U.S.), in proportion to their distribution in the American population. Parental educational levels and geographic regions were also proportionately represented. In concert with the publishers' concerns for "Suitability and Fairness," greater flexibility is built into the administration of the WISC-IV: examiners are permitted to use appropriate substitutions of subtests when necessary for equitability (Wechsler, 2003). Nevertheless, IQ tests should be interpreted cautiously for children from culturally and linguistically diverse backgrounds, and for all children, and should never be the only basis for exclusion from gifted programs. In addition, all efforts should be made to accommodate linguistic diversity and test children in their native language.

The WISC-IV introduces important structural changes that compromise the relevance of the Full Scale IQ score (FSIQ) for gifted children. The Verbal and Performance IQ scores of earlier versions of the scale have been replaced by four Composite/Index scores on the WISC-IV: Verbal Comprehension, Perceptual Reasoning, Working Memory and Processing Speed. The weight of *processing skills* in the Full Scale IQ calculation has doubled, with a consequent reduction in the weight assigned to *reasoning* tasks (verbal, visual-spatial and mathematical). Testers of the gifted know that abstract reasoning tasks best identify cognitive giftedness, while processing skills measures do not. Gifted children with or without disabilities may be painstaking, reflective and perfectionistic on paper-and-pencil tasks, lowering their Processing Speed Index scores; to a lesser degree, they may struggle when asked to recall non-meaningful material (Digit Span, Letter-Number Sequencing), lowering their Working Memory Index, even though they excel on meaningful auditory memory tasks that pique their interest.

As a result, a majority of gifted children show considerable variability in their Composite/Index scores on the WISC-IV, a problem less often encountered in average children. When this occurs, WISC-IV Full Scale IQ scores for the gifted may be difficult to interpret and, in some cases, may be lowered sufficiently by processing skills to prevent gifted children from qualifying for needed programs.

It is recommended practice to derive the General Ability Index (GAI) when there are large disparities among the Composite/Index scores (Flanagan & Kaufman, 2004; Weiss, Saklofske, Prifitera & Holdnack, 2006). Flanagan and Kaufman (2004), in *Essentials of WISC-IV Assessment*, deem the FSIQ "not interpretable" if Composite scores vary by 23 points (1.5 standard deviations) or more. The GAI utilizes only scores from the Verbal Comprehension and Perceptual Reasoning Composites, not Working Memory and Processing Speed. If the Verbal Comprehension and Perceptual Reasoning Composite scores vary by less than 23 points, "the GAI may be calculated and interpreted as a reliable and valid estimate of a child's global intellectual ability" (p. 128). Use of the GAI takes on special significance with the gifted. Verbal Comprehension and Perceptual Reasoning tasks are heavily loaded on abstract reasoning ability and are better indicators of giftedness than Working Memory (auditory memory that is manipulated) and Processing Speed (speed on paper-and-pencil tasks). Harcourt Assessments, publishers of the WISC-IV, provides GAI tables on its website in support of similar use of the GAI when the variance between Composite scores is both *significant* and *unusual* (see *Technical Report #4*).

In light of these circumstances, where comprehensive testing is available, NAGC recommends that WISC-IV Full Scale IQ scores **not** be required for admission to gifted programs. Instead, the following guidelines are suggested:

When the WISC-IV is used for the identification of gifted students, either the General Ability Index (GAI), which emphasizes reasoning

ability, or the Full Scale IQ Score (FSIQ), should be acceptable for selection to gifted programs. The GAI should be derived using the table provided in the Harcourt Assessments website (*Technical Report 4*)[http://harcourtassessments.com/hai/Images/pdf/wisciv/WISCIVTechReport4.pdf]

The Verbal Comprehension Index (VCI) and the Perceptual Reasoning Index (PRI) are also independently appropriate for selection to programs for the gifted, especially for culturally diverse, bilingual, Twice-Exceptional students or visual-spatial learners. It is important that a good match be made between the strengths of the child and the attributes of the program. Students who have special learning needs should be admitted to gifted programs, provided that there are other indications of giftedness and instructional modifications are made to fit the needs of the students.

Testers should consider whether flexibility in subtest choice is needed. Up to two substitutions of supplementary subtests for core subtests can be made on the WISC-IV (in different Composite areas), decided a priori. For example, the use of Arithmetic, instead of Digit Span or Letter-Number Sequencing, may improve assessment of Working Memory for gifted children who are not math phobic. Arithmetic substitutes a meaningful memory task for one of the non-meaningful subtests, is heavily weighted for abstract reasoning ability, and can reveal mathematical talent. Substitutions may also be considered for disabilities, such as using Picture Completion instead of Block Design when testing a child with fine motor difficulties.

If these guidelines are followed, the WISC-IV offers an excellent reasoning test with a good balance between verbally administered abstract reasoning and language items and tasks that assess visual-spatial and nonverbal reasoning with visual prompts (minimal verbal explanation). Visual items on the WISC-IV offer reduced timing emphasis over those on the WISC-III, an advantage for reflective gifted children. The entire WISC-IV is a wise choice for the comprehensive assessment of gifted children, when Working Memory and Processing Speed subtests are used diagnostically. Administering just the Verbal Comprehension and Perceptual Reasoning sections (a total of six subtests), and calculating a GAI, is also a justifiable, shorter, and cost-effective alternative for selecting gifted students.

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School Psychologist Perspective

Did You Know?

"One was spanked by his teachers for bad grades and a poor attitude. He dropped out of school at 16. Another failed remedial English and came perilously close to flunking out of college. The third feared he'd never make it through school--and might not have without a tutor. The last finally learned to read in third grade, devouring Marvel comics, whose pictures provided clues to help him untangle the words.

These four losers are, respectively, Richard Branson, Charles Schwab, John Chambers, and David Boies. Billionaire Branson developed one of Britain's top brands with Virgin Records and Virgin Atlantic Airways. Schwab virtually created the discount brokerage business. Chambers is CEO of Cisco. Boies is a celebrated trial attorney, best known as the guy who beat Microsoft."

(http :1/money. cnn. corn/magazines/ fortune/fortune archive/2002/05/ 13/322876/in dex. htm).

Fortune magazine printed an article by Betsy Morris, Lisa Munoz, and Patricia Neering in May 13, 2002 issue about four boys who presented challenges to their classroom teachers.

These four boys grew into world-changing men and share a common diagnosis of dyslexia. Today no one questions their giftedness. Many challenged their academic abilities while yet in school.

Other people who were successful in later life—often in spite of their school experiences—include:

- Temple Grandin, renowned animal scientist who invented humane livestock handling systems, is autistic.
- Bruce Jenner, Olympic gold medalist in swimming. "I just barely got through school. The problem was a learning disability, at a time when there was nowhere to get help."
- Robin Williams, actor & comedian. Refers to himself as "The poster child for ADD".
- John Cougar Mellencamp has spina bifida.
- Jim Eisenreich and Mahmoud Abdul-Rauf are professional athletes, and both have Tourette Syndrome.

For more famous people with disabilities see *www.disabled-world. com/artman/publish/ article_0060. shtml*

Definition

Twice-Exceptional students are identified as gifted and talented in one or more areas of exceptionality (specific academics, intellectual ability, creativity, leadership, visual or performing arts) and also identified with a specific diagnosable condition [which may not yet be diagnosed] such as learning disability, mental health problems, neurological disorders, physical handicaps, or even asynchronicity that occurs due to the discrepancy between mental age and chronological age, which may or may not impede their progress in life.

Three different subgroups of Twice-Exceptional students are described:

(1) students who have been identified as gifted yet are exhibiting difficulties in school;

(2) students identified as having learning disabilities but whose exceptional abilities have never been recognized or addressed; and

(3) students in general education classes who are considered unqualified for services provided for students who are gifted or who have learning disabilities (Dawn 1998).

Characteristics

These children were often noticed and tagged with labels such as: the absent-minded professor, lazy, not working up to potential, off in la-la land, flaky, and other equally deprecating descriptions (Weinbrenner, 2007). Baum and Owen (1988) describe gifted/LD students as uniquely persistent, and have individual interests, in spite of having lower academic self-efficacy. Twice-Exceptional students are often overlooked in school programs due to their ability to mask their disabilities with their giftedness. They may often perform like an average student despite observations of large vocabulary, abilities to do sophisticated mental math, or solve problems at levels beyond the abilities of their age peers. Assessment results may indicate overall average abilities, while sub scales may show significant variability. The internal tension resulting from the discrepancy in abilities can precipitate negative behaviors from boredom, frustration, and depression to non-compliance, anger, and aggression.

Best Practices

Thorough assessment is mandatory, as cursory or screening assessments often result in average performance indicators. Attention to subscale scores, medical records, family history, and direct observations including interviews may reveal very different aspects of the individual student being assessed. Here is an example of a thorough assessment process:

- Review of developmental, medical, behavioral, and family history.
- Review of report cards, teacher feedback, and results from any previous standardized testing.
- Assessment of cognitive abilities using comprehensive, standardized measures (including verbal and nonverbal abilities, working memory, and processing speed) .
- Assessment of academic achievement in the areas of reading, writing, and math.
- Review of any already completed work that may be indicative of the child's unique gifts or talents. This could include work samples.
- Behavior checklists completed by parents, teachers, and student .
- Clinical interviews.
- Standardized tests of visual and auditory attention.
- A more in-depth look at achievement in areas of suspected difficulty (e.g., reading fluency in expected cases of hidden dyslexia).
- Standardized tests of memory and learning when needed.

Adapted with permission from Austin Psychological Assessment Center, Austin Texas *http://www.apacenter.com/gt-2e.asp.*

Missed and dual diagnoses

Missed diagnoses, or mis-diagnoses, can result in increasing frustration for Twice-Exceptional students. For example, in his practice as a clinical psychologist, James Webb (2005) has identified gifted children with ADHD, LD, anger disorders, ideational and anxiety disorders, mood disorders, sleep disorders, allergies, asthma, and reactive hypoglycemia. According to Dabrowski's theory (1964, 1967, 1970, 1972), as intelligence increases over three standard deviations above average, personality traits emerge unique to the highly gifted population (over excitabilities). These traits are often mis-diagnosed as a pathological condition, rather than a common mark of highly gifted individuals (Silverman, 1993). Treating the gift as a disease may contribute to even more frustration in a developing gifted child.

Programming

Programming requires attention to both the strengths and the disability of the student. It often requires placement in a gifted program as well as placement with a specialist or a person to work with academic remediation. The services of the school counselor are often needed due to the frustration and/or depression experienced by students who are Twice-Exceptional. Programming suggestions include:

- Gain a better understanding of the child's unique intellectual, academic, social, emotional, and behavioral needs

- Identify the most appropriate educational environment for the child that will address his or her level of giftedness as well as specific area(s) of disability
- Obtain useful strategies and recommended interventions tailored for the child based on his or her specific pattern of strengths and weaknesses
- Obtain educational program recommendations for GT program admission as well as special education and/or 504 services and accommodations

Adapted with permission from Austin Psychological Assessment Center, Austin Texas *http://www.apacenter.com/gt-2e.asp*

L. Rogien: Educational Psychologist, School Psychologist

TWICE-EXCEPTIONALITY

Psychologists who work in the area of special education sometimes refer to students with two disabilities as having a dual diagnosis, which may be considered to be Twice-Exceptional. In the field of gifted education, the more commonly used term for a gifted student with a co-occurring disability is "Twice-Exceptional learner". This simple definition belies the complexity that underlies the multiple issues associated with Twice-Exceptionality. Whereas the concept itself is becoming more well-known both in and out of gifted education, professionals still are unsure of the prevalence of Twice-Exceptionality because no federal agency gathers base-rate data for this group of students. Estimates made through various sources, such as the U.S. Department of Education, suggest that there are approximately 360,000 Twice-Exceptional students in America's schools (National Education Association, 2006), making the call for awareness and understanding about Twice-Exceptionality critical for educators nationwide. This position paper is intended for all individuals who wish to know more about this important group of gifted learners so that their multifaceted educational and personal needs can be met and there is recognition that giftedness does not preclude the presence of a disability or vice versa.

In 1972, The Marland Report (U.S. Department of Health, Education, and Welfare) brought giftedness to the educational forefront; yet, there were no legal mandates associated with the Marland Report. In 1975, another federal initiative, Public Law 94-142, (re-named Individuals with Disabilities Education Act [IDEA] in 1990), appeared on the educational landscape. A major accomplishment of this legislation was that it ensured that students with disabilities receive a free and appropriate public education (FAPE). Current IDEA legislation recognizes 13 disability categories: learning disability, speech/language impairment, mental retardation, emotional disturbance, hearing impairment, visual impairment, orthopedic impairment, other heath impairment, autism, traumatic brain injury, multiple disabilities, and deaf-blindness (U.S. Department of Education, 2007). Among these 13 categories, this position paper will focus on three identified exceptionalities among gifted students with disabilities: Specific Learning Disabilities (SLD); Autism Spectrum Disorder (ASD); and Other Health Impairments (OHI), which includes Attention Deficit Hyperactivity Disorder (ADHD). Those who are interested in learning more about the other 10

disability categories can learn more by visiting the U.S. Department of Education's website: *www.ed.gov.*

Despite the fact that the Marland Report and IDEA were federal initiatives and both recognized that students were individuals with cognitive and academic differences who needed individualized attention, they remained disconnected. This changed with the 2004 re-authorization of IDEA (IDEA-2004), which recognized through new regulations, that children who are gifted and talented may also have disabilities. This may seem to have been a move in a positive direction for Twice-Exceptional students; however, there was another important change in IDEA-2004 that focuses on the way in which all students could be identified for specific learning disabilities and has the potential to negatively impact Twice-Exceptional students.

The largest percentage of students (approximately 50% of all students with disabilities) is found in the category known as Specific Learning Disabilities (SLD). Identification of SLD traditionally relied upon a significant discrepancy between a student's level of ability and achievement. This resulted in strong support to expand the identification of SLD procedures to include a procedure known as Response to Intervention (RtI), which was more recently introduced to the field of specific learning disabilities (Fuchs, Mock, Morgan & Young, 2003) and perceived as a correction to the "wait to fail" dilemma.

Briefly, the RtI approach to identifying learning difficulties is based upon an assumption that the classroom curriculum is broadly appropriate and that a student's progress is monitored through daily class work. If the student is not making progress, then it is because an adjustment with the pedagogical process is needed. A special education evaluation that includes a comprehensive evaluation would be necessary only after classroom-based interventions are not successful (Fuchs et al., 2003). This approach is beneficial for average or below average students because it eliminates the "wait to fail" process that resulted when students had to demonstrate a severe discrepancy between ability and achievement to obtain services. Furthermore, RtI is believed to offer an advantage for average or below-average students because they receive interventions, whereas they may never qualify for assistance under an ability-achievement discrepancy model. Likewise, gifted students who do not have a learning disability may benefit from the application of RtI to programming because an individualized approach to measurement of success within the curriculum could identify areas for academic acceleration and or enrichment.

The major flaw in the RtI approach is immediately apparent and is related to two inaccurate assumptions. The first wrong assumption is that the "broadly appropriate" classroom curriculum is a good match for a gifted student. The second wrong assumption is that the definition of failure for a gifted child is the same as the definition of failure for a child with average or below-average cognitive ability. The gifted student with a learning disability often times goes unnoticed in the classroom because performance with a broadly appropriate curriculum appears satisfactory to most educators. On the one hand, the "adequate" performance is the result of high cognitive ability, which allows for the student to compensate in a less-than-challenging curriculum. On the other hand, the high cognitive ability is not fully realized because the disability prevents the student from fully expressing his or her talents (National Education Association, 2006; Silverman, 2003).

Failure for a student who has cognitive ability that is one or more standard deviations above average is often missed because his "average" classroom performance appears to be "appropriate"; yet, in reality, the average performance actually represents a "failure to

thrive." The level at which a student is expected to "thrive" is best determined through the process of a comprehensive evaluation that includes a cognitive ability test (Assouline, Foley Nicpon, & Whiteman, in revision). If an individualized intelligence test is not available, then using an excellent group ability test can also be helpful as an initial indicator of cognitive ability if it produces an individualized profile that can reveal the possibility of learning difficulties.

A second category identified through IDEA is autism spectrum disorder (ASD), which is a developmental disability that is characterized by severe communication difficulties, social impairments, and behavioral difficulties and intensities. The rate at which ASD is diagnosed across the nation has grown substantially in the past 20 years, and prevalence varies by region (i.e., anywhere from 1 out of 81 children to 1 out of 423 children; Individuals with Disabilities Act Data, 2007). Increasingly, scholars and clinicians are recognizing that students with this developmental disability can also be cognitively and academically gifted. In fact, some broad characteristics of highly gifted children overlap with characteristics of students with ASD (e.g., focused interest on a topic). It is, therefore, crucial that a diagnosis only be made by a professional who is familiar with giftedness and ASD so that there is neither misdiagnosis, nor missed diagnosis (Neihart, 2008; Webb, Amend, Webb, Goerss, Beljan, & Olenchak, 2005).

As another example, determining whether a student who is demonstrating socialization problems such as difficulty making friends or engaging in conversation has these problems because he or she cannot find intellectual peers or because the student has ASD is accomplished only through a comprehensive evaluation. Such an evaluation must include an assessment of the student's cognitive and academic skills, social-emotional status, and adaptive behavior. Additionally, a psychologist should administer instruments developed specifically to determine the presence of ASD (Assouline, Foley Nicpon, & Doobay, 2009). Early identification is preferable as it facilitates the intervention process and increases the likelihood of improved functioning in various environments (National Research Council, 2001).

A third category identified through IDEA is Other Health Impairments, which represents a broad category that includes, among other disabilities, Attention Deficit Hyperactivity Disorder (ADHD). ADHD is characterized by inattentive and/or impulsive and hyperactive behaviors that cause significant impairment in functioning. Prevalence rate estimates are between 3 – 5% of the school age population (American Psychiatric Association, 2000). Therefore, even though ADHD is one of the more commonly diagnosed Twice-Exceptionalities, its prevalence is still relatively low. Similar to ASD, some characteristics of gifted learners overlap with characteristics of children with ADHD, which can complicate diagnostic accuracy (Baum, Olenchak, & Owen, 1998). For example, gifted students often show inattention symptoms in learning environments that are underchallenging, while students with ADHD typically show inattention symptoms regardless of the environment. More recent empirical research confirms that high-ability students can and do have diagnoses of ADHD, and that their school performance difficulties, behavioral presentation, and family history of an ADHD diagnosis is very similar to average ability students with ADHD (Antshel, et al., 2007). It is therefore critical that diagnosticians become aware of the characteristics of ADHD and how they can uniquely present among the gifted population (Kaufmann & Castellanos, 2000) in order to prevent missed diagnosis or misdiagnosis (Webb et al., 2005).

Best practice necessitates a comprehensive evaluation that includes as much information as possible about a student's cognitive and academic profiles, as well as information about the student's social-emotional and

behavioral presentation. This means that educators should draw upon the multiple kinds of professional expertise available, including results from standardized tests, curriculum-based assessment scores, and completion of behavioral surveys and parent interviews, as well as formal observations, which are critical to making an accurate diagnosis and generating appropriate recommendations. Only a comprehensive evaluation can lay the groundwork necessary for creating an educational environment where the Twice-Exceptional student thrives in his or her areas of strength and receives appropriate accommodations for the disability. In searching for an accurate diagnosis for the student, parents and educators should seek professionals (e.g., psychiatrists, psychologists) who are, at a minimum, familiar with the diagnostic complexities involved in working with Twice-Exceptional learners so that misdiagnosis and missed diagnosis are avoided. Psychologists should be able to read and interpret unique patterns of test data so that they accurately identify and promote children's high abilities and talents. They also need to be attuned to the possibility that a student could have more than one diagnosis; for example, students with ASD in many cases struggle with written language to the extent that they have a co-morbid diagnosis of SLD. Qualifications to make a diagnosis of a SLD vary by state. Some states allow specially-trained educational consultants to make such a diagnosis; others require that a psychiatrist or psychologist make the diagnosis. With respect to ASD or ADHD, licensed mental health professionals have the necessary training to make accurate diagnoses. For many years, educators in the field of gifted education have advocated that a disability does not preclude the presence of giftedness and, increasingly, researchers are generating evidence-based practices for working with Twice-Exceptional students. For example, Assouline, Foley Nicpon, and Huber (2006) provided suggestions for working with Twice-Exceptional students, three of which are listed below:

1. A review of student's school records can reveal a pattern of academic strengths and weaknesses that warrants further evaluation. Look specifically for evidence regarding talent areas and possible vulnerabilities. This requires a collaborative effort among regular, special, and gifted educators, as well as with special support personnel such as school psychologists or school counselors.
2. Social-emotional concerns for Twice-Exceptional students must be evaluated and developed as a focus of the educational plan to ensure students' positive adjustment and long-term success. Development of self-awareness of strengths and weaknesses is especially important to the academic success of a Twice-Exceptional student. Twice-Exceptional students will typically benefit from support groups, both inside and outside of the schools setting.
3. University-based talent searches offer subject-specific ways of discovering bright students who might otherwise be overlooked through traditional gifted and talented programs, especially programs that use a composite score to determine eligibility for gifted programming.

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"There are many smart children in this country who are not considered gifted because their behaviors and achievement do not fit the stereotyped view of gifted children. Their superior ability can be recognized when adults realize that gifted children with learning or behavior problems do exist and that they can be identified and served by multiple measures."

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Role of School Counselors

School Counselors Light Up the Intra- and Inter-Personal Worlds of Our Gifted

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Creative, talented and gifted children, broadly defined as the top 16% of the bell curve (Silverman, 2002a), often find few programs, elusive funding and few specially trained professionals. One reason gifted children have special needs is that they develop asynchronously, or unevenly. A child may soar in his or her ability to intellectually comprehend matters far exceeding their chronological age, while the necessary development has yet to occur as to enable them to process the same matter emotionally. Annemarie Roeper advocated that gifted children are integrated for who they are and society needs to accept them without assigning yet another label.

Kazimierz Dabrowski, a Polish psychologist and psychiatrist, developed a hierarchical theory of personality development called The Theory of Positive Disintegration (TPD). Regardless of giftedness, a term not specifically defined in Dabrowski's work, children prone to advanced personality development often exhibit "over-excitabilities" ("OEs") (Tillier, 2001). These OEs can be found in five realms: psychomotor, sensual, emotional, imaginative and intellectual. Over time, these OEs or intensities have become regarded as possible indicators of giftedness (Webb, 2000; Webb, 2001). The earliest proponent of applying OEs to identify the gifted was psychologist Michael Piechowski, one of Dabrowski's original students (Mendalgio, 2002). While every gifted child may not exhibit each OE, gifted children almost always exhibit higher-than-average intellectual and emotional intensities.

Dabrowski called having high levels of intensities the "Tragic Gift" (Tillier, 2001). To the unsophisticated observer, these intensities might be perceived as psychopathological rather than indicators of a strong potential for advanced personality development. The intensity of the gifted has, unfortunately, resulted in some highly gifted individuals being improperly labeled as severely mentally disabled due to an inappropriate assessment (Funk-Werblo, D., personal communication to Susan Grammers, 2001).

In reality, gifted children are not inherently more at risk than their non-gifted peers for developing psychopathology as defined by the DSM. As to DSM diagnosis, only mood disorders appear with greater frequency within the creatively gifted population. Despite the many myths, there exists no hard data that gifted individuals, absent extenuating circumstances, are more likely to commit suicide, use drugs or drop out than the population at large (Delisle, 1986).

One area in which the gifted have been identified as being at risk is in the domain of learning disabilities and attention deficit disorder. In 2002, Silverman (2002a) presented study results reflecting a sample of 4,000 children tested over a 22-year period by her and her colleagues. The study concluded that up to one out of six children studied had a learning disability, attention deficit disorder or other neurological condition. While this number may be higher or lower in a different sample population, it remains a significant potential area of risk (Silverman, 2002a). Unfortunately, to the untrained, such disabilities – termed a dual-exceptionality or 2E - often go undiscovered and unaddressed. A spin-off of this problem is when a 2E child crafts his/her own compensatory strategies thereby masking their gifts. Even the youngest gifted children are so sophisticated that they develop their own compensatory skills allowing them to function at least as average in the traditional classroom.

When gifted children have unmet or unrecognized needs, when they do not feel accepted and or are isolated, when a

sense of universality or normalcy is absent, when appropriate educational and social opportunities are lacking, where there is introversion and internalizing, and when there are cultural or language barriers, the risk level increases (Moon, Niehart, Reis & Robinson, 2002). Regardless of whether a gifted child is intense, has unmet or unacknowledged needs, has a learning disability, is asynchronous or even has a neurological condition, intervention is necessary. Early intervention might inoculate this group from some potential risks or minimize others. Unfortunately, there is not enough research on every possible risk and each risk needs to be evaluated on a case-by-case basis. (Moon, Niehart, Reis & Robinson, 2002). Counselors should either obtain training enabling them to identify and work with this population, or to cultivate a basic understanding of characteristics indicative of giftedness and then refer them to a specialist. Counselors choosing to work with gifted children should be proactive, prevention-oriented and capable of being challenged by what others might regard as a recalcitrant or temperamental child. Prevention builds resilience, social skills and self-efficacy. Furthermore, as most children's difficulties arise from group interactions, they are also best solved in groups. (Corey 2004). Working with gifted children in a group setting presents a further opportunity for counselors to identify, resolve or even prevent problems.

Silverman (2003) opined that the optimal time to reach out to **all** gifted children is upon their entrance into formal education:

Many gifted children receive a good foundation for self-esteem within their families. Then something happens: they meet other children. By the age of five or six, openness and confidence are frequently replaced with self-doubt and layers of protective defenses. Being different is a problem in childhood. Young children—even gifted ones—do not have the capacity to comprehend differences. They have difficulty understanding why other children do not think the way that they do. They equate differentness with being "strange" or unacceptable, and this becomes the basis of their self-concept.

(Silverman, 2000). This is a terribly oppressive experience for children. It is exacerbated by the fact that, in most school systems, identification of the gifted, and for that matter, learning disabilities, does not occur until third grade when standardized tests are first administered. By then, many gifted children have learned that, in order to gain social acceptance, it is best to hide their gifts or to "dumb down". These children may lose their drive to learn or to display their abilities, at least while in the school environment, thereby resulting in under-achievement. A few of the many reasons cited for under-achievement are a fear of failure or success, being either unaccepted or unsupported by peers, having undetected learning disabilities or, most importantly, being placed in an educational setting that does not generate opportunities for taking calculated risks, building resiliency, developing effective study skills and experiencing socially acceptable competitiveness. (Silverman, 2004).

These are not new problems or challenges. It is one born of a long history of teachers receiving nominal formal education in giftedness and little, if any, related in-service training in addressing the academic, social and emotional needs of the gifted. Even a teacher well-trained in gifted pedagogy may find it difficult teaching a differentiated curriculum to a socio-economic, culturaly and racially diverse classroom in which there exists a 70 and, in extreme circumstances, a 100-point IQ spread. Meeting children's intellectual needs at either end of the bell curve — plus those who are 2E or even 3E — requires extensive differentiated curriculum. The outliers at either end of this IQ range may also complicate meeting the social and emotional needs. As a result, the average classroom is not the ideal environment to identify a gifted student, let alone one who is underachieving, "dumbing down", learning disabled or socially isolated. In fact, it is more

likely that the "bright" children will be viewed as gifted, and the gifted viewed as problematic (Szabos, 1989).

For these children, and all other gifted children, counselors can provide sorely needed support in the public and private school sectors. To date, both gifted children and adults have been under-served by the counseling profession. The problem begins in our graduate schools in which counseling students currently receive no standardized instruction in the unique needs of the gifted. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is currently reviewing and updating its accreditation standards for 180 graduate counseling programs to hopefully require that giftedness be taught commencing in or after 2008. School counselors are currently required to take only one class in psychopathology and none specifically related to psychopharmacology or learning disabilities. The current curriculum is the product of the traditional role of the school counselor, which is to offer guidance, be supportive and promote personal growth, and assist with career and college choices.

This historical pattern need not continue. With proper training, "Counseling in schools can be envisioned as either remedial or developmental. In remedial counseling, the emphasis is on problem-solving and crisis intervention. With this approach the counselor is a therapist who helps correct problems. In developmental counseling, the counselor also has a therapist role, but the primary function is to establish an environment in school that is conducive to the educational (cognitive and affective) growth of gifted students" (Colangelo, 2002). Counselors can become more cognizant of gifted students' unique needs by attending conferences, taking on-line coursework, reading journals and other written material, watching videos and observing or assisting at a private school or camp for gifted children. Learning about the gifted will empower counselors to understand the gifted are no different than any other potentially at-risk population. By employing basic Rogerian skills, such as unconditional positive regard and being congruent, they can support gifted children in the educational setting, regardless of whether they too are gifted. In this regard, it is important to mention Gardner's theory of multiple intelligences. Even if a counselor is not intellectually gifted, it is almost a certainty that having made it through a rigorous academic graduate program, the counselor will possess strong gifts in the interpersonal and intrapersonal realms.

This position is endorsed by The National Association for Gifted Children's (NAGC) Counseling and Guidance Division. The NAGC (2003) found that a partial solution to the impediments and lack of supportive personnel in the school setting can be found by cross-training counselors to work with the gifted. More specifically, the NAGC concluded that:

1. Identifying very young gifted children may preclude the need for later counseling services;
2. Counseling is effective with gifted middle childhood students; and
3. There are specific techniques that are known to benefit gifted students, including "…use of earliest recollections, music therapy, family systems therapy, Gestalt psychology, control theory applications, Bruner's growth principles, Dabrowski's theory applications, group dynamics, structured guidance intervention, biofeedback, and intermediate strategic intervention."

Based on its findings, the NAGC recommends that school districts "…designate one full-time counselor per school dedicated to meeting the affective and counseling needs of gifted adolescents. This counselor is responsible for group and individual interventions for adjustment and motivational difficulties, career counseling, and college placement/guidance for all identified gifted and high talent students in the school." Another full-time counselor should be designated to conduct regularly scheduled group affective

sessions with both elementary and middle school children. Counseling gifted children, from a group perspective, should focus on a proactive, preventative role (NAGC, 2003). For instance, group sessions would allow children to express themselves and find other children having similar views, interests and feelings, thereby negating perceptions of being "odd" or "different" and fostering universality. This type of counseling intervention reduces the possibility of at-risk children developing emotional problems requiring professional intervention in the middle school years.

A critical secondary benefit of discussion groups is promoting social affiliation. Initial contacts made in discussion groups may grow into genuine relationships that continue into the child's everyday world. Andrew Mahoney (2003) stated that there are "four constructs" in counseling gifted children starting with validation, affirmation, affiliation and affinity. Mahoney (2003) noted:

In affiliation, secondary relationships (i.e., peers, siblings, colleagues, etc.) become highlighted. These relationships enhance the individuation of the self by encouraging separation from the family of origin and from the parent. In this way, affiliation supports individuation and the development of a healthy and whole self. Included in this process is recognition of the need for belonging and feeling that "who I am" has a place and meaning. Gifted affiliation provides a forum in which individuals are appreciated and accepted for their uniqueness. For example, with appropriate affiliations, a gifted child will not have to deny their giftedness in order to make friends.

Mahoney (1998) cites the following example:

Counseling groups offer one form of socialization. David never had the opportunity to talk to a peer about how badly the kids made fun of the things he said. By joining a counseling group of highly gifted 8- to 10-year-old boys, David began to understand how to deal better with the kids at school. He found the group to be a place of safety and support that enabled him to survive in his world.

By reaching out to gifted children in a genuine, sensitive manner, employing unconditional positive regard, a counselor can support gifted students as they develop, maintain or enhance their self-concept. Self-concept, or one's own perception of self, arises from both internal and external factors. Self-concept is an emotional gauge of emotional affect and motivational level. The end product is self-worth (Hoge and Renzulli, 1991).

Throughout the educational process, Renzulli and Hoge (1991), in a paper published by the National Research Center on the Gifted and Talented (NRC/GT), Concluded that gifted students retain an enhanced *academic* self-concept throughout their education. When tested at the 5th, 8th and 10th grade levels, *academic* self-concept was slightly higher in a regular classroom than in a magnet program. Renzulli identified two variables that might alter self-concept. First, labeling a child seems to positively affect self-concept. Second, moving a child from a regular classroom to a magnet program resulted in a decline in self-concept. Some variability was noted in the program-focused studies (Hoge & Renzulli, 1991). Colangelo and Assouline (1995, 2000), in a later study also published by the NRC/GT which focused on children with IQs exceeding 160, concluded that at the elementary school level improper placement will precipitate a noticeable decrease in *interpersonal* self-concept. It is important to recognize that, if given the opportunity, children at this level could complete the entire elementary curriculum in one year.

For *all* gifted children, by or in high school, self-concept and interpersonal skills decrease, while anxiety and isolation increase. For some gifted children, self-concept relative to peer relations diminished as they progressed

through school. (Colangelo & Assouline, 1995, 2000). "Positive self-concept can be correlated with challenge-seeking, willingness to do hard work, take risks, and effectively evaluating personal performance." (Neihart et al., 2002). "Learning to cope internally and respond to others makes all the difference, as emotional intelligence, not IQ, is the dominant factor in predicting overall success" (Lardner, 2004). By working with the gifted in the school setting, counselors nurturing universality and affiliation, can boost self-concept and self-efficacy thereby increasing emotional intelligence.

Once a school counselor establishes an expertise in giftedness and a rapport with the gifted children, the counselor can then branch off to provide other needed support services. Two areas where support services could be delivered would be by providing in-service training to teachers and other professionals, and modeling effective skills in the classroom that benefit the gifted, as well as the classroom as a whole. If these services are accepted, a counselor may then find teacher-initiated consultation occurring. Caplan (1970) provided one of the more popular definitions of consultation, by stipulating that consultation is both a voluntary and nonhierarchical relationship between two individuals who are professionals from differing occupations, such as a counselor and a teacher. Consultation is most successful when initiated by the consultee, in this case, the teacher, for the purpose of solving a work-related issue. (Robinson, 2002).

Another area in which counselors may become involved is consulting with parents, sending home information and hosting informal and interactive parent and family groups. This starts a positive holistic process whereby the teachers', the counselors', the parents' and, most of all, the children's self-concept and self-efficacy are all enhanced.

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PART 3: PARENT PERSPECTIVE

Introduction

Given appropriate support at home, at school, and in the community, children with Twice - Exceptionalities will not only survive, but will also grow to be healthy, happy and successful human beings.

Parenting a child who is Twice-Exceptional presents unique and interesting challenges. As one can imagine, dealing with a child who falls outside the norm requires a reserve of patience and a willingness to be flexible. A parent may observe exaggerated inconsistencies in a child who possesses both heightened potential and heightened challenges.

> *John loved to learn. He loved school and had interest in about every course available in his junior high and high school. His dream was that he would be able to take a multiple choice or T/F test before a course started and hopefully test out with at least a C or D. Then with all the pressure off, he would be able to dig in and learn everything he could get his hands on during the course. The demand for multiple papers and projects and the importance put on testing caused great anxiety which impacted John's ability and stole his joy of learning.*
>
> *— Idaho parent of a twice-exceptional child*

Life with a Twice-Exceptional Child: Three Parent Perspectives

Jumping into Twice-Exceptional Trenches

by a Mom of a Twice-Exceptional Child

My relationship with an Idaho school district is just developing. I'm coming in with a positive mindset, yet I have many concerns. After two years in a very sound private school followed by two years in a rigorous public charter school, my fourth grader is worn to a frazzle, chock-full of anxiety, emotionally compromised to the point that a huge allotment of energy (his AND mine) is required for basic functioning, for the simple act of ATTENDING school. Is there even anything LEFT to devote to learning?

For me as a mother, there had better be. I have to learn all about something called twice-exceptional. I hope there's a thrice-exceptional and a quad-exceptional, because I think we might be that. I have to learn about learning disorders and ways to work around them, education law and 504s and IEPs. I have to learn politically correct ways of saying things so I can communicate effectively with educators, doctors, and psychologists and advocate for my son like a mother possessed, while offending no one. Nobody wants to help "one of THOSE mothers."

I have to learn to navigate the school system, how to contact people who are so busy helping other people's kids they can't answer the phone. I have to learn not to look with envy, like a parched sojourner in a desert, at families whose children go to school and come home with seeming effortlessness. The emotional pain renders me ineffective, and I must keep myself focused on finding a way for my son. I have to learn new ways of responding to my child so we can try to untangle this morass of jungle vines that has surrounded him, that is choking him.

My son is "falling out" of school. I can't point fingers. I'm the mom. I'm on the front lines. Funny, my dream for him was to be "AVERAGE." Now we learn he's "EXCEPTIONAL." I knew life for the gifted meant often feeling like an outsider, seeing an overwhelming number of possibilities in any given situation, and trying to balance huge potential for success with an equally huge fear of failure. Gifted

children have a long way to fall. And yet here we are, not simply gifted or exceptional, but TWICE????? TWICE-Exceptional?

My dream for my son now is to feel safe. How will he learn if he doesn't feel safe? Is he safe on the playground or simply an easy mark because he's so sensitive about not fitting in that he won't report offenses? And all the while his enormous sense of justice versus injustice--something his giftedness affords him--is screaming and dying inside. He is caught in a conundrum, with his gifted intellect and his immature fourth grade self putting a stranglehold on his emotions.

Is he safe in the classroom, where he knows his pencil-to-paper output matches that of the weakest students? And everyone knows it?! I dream of a teacher vigilant in defending the individual and in protecting the privacy of test scores and daily Mad Minute Math accomplishments. Actually, I dream of a teacher who isn't all that invested in the Mad Minute, but who really wants to come alongside me to figure out why my son can't retain math facts and freezes up—sometimes on simple addition problems—when he understands algebraic concepts.

Like so many educators, I made the mistake of thinking academic rigor was just the thing for my very bright child. I knew that to be always succeeding but never striving, never having to work at it, was not a good preparation for adult life. I took the warning signs casually. Lots of kids don't like school. Lots of boys have trouble with the fine motor challenges of writing. He seemed to be succeeding academically, even if he did have to stay in recesses to finish his creative writing, stories that likely were not nearly as elaborate on paper as they were in his mind once he learned the cost of big ideas can be missing out on free time.

Later I thought, "At least the emotional meltdowns are happening at home and not at school. At least they're not affecting his school day." And then one day my son explained that at school, he just melted down on the inside, sometimes three times a day.

His gifted sense of propriety and of the value of an education kept him laboring in the emotional pressure cooker of the classroom, where sensory stimulation, complex social relationships, public displays of progress (or lack of it), a nearly frantic pace to prepare for ISATs and IRIs, and the discrepancy between his intellect and his performance always pushing like a thumb in his back, or a gun in his back, finally made him able—able despite his sense of propriety and the value of education--to fall out of school, to resist the cajoling, the nagging, the reward systems, all of it. To fall apart, to fall out of school, seemed the only safe choice for his bright, charming, eager mind.

These are all the things that make me concerned. That we might find help and support in this school district that wasn't available in the smaller venues from which we come gives me hope. That we might find a teacher and a system willing to work at ferreting out what makes my son tick, willing to recognize the effort he makes to get what's in his mind onto paper, unwilling to assume he's getting by because he's a wheel that would rather not come to school than be the wheel that squeaks--that would be LIFE CHANGING.

Can you help? Can you find a way to educate my son's strengths, to support or remediate or ameliorate his struggles, to nourish a withered self-esteem, and to invest in making him truly safe so that learning can happen? That's all I want. That's what my son NEEDS.

Planting Both Feet into One World

By a Mom of a Twice-Exceptional Child

Parenting a child who is Twice-Exceptional can be a very isolating and exhausting experience. Parents of these inconsistent, struggling children are often caught up in their own extended grieving process. (This may be why some parents seem adversarial toward educators at times.) They may deal with an ever-present stress resulting from

constantly advocating for their child's unique and changing needs, while working to maintain balance in the child's life.

Typically prescribed consequences and interventions do not always work for this atypical child. It can be a daunting task to try to communicate this phenomenon to professionals who may have a difficult time understanding or believing otherwise.

Many families living the experience of Twice-Exceptionality also tend to struggle to gain a sense of wholeness in their world. These families may partially identify with the group called "parents of gifted children" or with the group called "parents of children with special needs," but they can end up feeling fractured and confused because they do not truly fit into either group. Many parents long for a world where they can plant both feet; a world that is well-defined and has built-in helpful systems with specific school programs, formal support groups, and professionals who understand a person can be simultaneously gifted while having learning challenges.

Although it has been said parenting is the most difficult job you'll ever have, having a child who is Twice-Exceptional feels exceptionally trying. This is not to say that there are no rewards or happy times in the families of Twice-Exceptional children. There are.

Twice-Exceptional children grow up to be Twice-Exceptional adults. Their gifts and talents provide us with laughter, music, art, literature, love, new ways of viewing the world and ourselves, new inventions, cures, and so much more! Think about it. What would the world be like without the likes of Thomas Edison, Eleanor Roosevelt, Howard Hughes, Rockefeller, Jim Eisenreich, Albert Einstein, Mozart, Abraham Lincoln, Robin Williams, Samuel Johnson, Paul Orfalea, Barbara Jordan, Will Rogers, Jonathan Mooney and many others?

Seeing the Whole Child

By a Mom of a Twice-Exceptional Child

There is so much to celebrate about raising or teaching a Twice-Exceptional child. In her "Broken Dreams" article (2e: Twice-Exceptional Newsletter, June 2005), Wendy Hendrich, educator and president of The Learning Curve of Wisconsin, Inc., wonders why then, there is so much contention in meetings with school personnel and families. She talks about the intimidation a parent must feel in one of these meetings as she attempts to put herself in their shoes. Ms. Hendrich attributes the feeling of intimidation to the number of people attending the meeting, the personal information in the reports and the complexity of the reports. "It takes a professional, empathetic, child-centered school team to help calm the nerves of family members who attend these most important meetings."

Wendy Hendrich's article brought tears to my eyes as I read it. Finally, someone put into words what I was unable to. I related to the fear for my child's future, the feeling of being judged, the belief that my child was not understood, but mostly feeling that I was alone in a broken dream. I searched the "guide books" for answers to educate the educators to convince them to look at my whole child and not just his quirks. Accommodations were key to his success. I second-guessed myself frequently; was I hovering or helping? The child I would see after a long day in school, is not the child the educators saw. He would release at home what he held in all day at school in his attempts to survive or fit in. I spent much time and money trying to "fix" him. Zero Tolerance policies at school got in the way of any teachable moments or means of understanding my son.

It is truly a blessing when you find a school with administrators, teachers, counselors, staff and students who see the talents and strengths in your child, and who are welcoming, non-judgmental, and enjoy the challenge of finding creative, flexible ways to provide an environment whereby your child soars academically and learns social skills that will take him/her far in life.

Parenting Twice-Exceptional Students toward Success

(Adapted from the Colorado Introductory Resource Book used by permission from the Colorado Department of Education)

As the parent of a Twice-Exceptional child, you may feel the need for an instructional guide for raising your unique student. But, as we know, no child comes complete with an owners manual. The following are guidelines and tips for parenting Twice-Exceptional children and advocating for them.

Parenting

- Educate yourself regarding your child's diagnosis or concerns. What are her needs? What are his strengths? Who can help? What options are available?
- Provide access to needed remediation and therapy. Be careful not to attempt to "fix" your child. Accept him for who he is and where he is in his development.
- Create a home environment that focuses on your child's strengths and encourages his interests.
- If your child seems depressed, dislikes school, underachieves, or develops behavior problems, communicate your child's problems and needs to the school and seek professional consultation.
- Seek out parent support groups in your community or state. Consider starting a local parent group.
- Remember that the role of parent changes as the child's environment and age changes.
- Equate success with effort, not ability, and view mistakes as a valued step in learning.
- Have confidence in your instincts, knowledge and decisions. You know your child better than anyone else.

Education

- Investigate a variety of educational settings to find a good match for your child.
- Work in partnership with the school to identify your child's learning and/or social/emotional issues and develop a suitable educational plan (see Appendix VI).
- Consider alternatives (i.e. acceleration, tutoring, mentorships, private or public charter school, home schooling, online schooling, GED program, or a combination of any of these).
- Create a supportive, stress-free environment for homework and designate a set time and place to study. This may require the aid of a tutor or outside agency to preserve family relationships. Assist with homework and projects, but do not assume responsibility.
- Help your child learn skills needed to be successful in school and beyond (i.e. organization skills, social skills, time management skills, assertiveness skills and coping skills, including relaxation techniques). Ask if your school provides opportunities related to these skill areas.
- Find support for yourself and all family members. Be good to yourself.

One unfortunate piece of information many parents and teachers uncover when it comes to the guidance of Twice-Exceptional students is that the traditional types of techniques and interventions that work for most students, may not work and may even backfire with these children. For instance, practicing natural consequences and tough love may have no effect on a student who is used to giving up and absorbing the disappointments they feel in themselves. Day after day of dealing with "the problem of school" can leave a family with nothing more than a stressful childhood with few cherished memories of enriched family times to look back upon.

Parent Advocacy

- Learn advocacy skills (see following page).
- Keep the lines of communication open between home and school.
- Build a working partnership with your child's school.
- Work with the school's staff to improve educational opportunities.
- Support the positive efforts of teachers and school staff to meet the individual educational needs of students.
- Participate on school committees like the school's accountability committee and school enrichment or activity committees.
- Volunteer your time to assist with activities or help in the classroom, media center, computer lab, etc.
- Advocate for your child, but don't overprotect

The single most important thing the schools could do to help support me with the process of supporting my Twice-Exceptional child would be for each teacher to let me know what my child's assignments are and whether or not he has been working on them or has turned them in. I understand that it is parents who need to be the backbone for the success of their child as a student. But I am completely helpless and totally at their mercy for providing me the information I need in order to do my job. I am already worn out trying to help my child navigate through everyday day life with hidden disabilities and it is just too hard to have to put constant pressure on teachers for feedback and updated information.

— Idaho parent of a Twice-exceptional Child

Advocacy Skills

- Use Active Listening Skills
- Be prepared with data about your child (strengths, problems, learning style, likes & dislikes)
- Educate yourself regarding the language of schools: IEP, 504, IDEA, RtI, WISCR IV, etc.
- Educate yourself about your child's diagnosis and learning challenges
- Keep your emotions in check
- Use assertiveness skills
- Keep a paper trail of all events, incidences and meetings
- Keep a file of all evaluations done on your child (in school and out of school)
- Utilize your critical-thinking skills & problem-solving skills
- Respond rather than react
- Understand the bureaucracy of schools
- Ask questions; make clarifications
- Use negotiation and persuasion rather than demands
- Be polite and respectful
- Appreciate the efforts of those who work with your child
- Follow up meetings with a thank you letter that also documents your understanding of what took place

Sample Collaboration Plan

Dr. Susan Baum and Dr. Robin Schader have developed a process – TLC – for collecting information about the child's strengths and interests, as well as about areas of concern. Each person involved articulates the circumstances in which the child can find success (See Appendix V School & Parents: The Need for Collaboration Concerning Twice-Exceptional Students).

When Twice-Exceptional Children Experience Problems in School

When Problems Arise:

1. Know the child.
   - What are his/her special interests, strengths, and struggles?
   - How does the child interact with peers, older children, younger children?
   - How does the child feel about trying new things or making mistakes?

2. Clarify the issues and try to get a sense of the real problems by discussing them thoroughly with the child.

3. Schedule a meeting with the classroom teacher.
   - Approach the teacher with care and sensitivity.
   - Plan the meeting and topics to discuss.

4. During the conference:
   - Keep the conversation a positive learning exchange.
   - Start with positive comments about the school and the teacher. Thank the teacher for ...
   - Communicate expectations and share specific examples of the child's work, feelings, strengths, struggles, interests, and after-school activities.
   - Listen carefully to what the teacher has to say.

- Express willingness to help resolve the problem and work collaboratively toward a positive solution.
- Decide together what the child, you, and the teacher will do.
- Determine a reasonable timeline and establish when the effort will begin and when progress will be evaluated.
- Schedule a follow-up meeting to assess progress.

5. After the conference:
   - Keep the lines of communication open with school and child.
   - Monitor and document progress.

6. If the child continues to struggle, ask that he/she be referred to the school's problem-solving team. This team will develop a plan to meet individual educational needs and recommend specific intervention strategies. If problems persist, the problem-solving team will refer the child to the appropriate resources.

7. Be open to creative alternatives for meeting a child's educational needs (see Appendix VI: Finding the Best Education Setting for your Child's Unique Academic, Social and Emotional Needs)

Figure 3.1

What to Do if Your Child is Being Bullied

Bullying is defined by Keri Guilbault, teacher of the gifted/talented and a bullying specialist in Florida, as "being repeatedly exposed to negative actions over time by one or more [individuals]." Bullying can occur in several forms: physical, verbal, non-verbal, indirect and cyber. Gifted children are not necessarily prone to bullying, but they tend to react more to it and to dwell on it. Often, they fail to ask for help thinking that they can or should handle it on their own.

Ask your child how their peers treat each other and listen for "red flags." In attempting to prevent bullying from starting, develop your child's confidence, talents and attributes.

Discuss with your child:
- Friends treating each other with respect
- What bullying is and isn't
- What to do and who to talk to if she feels unsafe
- Staying away from areas where bullying occurs or to walk with someone else
- The problem and what he needs help with in solving it
- Telling your child to "get over it" or "just work it out" does not help

Empower your child with the proper skills:
- Shift eye contact away from the bully
- Stand tall (do not slouch)
- Use an assertive tone of voice
- How to say "no" and give "I" messages
- Use conflict resolution skills (hitting or bullying back is not the answer - some bullies carry weapons)

Work with the school (teacher, counselor, principal):
- Follow up to make sure the proper action has been taken
- Keep good records

For cyber bullying:
- Communicate with your child about appropriate internet use
- Inform your internet service provider and the local police
- Save all messages

It is important to note that gifted children, especially the twice-exceptional, can and sometimes do, bully others. This is truer of the provocative type rather than the passive child.

Helpful websites: *http://www.stopbullyingnowhrsa.gov*
http://www.stopbullyingnow.com
www.hoagiesgifted.org/bullies.htm

PART 4: CASE STUDIES

CASE STUDY: GIFTED WITH MENTAL HEALTH DIAGNOSES

JOSEPH, AGE 15, GRADE 10

Early Years:
By age two, Joseph started to read on his own. He was writing his name and other words by age three. At age four, he was writing complete sentences. He loved maze books, building with Legos, reading books and children's magazines, and listening to music. Joseph loved being with other children, but he was also quirky. He had unusual behaviors such as moving his fingers to the written words that he saw on TV, on signs or when he visualized words in head. He would move his hands to music as if conducting the music. At times when he was watching television, Joseph would blink his eyes a lot.

In kindergarten, Joseph would blurt out answers without raising his hand. He could read everything and do math problems, but he mostly played by himself. He found that whatever was going on inside his own head was much more exciting and interesting than what was going on around him. Joseph's teacher asked permission for the school to have him tested. Results of the testing revealed scores in the 99th percentile in every subgroup. Joseph was reading at a 7th grade reading level. He was identified as a gifted student. Joseph's parents were elated, but felt lost because they needed to learn what to do for him. Joseph's mother started reading everything she could get her hands on about giftedness. She learned that Joseph needed encouragement in areas in which he showed great interest. He loved academics and music. He started taking piano lessons. But he also needed social and emotional support so he joined an Indian Guides Group.

The school and his parents developed a plan: Joseph would attend kindergarten in the morning, and then attend a second grade language arts class in the afternoon. The following year, he would be accelerated to second grade. Joseph did well academically; however, he would get into minor trouble at school. He was developing a sense of justice, whereby he would take it upon himself to right all wrongs that he saw in the classroom and on the playground. This attitude, along with his quirky behaviors, did not afford him many friends at school.

Elementary School Years:
This period in Joseph's life is best described as a blur. It was not a good time for Joseph or his family. When he was in second grade, his teacher started to notice even more peculiar behaviors. Joseph would fall out of his chair and not know how he got on the floor. He would step on her feet and not realize it. The school wanted to put him back in first grade or at least include him in centers with the first-graders. He didn't want anything to do with that "babyish stuff."

After more testing, the school psychologist said that Joseph had a Nonverbal Learning Disability (NLD). Joseph's parents headed back to the library to do more research. They had him assessed by a psychologist in private practice and a developmental pediatrician. Both doctors agreed that Joseph did not have a NLD. Joseph was diagnosed with Tourette Syndrome (TS), Obsessive Compulsive Disorder (OCD) and Attention Deficit Hyperactivity Disorder (ADHD). Joseph's needs were many, but no one seemed to know how to help. He would receive after-school detention and not understand why. His schoolwork was not very challenging, but he earned good grades. Some teachers wanted him to help others, but he wanted something interesting to do. At times this caused behavior problems.

Joseph later switched to a school that had a full-time gifted program. Unfortunately, he was not challenged, especially in the areas

of his strengths. Other children picked on him, even his peers in the gifted program. His tics increased, and he became moody. The following year, Joseph attended a different school district where he entered a middle school that had a half-day, self-contained gifted program. Joseph stepped right up to the plate and soared. He loved the idea of having different teachers and moving between classes, having a locker and taking courses like in-depth history classes, Spanish, higher-level math, science with labs, computer skills, choir and consumer education. Joseph still struggled with his peers and was concerned about justice. He later dropped out of the gifted program because he got along better with students in the regular education classes. He worked hard at his accelerated math and English classes. He won awards for National History Day.

High School Years:
Joseph's best year of school so far has been 9th grade. He returned to his home district and attended a small junior high school. Here the faculty and staff understood him, collaborated with Joseph's parents, were flexible, wanted to learn about Joseph, and genuinely looked out for his best interest. The icing on the cake was that the students generally seemed to accept him and saw Joseph for his strengths, which include singing, playing the piano, being smart and funny. However, he probably should have taken some accelerated classes.

Joseph currently attends a high school that includes grades 10-12. His OCD and ADHD behaviors are becoming more problematic. He is back in therapy and trying different medications. He sometimes gets depressed because he doesn't have a social life. He has joined a couple of clubs at school and is in the choir. Lately Joseph has asked his mother if the school has a gifted program, one where he could take classes that are at a higher level and more in-depth, but did not require tons of homework (not because he is lazy, but because after a long day of school and extracurricular activities, his tics and other behaviors get the best of him and it becomes more difficult for him to get the homework done). He has been experiencing anxiety attacks in two classes because he is having a difficult time sitting through material he already knows. Joseph is sometimes bothered by extra noise in the room and cannot hear the teacher or the announcements when others are talking. He is quite asynchronous in his work. It appears he misses what is being said, and for some reason, will complete an assignment but not know when it is due. Joseph knows what he wants as a career, and he is eager to attend college after graduating high school.

What Worked:
- When teachers and his parents believed in Joseph; when they saw and encouraged his strengths and downplayed his weaknesses.
- When the adults in Joseph's life trusted him to make some of the decisions regarding his choice of school and what courses to take.
- When Joseph's parents were accepted as partners in his educational process.
- When adults saw Joseph as capable and responsible for his actions; when they used discipline that taught a life-lesson, rather than punishment.
- When the accommodations on Joseph's 504 Plan were actually implemented.
- When his strengths were challenged without the added pressure of a lot of homework.
- Outside of school: Therapeutic interventions such as counseling for depression, occupational therapy, medication, cognitive behavioral therapy for OCD, and pragmatic language skills training for social skills. Also, getting him involved in activities that allowed him to use and grow his strengths, such as private piano lessons, scouting, community choirs, skiing, and garage bands.

Recommendations:
- Provide academic challenge in the areas of Joseph's strengths without an overabundance of homework. This may mean using accommodations for AP or accelerated classes that Joseph chooses to take.
- Differentiate classroom instruction.
- Implement the use of a social skills coach in or outside of school.

- Provide help with organizational skills that include planning projects or planning his weekly assignments. Use the school's online program that records not only grades in assignments, but more importantly, what assignments are coming up and when they are due.
- Find ways in the classroom and outside of the classroom to provide friendship-building activities.
- Ensure regular communication between teachers and Joseph, and between teachers and Joseph's parents.
- Encourage Joseph to continue developing his self-advocacy skills in school and at home.
- Teach all students about diversity and differences, and the importance of tolerance and acceptance.
- Allow Joseph to utilize effective and appropriate methods of stimulation (both physical and mental) to help him stay focused.
- Invite Joseph to be a partner in his educational process. Teachers need to talk with him and get to know him.
- Teachers, parents and adults working with Joseph need to take the time to learn about giftedness and about Joseph's other exceptionalities.
- Encourage Joseph to exercise, eat right and get plenty of sleep.
- Have Joseph tested for a CAPD (Central Auditory Processing Disorder).
- Continue with counseling outside of school.

CASE STUDY: TYLER

In The Beginning:

I have no idea what to do about Tyler, he is so frustrated with school. One day he feels unchallenged the next there is too much. He is horribly unorganized and fails to turn in assignments. Apparently he will just zone out at times and not accomplish anything. He frequently says he is sick, and needs to stay home or come home after school has started. We really don't know how to help him. His self esteem is really suffering. He feels like he can't do anything. But when I work with him he has the most wonderful ideas and ways of looking at things. I know his teacher is frustrated with him. I don't understand why he can remember virtually anything, but for some reason once he has learned something it is very difficult to change it. He also seems to have trouble communicating with others and reading their body language. If there is any way you could help I would greatly appreciate it.

This is how it started for us, it has been quite a journey. I was grateful to have someone in our district who understood gifted kids. His teacher was so frustrated with him and had pretty much written him off as lazy. Thanks to the intervention of our wonderful GT teacher; we were able to get him tested and an IEP set up for him. We were able to then work with his teachers and set up a method of communication. He went from C's, D's and an F. to all A's B's and one C.

This was all in fourth grade; prior to that in third grade his teacher had noticed and gently pointed out that Tyler showed a lot of flags that pointed towards Aspergers Syndrome. We looked into the disorder and saw some similarities but looked no further than that as he was performing well in class. In fourth grade everything seem to fall apart. It was wonderful to have a great school support system; the whole study group to me was very thorough and concerned that we do all we could to help Tyler.

What Worked:

Testing Tyler for Aspergers was an eye opener. It gave everyone a new perspective and some common goals to work toward. This year has been a whole different experience. He is now in the 5th grade, all summer long he dreaded the return of the school year, fearing a return to the tedium and repetition he found so unnecessary. We decided to request a teacher who then did not return to the school, when the vice principal called and asked what we were looking for in a teacher I told her we needed someone who understood that gifted with Aspergers would present some difficulties, someone who could challenge him and not let him get away with some of his past habits.

Luckily they seem to have found the perfect teacher for him. He loves going to school, in fact he often comments on how little time there is left in this school year.

Tyler says that his teacher is able to see things the way he does and that has really helped him out. His teacher apparently understands his lack of organization and allows him to repeat assignments that cannot be found at grading time. The material itself has become more challenging which reduces his boredom level. He has learned that more challenging work just requires a little more time to understand and has stopped becoming so frustrated when things don't come immediately.

PART 5: RESOURCES, RESEARCH AND BEST PRACTICES

Developing Individual Education Plans for Gifted Students with Learning Disabilities

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Teaching Strategies for Twice-Exceptional Students. Winebrenner, Susan. http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=4184

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Long Island Twice-Exceptional Children's Advocacy http://www.li-teca.org/

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Supporting Emotional Needs of the Gifted http://www.sengifted.org/

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Council for Exceptional Children (includes gifted and talented) www.cec.sped.org
Council for Exceptional Children's RtI Blog: www.cecblog.typepad.com/tri

Hoagies Gifted www.hoagiesgifted.org and www.hoagiesgifted.org/twice_exceptional.htm (Includes a variety of links regarding different disabilities.)

Idaho the Association for the Gifted www.itag-sage.org/

Idaho State Department's Gifted/Talented lending library www.sde.idaho.gov/site/gifted_talented/lending_library.htm

LD online gifted information www.ldonline.org/indepth/gifted

Living well with ADD and Learning Disabilities www.ADDitudemag.com

Montgomery County, MD Public Schools Twice Exceptional Guide
www.mcps.k12.md.us/curriculum/enriched/gtld/docs/Twice%20Exceptional.pdf

National Association for Gifted Children (NAGC) www.nagc.org/

Neurolearning (Drs. Eide's blog pertaining to 2e issues) www.eideneurolearningblog.blogspot.com/

SENG (Supporting Emotional Needs of the Gifted) www.sengifted.org

Smart Kids with Learning Disabilities www.smartkidswithld.org/

Tourette Syndrome "plus" www.tourettesyndrome.net/willard_holt.htm

2e: Twice-Exceptional Newsletter (www.2enewsletter.com)

Twice Gifted Blog with links www.twicegifted.net/

Uniquely Gifted www.uniquelygifted.org

Visual Spatial Resource www.visualspatial.org/

Online groups
Idaho2e www.groups.yahoo.com/group/

IDAHO2E/www.gtworld.org click on GT-Special to join the listserv regarding 2e

www.giftedonlineconferences.ning.com/ a social networking site with a variety of gifted subgroups to join/ online conferences available as well

www.hoagiesgifted.org/on-line_support.htm
another page from hoagiesgifted with links to message boards, blogs, podcasts,

APPENDICES

Appendix I
Special Education Categories

Definitions
The following definitions are taken from the Idaho State Department of Education's Special Education Manual. For State Eligibility Criteria, refer to the following link for the manual: http://www.sde.idaho.gov/SpecialEducation/manual.asp Eligibility Criteria are listed in Chapter 4, Section 7 of the Special Education Manual.

A. Autism
Definition: Autism is a developmental disability, generally evident before age 3, significantly affecting verbal and nonverbal communication and social interaction, and adversely affecting educational performance. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism. Other characteristics often associated with autism include, but are not limited to, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Characteristics vary from mild to severe as well as in the number of symptoms present. Diagnoses may include, but are not limited to, the following autism spectrum disorders: Childhood Disintegrative Disorder, Autistic Disorder, Asperger's Syndrome, or Pervasive Developmental Disorder: Not Otherwise Specified (PDD:NOS).

B. Cognitive Impairment
Definition: Cognitive impairment is defined as significantly sub-average intellectual functioning that exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period, and adversely affect the student's educational performance.

C. Deaf-Blindness
Definition: A student with deaf-blindness demonstrates both hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be appropriately educated with special education services designed solely for students with deafness or blindness.

D. Deafness
Definition: Deafness is a hearing impairment that adversely affects educational performance and is so severe that with or without amplification the student is limited in processing linguistic information through hearing.

E. Developmental Delay
Definition: The term developmental delay may be used only for students ages 3 through 9 who are experiencing developmental delays as measured by appropriate diagnostic instruments and procedures in one or more of the following areas:

1. cognitive development – includes skills involving perceptual discrimination, memory, reasoning, academic skills, and conceptual development;

2. physical development – includes skills involving coordination of both the large and small muscles of the body (i.e., gross, fine, and perceptual motor skills);

3. communication development – includes skills involving expressive and receptive communication abilities, both verbal and nonverbal;

4. social or emotional development – includes skills involving meaningful social interactions with adults and other children including self-expression and coping skills; or

5. adaptive development – includes daily living skills (e.g., eating, dressing, and toileting) as well as skills involving attention and personal responsibility.

The category of developmental delay should not be used when the student clearly meets the eligibility criteria for another specific disability category.

A student cannot qualify for special education services under developmental delay beyond his or her 10th birthday unless he or she has been determined to be eligible as having a disability other than developmental delay.

F. Emotional Disturbance
Definition: A student with emotional disturbance has a condition exhibiting one or more of the following characteristics over a long period of time, and to a marked degree, that adversely affects his or her educational performance:

1. an inability to learn that cannot be explained by intellectual, sensory, or health factors;

2. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

3. inappropriate types of behavior or feelings under normal circumstances;

4. a general pervasive mood of unhappiness or depression; or

5. a tendency to develop physical symptoms or fears associated with personal or school problems.

The term does not include students who are socially maladjusted unless it is determined they have an emotional disturbance. The term emotional disturbance does include students who are diagnosed with schizophrenia.

G. Health Impairment
Definition: A student classified as having a health impairment exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems. These health problems may include, but are not limited to, asthma, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome, and stroke to such a degree that it adversely affects the student's educational performance.

A student with ADD/ADHD may also be eligible under another category (generally learning disability or emotional disturbance) if he or she meets the criteria for that other category and needs special education and related services. All students with a diagnosis of ADD/ADHD are not necessarily eligible to receive special education under the IDEA 2004, just as all students who have one of the other conditions listed under health impairment are not necessarily eligible, unless it is determined to adversely affect educational performance and require special education.

H. Hearing Impairment
Definition: A hearing impairment is a permanent or fluctuating hearing loss that adversely affects a student's educational performance but is not included under the category of deafness.

I. Learning Disability
Definition: A learning disability means a specific disorder of one or more of the basic psychological processes involved in understanding, or in using spoken or written language, that may manifest itself in an impaired ability to listen, think, speak, read, write, spell, or do mathematical calculations, which adversely affects the student's educational performance. It is not necessary to identify the specific psychological processes that a student has, as long as the student meets the State Eligibility Criteria.

The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include a student who has needs that are primarily the result of visual, hearing, or motor disabilities; cognitive impairment; emotional disturbance; or environmental, cultural, or economic disadvantage.

For learning disability, students must be within the range of legal kindergarten age through the semester that they turn 21.

J. Multiple Disabilities

Definition: Multiple disabilities are two or more co-existing severe impairments, one of which usually includes a cognitive impairment, such as cognitive impairment/blindness, cognitive impairment/orthopedic, etc. Students with multiple disabilities exhibit impairments that are likely to be life long, significantly interfere with independent functioning, and may necessitate environmental modifications to enable the student to participate in school and society. The term does not include deaf-blindness.

K. Orthopedic Impairment

Definition: Orthopedic impairment means a severe physical limitation that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (clubfoot, or absence of an appendage), an impairment caused by disease (poliomyelitis, bone tuberculosis, etc.), or an impairment from other causes (cerebral palsy, amputations, and fractures or burns that cause contracture).

L. Speech or Language Impairment: Language

Definition: A language impairment exists when there is a disorder or delay in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems. The impairment may involve any one or a combination of the following:

1. the form of language (morphological and syntactic systems);

2. the content of language (semantic systems); and/or

3. the function of language in communication (pragmatic systems).

A language disorder does not exist when language differences are due to non-standard English or regional dialect or when the evaluator cannot rule out environmental, cultural, or economic disadvantage as primary factors causing the impairment.

M. Speech or Language Impairment: Speech

The term speech impairment includes articulation/phonology disorders, voice disorders, or fluency disorders that adversely impact a child's educational performance. The following eligibility criteria and minimum assessment procedures have been established for all three types of speech impairments.

1. Articulation/Phonology Disorder

Definition: Articulation is the ability to speak distinctly and connectedly. Articulation disorders are incorrect productions of speech sounds including omissions, distortions, substitutions, and/or additions that may interfere with intelligibility. Phonology is the process used in our language that has common elements (sound patterns) that affect different sounds. Phonology disorders are errors involving phonemes, sound patterns, and the rules governing their combinations.

a. An articulation/phonology disorder exists when:

(1) the disorder is exhibited by omissions, distortions, substitutions, or additions;

(2) the articulation interferes with communication and calls attention to itself; and

(3) the disorder adversely affects educational or developmental performance.

b. An articulation/phonology disorder does not exist when:

(1) errors are temporary in nature or are due to temporary conditions such as dental changes;

(2) differences are due to culture, bilingualism or dialect, or from being non-English speaking; or

(3) there are delays in developing the ability to articulate only the most difficult blends of sound or consonants within the broad range for the student's age.

N. Traumatic Brain Injury

Definition: Traumatic brain injury refers to an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

O. Visual Impairment Including Blindness

Definition: Visual impairment refers to an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness. Partial sight refers to the ability to use vision as one channel of learning if educational materials are adapted. Blindness refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials.

Appendix II
Examples of Assessment Measures

Cognitive:

Wechsler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI-III)

Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)

Wechsler Intelligence Scale for Children, Fourth Edition, Integrated Version (WISC-IV Integrated)

Wechsler Adult Intelligence Scale, Third Edition (WAIS-III) (there is soon to be a Fourth Edition)

Wechsler Abbreviated Scale of Intelligence (WASI)

Stanford-Binet Intelligence Scale, Fifth Edition (SB5)

Woodcock-Johnson Tests of Cognitive Abilities, Third Edition (WJ-III COG)

Differential Ability Scales (DAS)

Universal Nonverbal Intelligence Test (UNIT)

Bender Gestalt Visual-Motor Integration Test

Reynolds Intellectual Assessment Scale (RIAS) Western Psychological Services.

Achievement:

Woodcock-Johnson Tests of Achievement, Third Edition (WJ-III ACH)

Wechsler Individual Achievement Test, Second Edition (WIAT-II)

The Kaufman Test of Educational Achievement (K-TEA)

Wide Range Achievement Test, Fourth Edition (WRAT 4)

Executive Functioning, Attention and Concentration:

NEPSY, Second Edition (NEPSY-II)

Delis-Kaplan Executive Function System (D-KEFS)

Brown ADD Scales

Conners' Continuous Performance Test – II

Connors' Rating Scales, Second Edition

Swan Scale (free online) ADHD.net

Socio-emotional and Behavioral Functioning:

Behavior Assessment System for Children, second edition (BASC-2)

Sensory Profile

Gilliam Asperger's Disorder Scale (GADS)

Children's Depression Index (CDI)

Revised Children's Manifest Anxiety Scale (RCMAS)

Language Measures:

Clinical Evaluation of Language Fundamentals, Fourth Edition. (CELF-4)

Memory Functioning:

Children's Memory Scale (CMS)

Wechsler Memory Scale 3rd edition (WMS-III)

Reading Measures:

Nelson Denny Reading Test

Gray Oral Reading Tests, Fourth Edition (GORT-4)

Personality Functioning:

Millon Pre-Adolescent Clinical Inventory (M-PACI)

Millon Adolescent Clinical Inventory (MACI)

Minnesota Multiphasic Personality Inventory – Adolescent Form (MMPI-A)

Minnesota Multiphasic Personality Inventory – Second Edition (MMPI-2)

Incomplete Sentences

Projective Drawings

Appendix III

Looking for Solutions in Your Classroom Assessment Matrix and Plan

	Review	Interview	Observe	Test/Assess	Intervention
Instruction	1. Teacher self- check for best practices for effective instruction. 2. Teacher aware of needs of twice-exceptional students	1. Student interest evaluated. 2. Instruction expectations are clearly communicated. 3. Teaching accommodations clearly stated.	1. Observe teacher's pace of instruction. 2. How are corrections made in the class? Are learning objectives clear?	1. Construct a matrix of effective instruction. 2. Revisit student understanding of curriculum taught.	1. Revisit original plan for initial implementation fidelity. 2. Review time factor of the intervention. 3. Is horizontal teaming in existence? Vertical?
Curriculum	1. Is the content matched to the needs of the learner? 2. Is curriculum scientific research-based?	1. Limits and strengths of curriculum understood. 2. Interventions available known In the form of supplemental materials.	1. Observe how students respond and interact with curriculum. 2. How does the teacher present the curriculum? 3. Is the teacher familiar with and comfortable with the curriculum? 4. Is there a form of data being collected based on a rubric or on teacher objectives?	1. What is research base of curriculum? 2. What is readability of curriculum? 3. Review alternate curriculum 4. Is curriculum matching the child's learning style? 5. Is curriculum matched to student's language and general cultural needs?	1. Revisit the progress of each individual student as it relates to curriculum. 2. Add additional strategies through the RtI Team.
Environment	1. Are classroom rules clear and appropriate? 2. Will classroom rules provide adequate choice?	1. Special equipment or materials available. 2. Capacity to give assistance to twice-exceptional students. 3. Classroom structure and organization.	1. Are students on task? Are there smooth transitions with planned activities? Is there a clear classroom management plan? What verbal feedback is given? Are classroom expectations clear? Is chosen structure clear? Identify individual student schedule.	1. Administer an environmental inventory. 2. Administer a functional assessment. 3. Is behavior plan appropriate for classroom setting?	1. Consider any physical changes needed by student; i.e. seating placement, near neighbors, etc. 2. Develop pre-transition signals for students. 3. Adjust specific curricular feedback to errors.
Learner	1. Review current information as available to include; CUM file, RtI Team Recommendations for Interventions, medical / health records.	1. Interview parent, student, teacher, principal or other staff, to identify areas of interests, strengths, learning preference and experiences—as well as readiness.	1. Student vs. peer comparison. 2. Student skills are observed; reading, math, etc.	1. Do CBM/DIBELS and compare student to class? 2. Do functional assessment (i.e. CBE, CORE reading assessments. 3. Do Interest Inventory. 4. Or other appropriate assessments.	1. Do personal learning inventory 2. Ask student their point of view about a variety of related topics.

Appendix IV

Dear Colleague Letter: Access by Students with Disabilities to Accelerated Programs

Office Of The Assistant Secretary
DEC 26, 2007
Dear Colleague:

I am writing to advise you of an issue involving students with disabilities seeking enrollment in challenging academic programs, such as Advanced Placement and International Baccalaureate classes or programs (accelerated programs). Specifically, it has been reported that some schools and school districts have refused to allow qualified students with disabilities to participate in such programs. Similarly, we are informed of schools and school districts that, as a condition of participation in such programs, have required qualified students with disabilities to give up the services that have been designed to meet their individual needs. These practices are inconsistent with Federal law, and the Office for Civil Rights (OCR) in the U.S. Department of Education will continue to act promptly to remedy such violations where they occur.

As you know, OCR is responsible for enforcing two Federal laws that protect qualified individuals with disabilities from discrimination. OCR enforces Section 504 of the *Rehabilitation Act of 1973* (Section 504) and its implementing regulations at 34 CFR Part 104, which prohibit discrimination on the basis of disability in programs or activities receiving Federal financial assistance. OCR is also responsible, in the education context, for enforcing Title II of the Americans with Disabilities Act of 1990 (Title II) and its implementing regulations at 28 CFR Part 35, which prohibit discrimination on the basis of disability by entities of State and local government. Although this letter discusses aspects of the Section 504 regulation, Title II provides no lesser protections than does Section 504. Also relevant are the requirements of the Individuals with Disabilities Education Act (IDEA), which is administered by the Department's Office of Special Education Programs (OSEP). The IDEA provides funds to States and school districts in order to assist them in providing special education and related services to eligible children with disabilities. The IDEA's implementing regulations are located at 34 CFR Part 300. OCR consulted with OSEP in drafting this letter.[1]

As an initial matter, I want to commend the efforts so many of you have made to ensure that placement decisions for all students are based on each student's individual academic abilities regardless of the presence, nature, or severity of a disability. I want to ensure that all of you are aware of the Federal civil rights requirements discussed below.

Prohibition Against Disability-Based Discrimination in Accelerated Programs
The practice of denying, on the basis of disability, a qualified student with a disability the opportunity to participate in an accelerated program violates both Section 504 and Title II. Discrimination prohibited by these laws includes, on the basis of disability, denying a qualified individual with a disability the opportunity to participate in or benefit from the recipient's aids, benefits, or services, and affording a qualified individual with a disability with an opportunity to participate in or benefit from the aid, benefit or service in a manner that is not equal to that offered to individuals without disabilities. 34 CFR 104.4(a), (b)(1)(i), (b)(1)(ii); 28 CFR 35.130(a), (b)(1)(i), (b)(1)(ii).

Under Section 504 and Title II, a recipient may not utilize criteria or methods of administration that have the effect of subjecting qualified individuals with disabilities to discrimination on the basis of disability. 34 CFR 104.4(b)(4) and 28 CFR 35.130(b)(3). A public entity also may not impose or apply eligibility criteria that screen out or tend to screen out an individual with a disability or any class of individuals with disabilities from fully and equally enjoying any service, program, or activity, unless such criteria can be shown to be necessary for the provision of the service, program, or activity being offered. 28 CFR 35.130(b)(8). Public

school students with disabilities who require special education and/or related services receive them either through implementation of an individualized education program (IEP) developed in accordance with Part B of the *IDEA* or a plan developed under Section 504. 34 CFR 104.33. It is unlawful to deny a student with a disability admission to an accelerated class or program solely because of that student's need for special education or related aids and services[2], or because that student has an IEP or a plan under Section 504. The practice of conditioning participation in an accelerated class or program by a qualified student with a disability on the forfeiture of special education or of related aids and services to which the student is legally entitled also violates the Section 504 and Title II requirements stated above.

Please note that nothing in Section 504 or Title II requires schools to admit into accelerated classes or programs students with disabilities who would not otherwise be qualified for these classes or programs. Generally, under Section 504, an elementary or secondary school student with a disability is a qualified individual with a disability if the student is of compulsory school age. However, schools may employ appropriate eligibility requirements or criteria in determining whether to admit students, including students with disabilities, into accelerated programs or classes. Section 504 and Title II require that qualified students with disabilities be given the same opportunities to compete for and benefit from accelerated programs and classes as are given to students without disabilities. 34 CFR 104.4(b)(1)(ii) and 28 CFR 35.130(b)(1)(ii).

Furthermore, a recipient's provision of necessary special education and related aids and services to qualified students with disabilities in accelerated classes or programs must be consistent with the Section 504 and Title II requirements regarding free appropriate public education (FAPE).

Free Appropriate Public Education

In general, conditioning participation in accelerated classes or programs by qualified students with disabilities on the forfeiture of necessary special education or related aids and services amounts to a denial of FAPE under both Part B of the *IDEA* and Section 504.

Section 504 requires a recipient that operates a public elementary or secondary education program or activity to provide FAPE to each qualified person with a disability who is in the recipient's jurisdiction, regardless of the nature or severity of the person's disability. 34 CFR 104.33(a). Under Section 504, the provision of an appropriate education is the provision of regular or special education and related aids and services that satisfy certain procedural requirements and that are designed to meet the individual education needs of persons with disabilities as adequately as the needs of persons without disabilities are met. 34 CFR 104.33(b)(1)(i). School districts may create a plan or other document to provide students with disabilities with FAPE pursuant to Section 504. The Section 504 FAPE requirement may also be met through the implementation of an IEP developed in accordance with Part B of the *IDEA*. 34 CFR 104.33(b)(2).

Part B of the *IDEA* requires that FAPE be made available to eligible students with disabilities in certain age ranges. The *IDEA* defines FAPE as special education and related services that: are provided free of charge; meet State standards; include an appropriate preschool, elementary school, or secondary school education; and are provided in conformity with a properly developed IEP. 20 USC § 1401(a)(9); 34 CFR 300.17.[3]

Participation by a student with a disability in an accelerated class or program generally would be considered part of the regular education or the regular classes referenced in the Section 504 and the *IDEA* regulations. Thus, if a qualified student with a disability requires related aids and services to participate in a regular education class or program, then a school cannot deny that student the needed related aids and services in an accelerated class or program. For example, if a student's

IEP or plan under Section 504 provides for Braille materials in order to participate in the regular education program and she enrolls in an accelerated or advanced history class, then she also must receive Braille materials for that class. The same would be true for other needed related aids and services such as extended time on tests or the use of a computer to take notes.

Conditioning enrollment in an advanced class or program on the forfeiture of needed special education or related aids and services is also inconsistent with the principle of individualized determinations, which is a key procedural aspect of the *IDEA*, Section 504 and Title II. As noted above, under Section 504, the provision of FAPE is based on the student's individual education needs as determined through specific procedures–generally, an evaluation in accordance with Section 504 requirements. 34 CFR 104.35. An individualized determination may result in a decision that a qualified student with a disability requires related aids and services for some or all of his regular education classes or his program. Likewise, the *IDEA* contains specific procedures for evaluations and for the development of IEPs that require individualized determinations. See 34 CFR 300.301 through 300.328. The requirement for individualized determinations is violated when schools ignore the student's individual needs and automatically deny a qualified student with a disability needed related aids and services in an accelerated class or program.

I urge you to use the information provided in this letter to continue to evaluate whether your school district is in compliance with these anti-discrimination requirements. OCR remains willing to continue supporting you in these efforts. We provide technical assistance to entities that request assistance in voluntarily complying with the civil rights laws that OCR enforces. If you need additional information or assistance on these or other matters, please do not hesitate to contact the OCR enforcement office that serves your state or territory. The contact information for each office is available online at: http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm. I thank you in advance for your cooperation and assistance in this important matter.

Sincerely yours,
Stephanie J. Monroe
Assistant Secretary for Civil Rights

[1] You may contact OSEP to address any issues that relate specifically to the requirements of *IDEA*. Contact information for OSEP is available online at: *http://www.ed.gov/policy/speced/guid/idea/monitor/state-contact-list.html*.

[2] The term "related aids and services" as used here is intended to include both the Section 504 requirements at 34 CFR 104.33(c) and the equivalent requirements under the IDEA, i.e. related services, supplementary aids and services, program modifications and supports for school personnel. See 34 CFR 300.34, 300.42, and 300.320(a)(4).

[3] Among other things, an IEP must contain a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other children with disabilities and those without disabilities. An IEP also must contain an explanation of the extent, if any, to which the child will not participate with children without disabilities in the regular class and in these activities. 34 CFR 300.320(a)(4)-(5).

APPENDIX V

Schools & Parents: The Need for Collaboration Concerning Twice-Exceptional Students

(Notes from the 2e Newsletter article, "Developing a Plan for Collaboration: Bringing Educators and Parents of 2e Students Together" by Susan Baum, PhD and Robin Schader, PhD, September/October 2007.)

Clear and consistent communication is needed between home and school.

- There are usually misunderstandings and misinformation about the 2e child's needs.
- Educational lingo can get in the way. [Explain this to the parents, especially acronyms. Do not assume that they know.]
- The distinct responsibilities of the school and of the parents come into play. Although there is the common goal of helping the child succeed, viewing the problems or needs of the child from different vantage points may cause friction.
- Comparing notes and viewing the situation as multi-dimensional can be extremely productive.

Dr. Baum and Dr. Schader have developed a process – TLC – for collecting information about the child's strengths and interests, as well as about areas of concern. Each person involved articulates the circumstances in which the child can find success. This is a two-part process.

The Process:

1. The Planning Framework
- "Reasons for the Plan" - Start with 3 distinct concerns (even though you may have more).
- "Taking Stock" - State the child's learning experiences, achievements and other markers (a holistic view)
- "Times of Personal Best" - When is the child at his/her personal best? (Consider the concerns from column 1). List each person's input.
- "Hopes and Dreams" - List all of the parties' short-term expectations for the student. This can gauge markers of success, and allows the meeting to end on a positive note.
- Set the next meeting date for one week out.

The TLC Planning Framework

Reasons for the Plan	Taking Stock	Times of Personal Best	Hopes & Dreams

2. The Working Design

This is a short-term intervention based on The Planning Framework (Needs and Solutions to be field-tested over 6-8 weeks.) Need to consider talent development opportunities, intellectual challenge and academic support (differentiation, accommodations, and remediation).
The team should consist of classroom teachers, learning support specialist, teacher of the gifted, parents and the child.

- "Grade-level Benchmarks" - Discuss the appropriateness of regular classroom curriculum (an unusual topic when gifted students are underachieving or acting out).
- "Least Restrictive Learning Environment" – Intellectual, Physical and Social/Emotional Needs all must be addressed simultaneously.

Intellectual - restricting a student to grade-level materials will not encourage intellectual growth. Behaviors may improve when challenged.

Physical – set up an "office" in the back of the room for all students to use when needed for quiet or concentration. [This will be novel at first, but then those who really need it, will use it.]

Social/Emotional - social relationships occur around common interests, not chronological age.

- "Talent Development" – has shown to be the most effective strategy in raising self-esteem, self-efficacy, and self-regulation for 2e students. Parents and educators working together make this area a success.
- "Necessary Support" – a give and take on the part of parents and the school. The child should not have to make up missed assignments nor be penalized for the time he/she was out of the classroom. Parents provide out-of-school activities. Use the school counselor when appropriate.

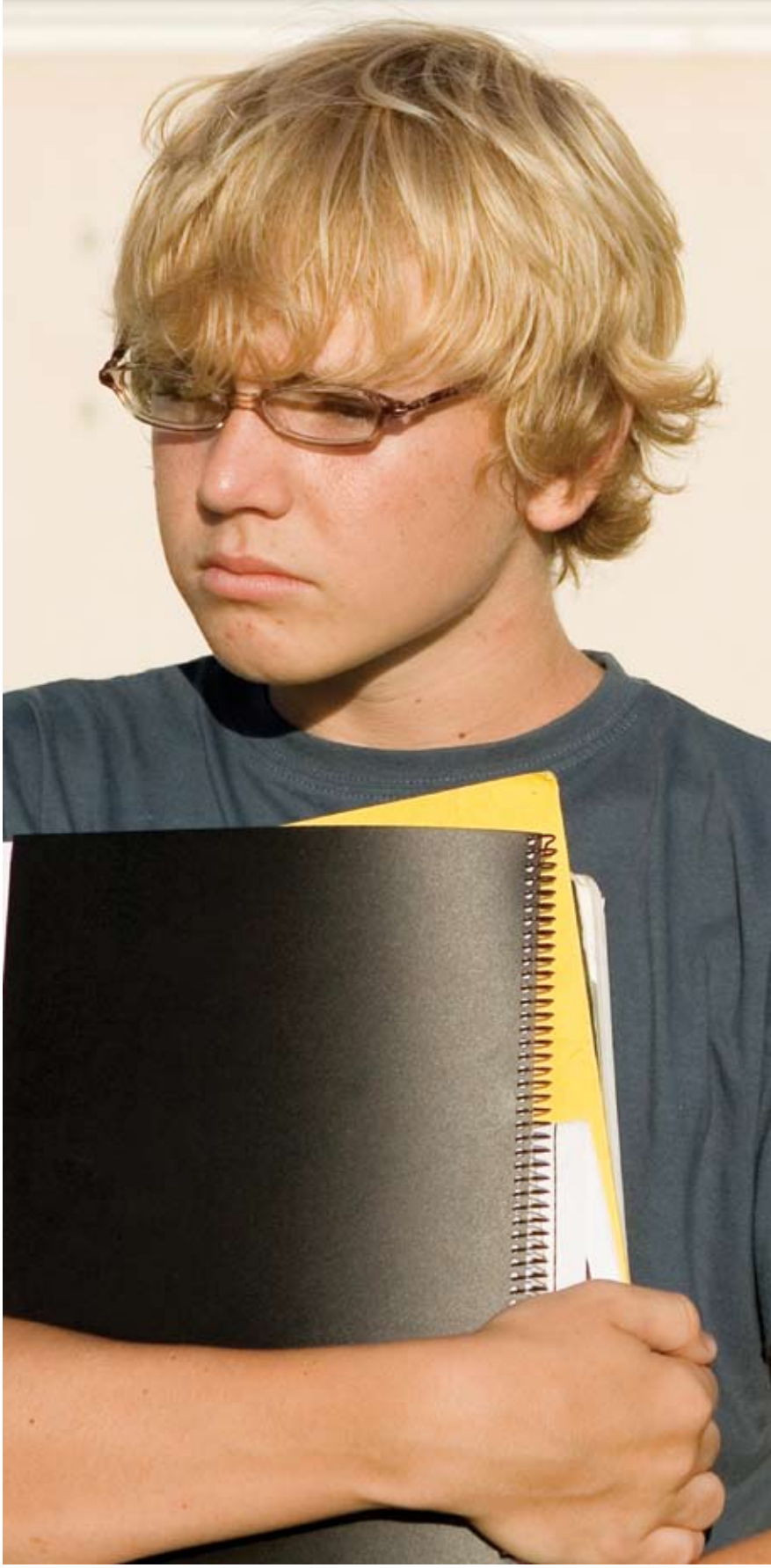
The TLC Working Design

Grade-level Benchmarks	Least Restrictive Environment	Talent Development Options	Necessary Support

Review the plan in two months and again in another two months to evaluate what is working and what is not. You may delete concerns that are no longer a problem and add others.

TLC utilizes flexibility, the development of combined knowledge between home and school, and it focuses on the student's strengths.

(Notes from the 2e Newsletter article, "Developing a Plan for Collaboration: Bringing Educators and Parents of 2e Students Together" by Susan Baum, PhD and Robin Schader, PhD, September/October 2007.)



APPENDIX VI

Finding the Best Educational Setting for your Child's Unique Academic, Social, and Emotional Needs

By Sherry Dismuke

Twice-Exceptional students require a program that will adjust curriculum to target their diverse academic needs. They need to attend a school that provides an environment where they feel safe, are understood, valued, and supported. Finding the right match for these students may require parents to think outside the traditional model. There are many options available in Idaho. Parents need to research alternatives carefully and find a match that fits not only the student's needs but also that of the family. Following is a list of alternatives to consider in Idaho.

- **Traditional Neighborhood Public School:** Public schools offer a wide spectrum of services. Parents need to investigate the school to determine if the program can accommodate the needs of the twice exceptional student.

- **Open Enrollment:** Student would attend a public school outside their neighborhood or district that better suits their needs.

- **Alternative Schools:** Some districts have alternative public schools. Each has its own unique way of delivering services. Programs vary greatly in flexibility and may be paired with vocational training or work study credits.

- **Public Charter Schools:** Each public charter school has its own philosophy and model. Parents should research and understand each school's philosophy as it will be the driving force of your student's experience. For a listing and description of Idaho Charter schools go to http://csi.boisestate.edu/icsn.htm

- **Private Schools:** Private schools offer a wide spectrum of services**.** Parents need to investigate the school to determine if the program can accommodate the needs of the twice exceptional student.

For more information on Schools of Choice you can visit this website http://www.buildingchoice.org/cs/bc/print/bc_docs/home.htm

Magnet Schools
Virtual Academies
Professional Technical

Other Options

- **Dual Enrollment:** 33-203. *The parent or guardian of a child of school age who is enrolled in a nonpublic school or a public charter school shall be allowed to enroll the student in a public school for dual enrollment purposes*. For additional information please refer to the Idaho Education Code.

- **Dual Credit:** IDAPA 08.02.03. 007.18. *Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.*

- **Correspondence Courses:** Check with a counselor at a public school.

- **Mastery/Testing Out of Courses:** Check with a counselor at a public school.

- **GED/ HSE:** Students can test out of high school, and are then free to apply to college, vocational training, internships or full time work. Contact the Professional/Technical Education GED Center for more information

at *http://www.my-ged.com/ged-testing-programs/idaho/default.aspx*. Free prep courses and screening are available. Many students and parents do not realize that students can take college entrance exams and go straight to most colleges. For some gifted students who are struggling to find their place in high school this can be just what they need.

- **School-to-Work Programs:** A child attends school part-time and works part-time and gets credit for their work experience.

Questions for Parents to ask administrators:

- How are individual needs met in the classroom?
- What is the Process?
- Are there trained people on staff?
- Is the school accredited? What agency is the school accredited through? In regards to accreditation, refer to the Idaho State Department of Education website at *http://www.sde.idaho.gov/site/accreditation/*.

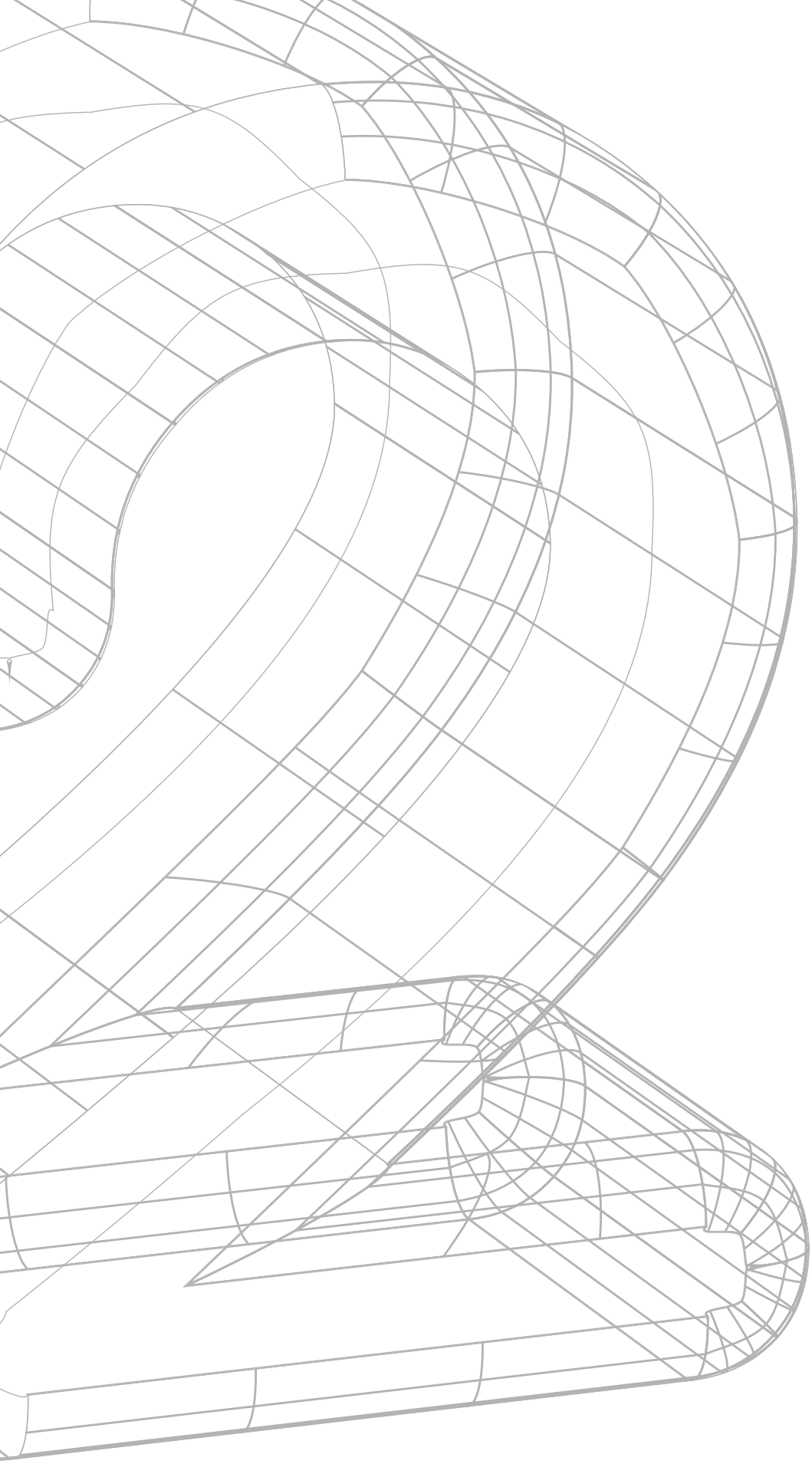
Appendix VII

Glossary of Terms

Academic Domain	The scope of educational studies
Accommodations	Refer to the actual teaching supports and services that the student may require to successfully demonstrate learning. Accommodations should not change expectations to the curriculum grade levels.
Adaptations	Designing student activities and experiences that address individualized program goals while enabling students to participate with age peers to the maximum degree possible. See Modification.
ADHD	Attention-Deficit/Hyperactivity Disorder. According to the Diagnostic and Statistical Manual of Mental Disorders, fourth edition text revision (DSM-IV-TR), there are three types of ADHD: Combined Type, Inattentive Type and Hyperactive-Impulsive Type. Inattentive Type – problems with paying attention (i.e error checking, multitasking, forgetfulness, listening problems, processing auditory-verbal input, organization, sustaining attention, task persistence and motivation). Hyperactive-Impulsive Type – the need to often move one's body (i.e. fidgets, can not sit in seat when expected to do so, runs or climbs excessively, difficulty playing quietly, "on the go" or "driven like a motor", blurts out answers, difficulty waiting turn, interrupts). Combined Type - having both inattentive and hyperactive-impulsive types. For all types, certain criteria must be met regarding age of onset, duration of symptoms and number of settings in which symptoms are present. Giftedness can sometimes look like ADHD.
Adverse Educational Impact	Any harmful or unfavorable influence that a disability has on a student's educational performance in academic (reading, math, communication, etc.) or non-academic areas (daily life activities, mobility, pre-vocational and vocational skills, social adaptation, self-help skills, etc.)
Affective Strength	Level of emotional expression associated with an idea or action.
Asperger's Disorder Asperger's Syndrome	Is the autism spectrum disorder (ASD) in which there is no general delay in language or cognitive development. Like other ASDs, it is characterized by difficulties in social interaction and restricted, stereotyped patterns of behavior and interests. Although not mentioned in standard diagnostic criteria for AS, physical clumsiness and atypical use of language are frequently reported.
Asynchronous Development	Means out-of-sync, and gifted children are out of sync both internally (different rates of physical, intellectual, emotional, social and skill development) and externally (lack of fit with same-aged peers and age-related expectations of society).
Authentic Assessment	An assignment given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world problems.
Behavioral Domain	The scope of interactive behavior that can refer to the different responses to different circumstances.
Bipolar	A mental disorder that involves extreme mood cycling between a hyper-energized, grandiose, elevated mood, and deep depression. In young children there may be wild rage and aggressive depression. (from Survival Strategies for Parenting Children with Bipolar Disorder, George T. Lynn)
Cognitive Processing	The brain's ability to transform information: mental processing by the brain to problem solve.
Compensation	Include study strategies, cognitive strategies (also called learning strategies), compensatory supports (e.g., tape recorders and computer word processing programs), and environmental accommodations such as test-taking accommodations (e.g., extended test time, less distracting test-taking setting). Other researchers (Garner, 1988).
Compensatory Strategies	Techniques or materials that help to offset learning challenges.

Continuum	A continuous series or sequence of things whose parts cannot be separated or separately discerned.
Curriculum Base Measurement (CBM)	A form of assessment administered to students to measure academic growth.
DIBELS	Dynamic Indicators of Basic Early Literacy Skills: a set of standardized individually administered measures of literacy development.
Differentiated Instruction	An approach to teaching that delivers instruction to students based on differences and commonalities in learning style, interests and strengths. Instruction is tailored to meet the diverse needs of the students in a regular classroom.
Discrepancy Formula	A discrepancy formula calculates the degree of discrepancy between performance on two measures.
Environmental Inventory	Rating scales designed to evaluate features of a student's school and home environment.
Explicit Instruction	The intentional design and delivery of information by the teacher to the students. It begins with (1) the teacher's modeling or demonstration of the skill or strategy; (2) a structured and substantial opportunity for students to practice and apply newly taught skills and knowledge under the teacher's direction and guidance; and (3) an opportunity for feedback. (See teaching functions).
Fidelity	Using a program, model or instructional strategies in the way they were designed to be used in order to be successful.
Function	Area(s) of disability needed to develop the child's strengths and needs for the present levels of academic achievement and functional performance.
Horizontal Teaming	An interactive process that enables teachers in a grade level to share expertise and engage in shared decision making with mutually defined goals.
Interpersonal	Relationships between people.
Intervention	Targeted supplemental behavioral or academic actions that have the potential to facilitate the desired outcome.
Intrapersonal	Internal aspects of a person, emotions.
Learning Disability	Specific neurological disorders that affect the brain's ability to take in, store, process or communicate information.
Learning Preference	A unique combination of strengths and preferences. This includes visual, auditory and kinesthetic preferences.
Matrix	The regular formation of elements or ideas into columns and rows.
Modification	Changes made to curriculum expectations in order to meet the needs of the student. Modifications are made when the expectations are beyond the students level of ability. Modifications may be minimal or very complex depending on the student performance. Modifications must be clearly acknowledged in the IEP.
Multi-tiered	Multi-tiered learning provides students with a continuum of services (i.e., typically presented as three levels of instruction) that increase in intensity based on the learner needs. Embedded within multilevel instruction is the practice of determining how well the student responds to the interventions implemented.
Perfectionism	Common among gifted children. They are critical of their own work and never satisfied. They apply their high standard to others. In moderation perfectionism is healthy. Perfectionism can also be characteristic of certain mental health conditions.
Portfolios	A collection of a student's best work that is ongoing and represents the interests and strengths of the student.
Primary prevention	Level I in a tiered system of delivery that applies to all students to universally deliver the core academic and behavioral programs.
Psychomotor	Muscular or motor skills required to manipulate materials or objects.

Response to Intervention (RtI)	A systematic approach to insuring that students at risk for failure or underachieving receive timely and effective support.
Remediation	The act or process of correcting a fault or deficiency.
Rubric	Clearly stated expectations that are used to guide and evaluate student work.
Secondary Prevention	The second level in a tiered system of delivery that provides strategic intervention for some students that are at risk of not reaching their potential.
Sensory	Ability of the brain to process information brought in by the senses.
Sensory Integration/Processing Disorder	A brain-based problem with information processing that is characterized by difficulty understanding and responding appropriately to sensory inputs. (from The Mislabled Child) Responses may seem over-reactive to minor stimuli and under-reactive to real danger.
Tertiary Prevention	The third level in a tiered system of delivery that applies to a few students and provides intensive intervention for students that are at high risk of not reaching their potential.
Twice-Exceptional	Students who are Twice-Exceptional are identified as gifted and talented and also identified with one or more disability or condition.
Vertical Teaming	A vertical team is a group of educators (teachers, counselors, administrators) from different grade levels who work together to develop a curriculum that provides a seamless transition from grade to grade. Ideally, then, the curriculum at the elementary school is linked to what is taught at the high school. Through vertical teaming, school districts can strengthen the opportunities for all students to have access to—and be successful in—rigorous coursework.



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