

WARNING

**THIS PRESENTATION
CONTAINS SOME
GENERALIZATIONS**

THERE ARE EXCEPTIONS TO THESE GENERALIZATIONS

☒ @JNNBRNDL @WEAREHEARKEN





TWICE EXCEPTIONAL a.k.a. 2E

WHAT IT IS AND WHAT YOU CAN DO FOR YOUR CHILDREN

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PART I - DEFINING TERMS

A. TWICE EXCEPTIONAL a.k.a. 2e

- When a student has both an exceptional ability
 - Is not formally evaluated

AND

- Something that significantly impedes the student's ability to "access the curriculum."
 - Evaluation by school district



What is GIFTEDNESS and what are SPECIAL NEEDS?

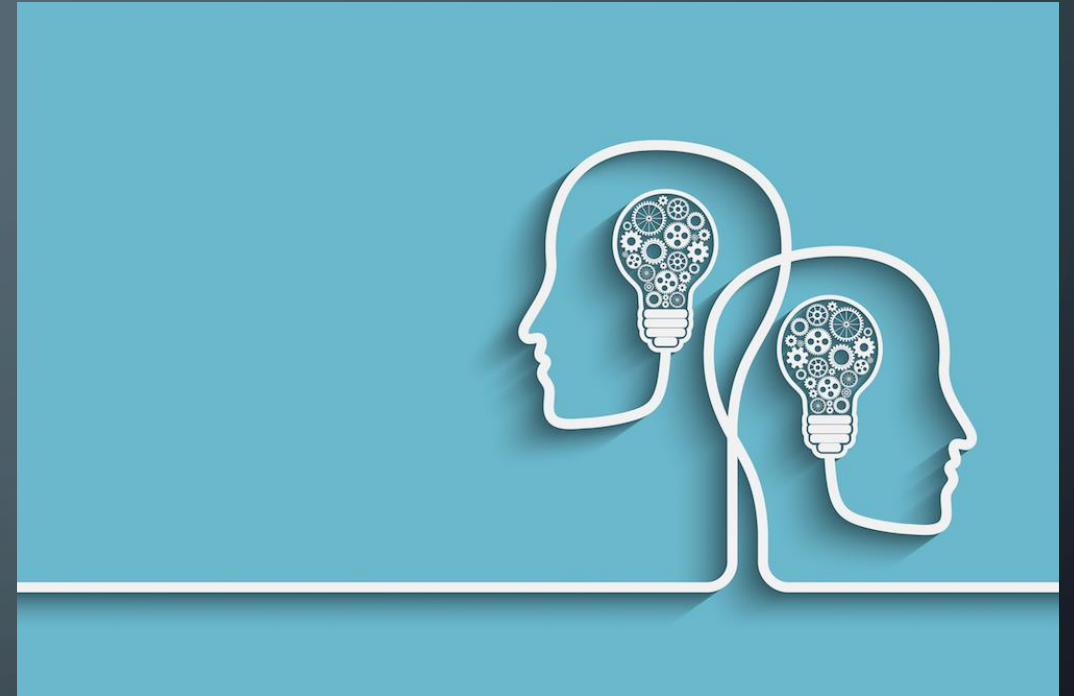
B. GIFTEDNESS

- Federal definition
 - *“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.”*
- Many other definitions
 - Common contents and principles...



GIFTEDNESS INCLUDES

- Advanced Outlier in one or more areas
 - General intellectual ability
 - Specific academic ability
 - Creative ability
 - Leadership ability
 - Visual and/or performing arts ability
 - Psychomotor ability
- Asynchronous development
 - More extreme differences in the Cognitive, Physical, Emotional, & Social development
- Intensities
 - Psychomotor, Sensory, Cognitive, Imagination, Emotional,



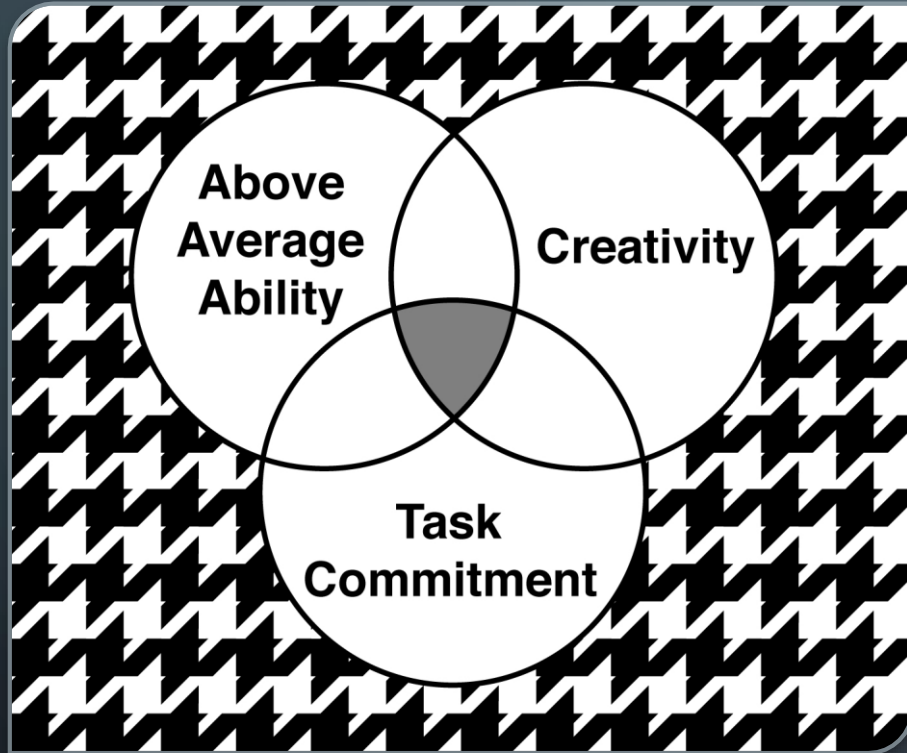
PREPONDERANCE OF THE EVIDENCE

- Any ONE or more
 - Full scale IQ score over about 125 or
 - Any sub-score in the “Superior” range
 - Student work samples
 - Common Characteristics of Gifted Individuals
- Not necessarily Straight A’s
- Not necessarily high state standardized test scores



GIFTEDNESS

J.S. RENZULLI, 1978



- The intersection of...
 - Above average ability
 - Creativity
 - Task commitment
- When brought to bear on an area of interest
- Occurs “In certain people, at certain times, under certain circumstances.”

COMMON CHARACTERISTICS OF GIFTEDNESS

- See
NAGC
hand out



**NATIONAL ASSOCIATION FOR
Gifted Children**

Common Characteristics of Gifted Individuals

Because gifted children are so diverse, not all exhibit all characteristics all of the time. However, there are common characteristics that many gifted individuals share:

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts and with little practice
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)

Reproduced by permission from: Webb, J., Gore, J., Amend, E., DeVries, A. (2007). *A parent's guide to gifted children*. Tucson, AZ: Great Potential Press, www.greatpotentialpress.com.

C. SPECIAL NEEDS categories under IDEA

- Autism
- Deaf-blindness
- Deafness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness



PART II: 2e individuals

- Leonardo Di Vinci
- Beethoven
- George Washington
- Edgar Allen Poe
- Thomas Edison
- Helen Keller
- Woodrow Wilson
- Winston Churchill
- General Patton
- Albert Einstein
- Harry Truman
- Howard Hughes
- Salvador Dali
- Walt Disney
- Harry Bellefonte
- Stevey Wonder
- Cher
- Whoopi Goldberg
- Tom Cruise
- Henry Winkler
- Jay Leno
- Magic Johnson
- Robin Williams
- Stephen Hawking
- Temple Grandin
- John Elder Robinson !

WHO MIGHT BE 2E?

Advanced

Bright

Curious

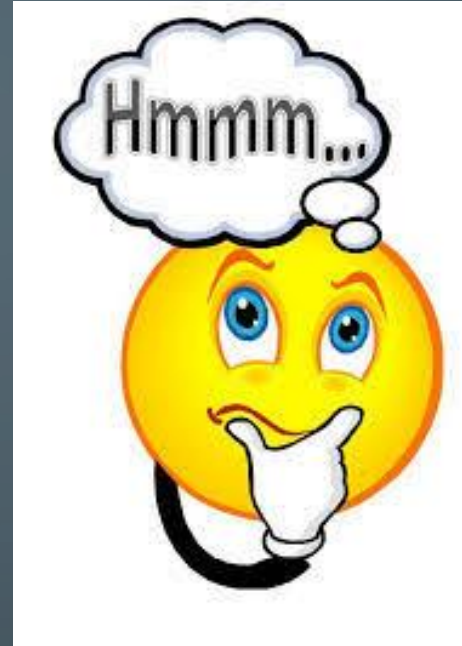
Gifted

High potential

Insightful

Talented

Underachievers



“In any human endeavor”

ANYONE WITH...

One or more kinds of giftedness or talent area

+

One or more special need area

Twice exceptional

PART III. STRUGGLES AND SITUATIONS



- Compensation
- Late identification
- Peer problems and/or teacher negativity
- Low groups or classes
- Difficulty reading and/or writing
- Retention in special education classes
- Inappropriate services
- Poor self-esteem and lack of self-confidence

PARADOXES

- High level comprehension (need sophisticated content)
but has reading limitations.
- Creative and sophisticated ideas
but has difficulty putting them down on paper
- Task commitment and flow time
but has difficulty attending to task when things are auditory
- Potential for expertise
but has difficulty learning novice skills and with automaticity
- Desire to fit in
but has little social awareness or skills



PART IV – RECOMMENDATIONS from...

RESEARCH

Drs.

Susan Baum,
Thomas Hebert,
Scott Barry Kauffman,
Sally Reis
Robin Schader,
Beverly Trail
et al.

PRACTICE

- Bridges Academy
- The Lang School
- Twice Exceptional Newsletter
- AEGUS
- <https://www.facebook.com/2ceexceptional>
- And more (see Resources)



FRAMING

- They are gifted children who have learning challenges
- NOT Special Needs children with some strengths



We understand a DEFICIT MODEL

- We have...
 - Federal law for special needs
 - Compassion
 - Systems for fixing things

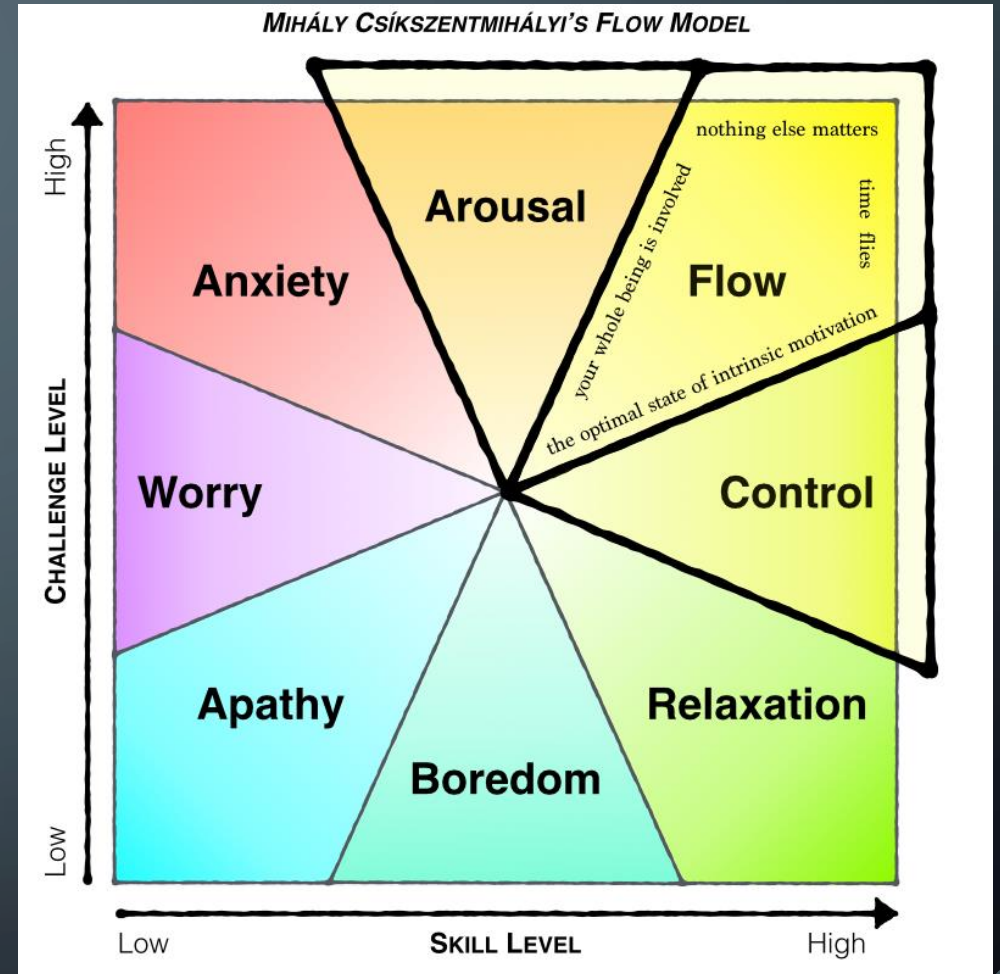
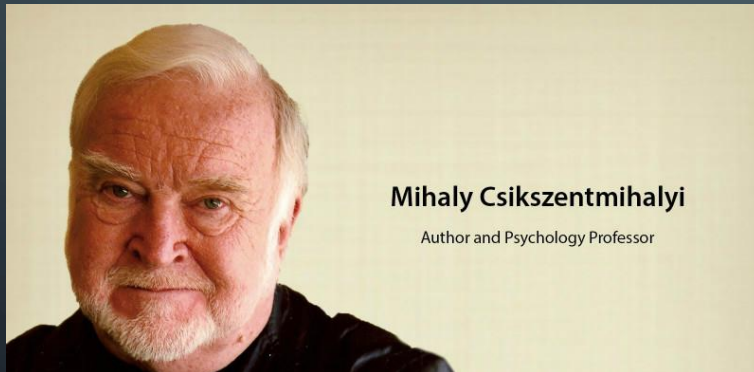
But...

they are Bright, not Broken

(2011) Kennedy (Author), Banks (Author), & Grandin (Contributor)



“Treatment is not just fixing
what is broken
but nurturing what is
best.”
(Seligman & Csikszentmihalyi, 2000)



ASK QUESTIONS

- At Home



- At School



THE HOME

- Parents as advocates
- Not adversaries



ASK or OBSERVE your CHILD

- What are you good at?
- What do you like to do?
- What's hard for you?
- What do you feel like you need?



THE CHILD'S RELATIONSHIPS

- Which teachers do you like?
 - Why do you like them?
- Is there a grown-up at school that you like best?
 - Why do you like them?
- Do you feel like you have friends at school?
 - Who are your friends?
 - Why do you like them?
- Are there other people at school that you like?
 - Who are they and why do you like them?



AT SCHOOL

- Invest
 - Build Relationships
 - Pay it forward
 - What do you need? How can I help?
 - Quiet compassionate gestures – **food**, coffee, tea, tissues
- Ask questions – don't tell or demand



ASK the TEACHER for their HELP

- What do you feel intuitively, not so much as a report card, that my child is good at?
- What do you feel my child struggles with?
- Have you noticed any circumstances where my child really shines?
- Have you noticed any circumstances where my child is struggling?
- Do you have any ideas how I could help?
- Do you have ideas about who could help?



ANYTHING HAPPENING AT SCHOOL?

- Student's strengths and struggles?
- Should we have an evaluation done?



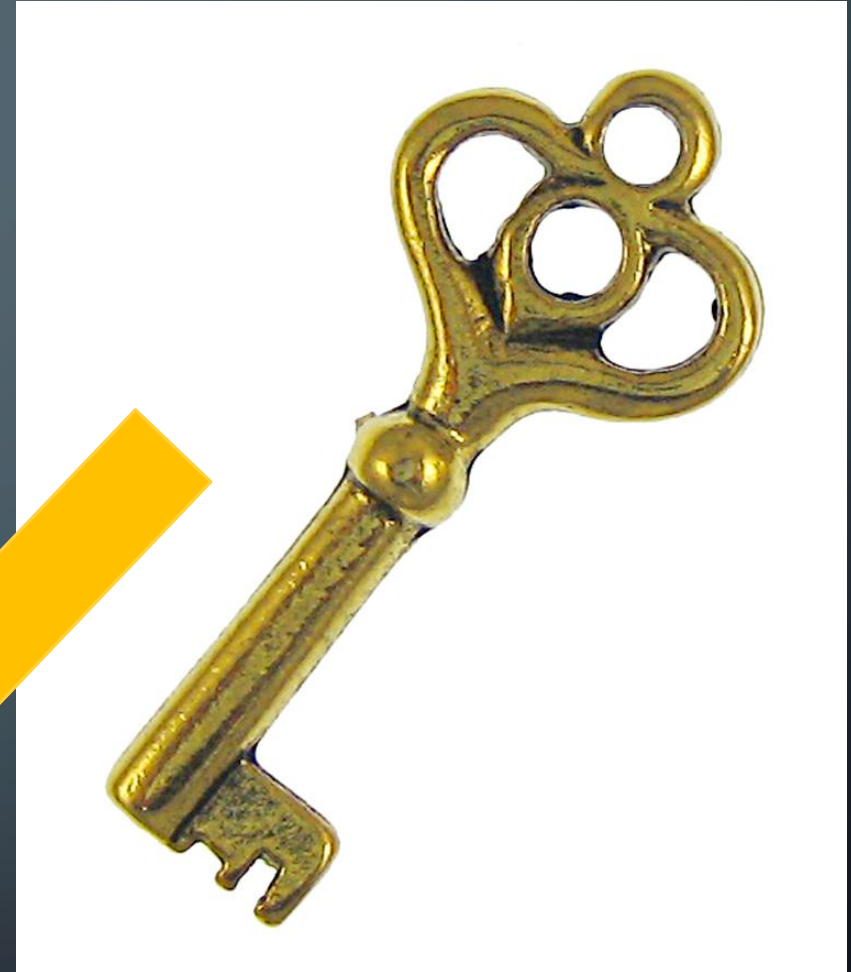
AFTER AN EVALUATION

- Communication
- Relationships
- The types of counseling strategies necessary to help them realize their potential.

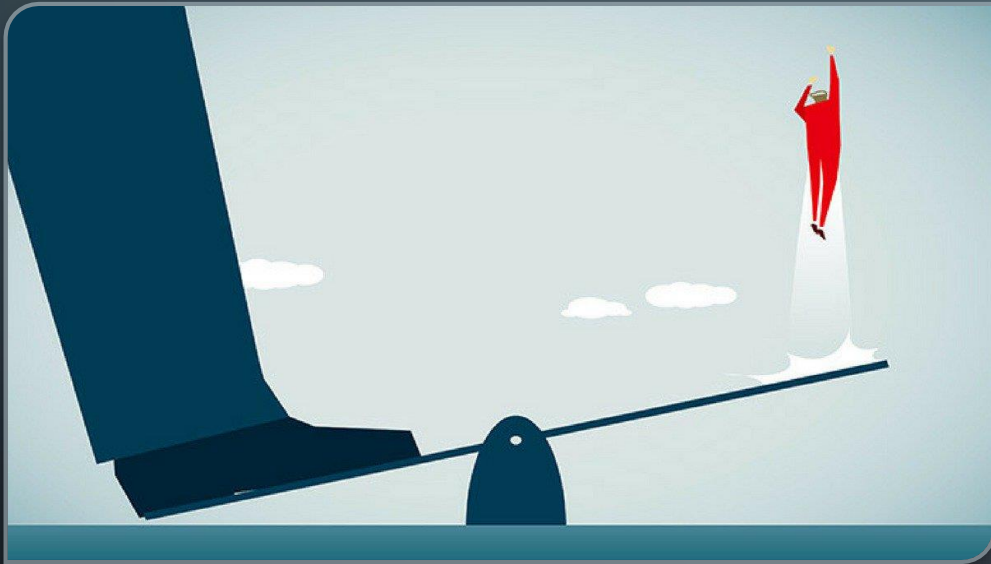


PART III - WHAT WORKS

- Parents as advocates, not advisories
- Recognition of both strengths and challenges
- Attention to giftedness first
- Attention to challenges
 - Using strengths to support challenges
 - Keeping it interesting



PART V. WHAT WORKS



- Leveraging strengths for skill development
- Connecting child to content
- Allowing self-expression

NURTURING STRENGTHS, INTERESTS, & TALENTS

- Explore all kinds of normal, weird, wacky and wonderful

- places
- things
- people



HOW TO NURTURE STRENGTHS, INTERESTS, & TALENTS

- Training in interest area
 - After school
 - Weekends
 - School vacations
- You name it. It's out there!



REAL WORLD PROBLEM SOLVING

- Find a problem in an area of interest
- Create a product or service to help fix the problem
- Use research to understand the problem and make the product or service



📷 Chavez hit upon the idea of using trash to make music 10 years ago (Photo: AFP)



PRINCIPLES for all ACTIVITIES

1. “in the manner of the professionals”

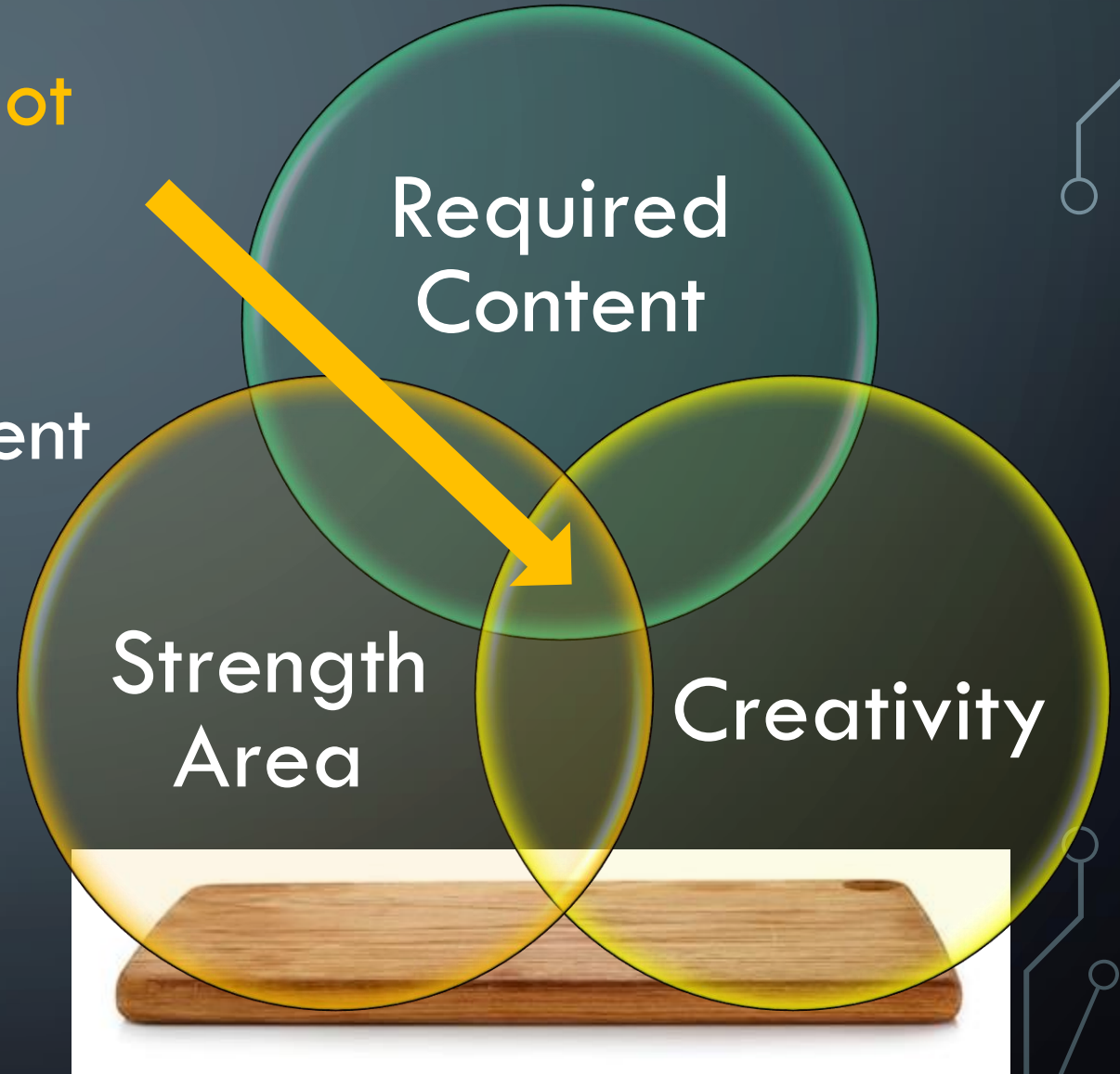


2. in their “zone of proximal development”

HYBRIDIZE to their sweet spot

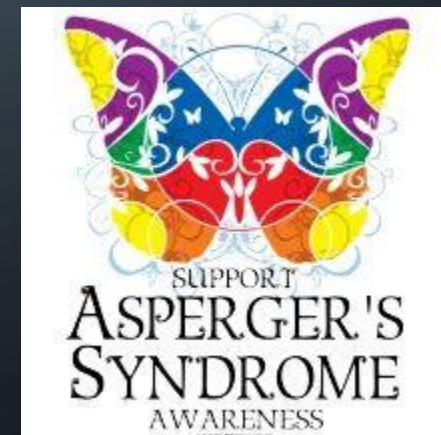
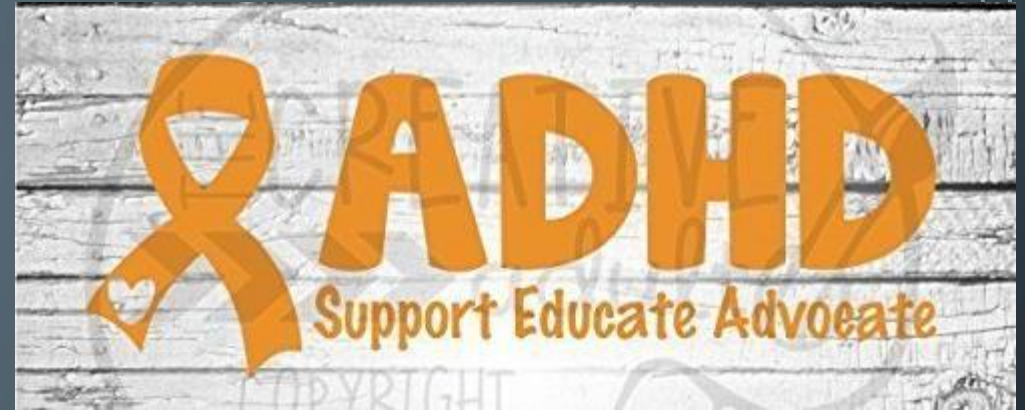
- Interest + Requirement
- Strength area + Requirement
- Creativity + Requirement

and SUPPORT



FIND OUT ABOUT...

- Your child's area of special need.
- Learn how to support it
 - Seek out groups that support the special need



PROVIDE A PLACE TO CREATE

- Provide raw materials
 - Blank paper, Scraps, Tubes, Wires...
 - Tools
 - Resources
- Not kits!



YOUR ROLES

- Guide on the side, not Sage on the stage
- Scheduler
- Taxi
- Gatherer of choices
- Supporter
- Affirmer
- Listener



SUGGESTED RESOURCES

Books:

- Twice-Exceptional Gifted Children: Understanding, Teaching, and Counseling Gifted Students, by Beverly Trail Ed.D.
- To Be Gifted and Learning Disabled: Strength-Based Strategies for Helping Twice-Exceptional Students With LD, ADHD, by Susan Baum, Ph.D. and Robin Schader Ph.D.
- Twice Exceptional: Supporting and Educating Bright and Creative Students with Learning Difficulties by Scott Barry Kaufman

Websites:

- <https://www.nagc.org/resources-publications/resources-parents/twice-exceptional-students>
- <http://www.davidsongifted.org/Search-Database/entry/A10140>
- <http://www.nea.org/assets/docs/twiceexceptional.pdf>
- <https://www.teca2e.org/>

Schools:

- Bridges Academy <https://www.bridges.edu/> (California)
- The Lang School <http://thelangschoo.org/About> (NYC)

Organizations:

- National Assoc. for Gifted Ed. nagc.org
- AEGUS <https://www.aegus1.com/about-us> (They do gifted underachievers and 2e)

Newsletters:

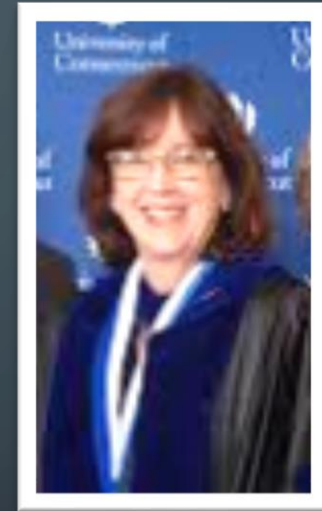
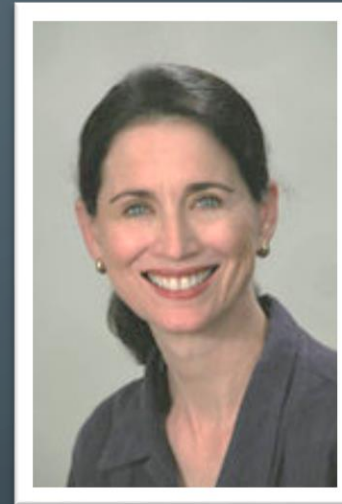
- 2e Digest January 2e News news@2enews.com via auth.ccsend.com
- 2e News Briefing Glen Ellyn Media mark@glenellynmedia.com via em.secureserver.net

Facebook pages:

- <https://www.facebook.com/2ceexceptional/>
- <https://www.facebook.com/groups/2E.Network.LA/>

WITH SPECIAL THANKS TO:

- Dr. Susan Baum
- Dr. Robin Schaefer
- Dr. Sally Reis



- And you for having me!

If this was helpful... then **Join MAGE!** Go to massgifted.org and click on Membership. It's only \$25.00/year.


Membership

- makes gifted education advocacy possible in Massachusetts
 - In the legislature, at the state department of education, and in your districts and schools
 - provides you with continual access to a gifted education specialist

Benefits include:

- **Discounts** at all MAGE events
 - Annual Conference
 - MAGE Days - Parent meet-ups, seminars, and activities for your kids
- **Communications**
 - Newsletters & member alerts
 - National and local information about gifted education
- **Opportunities to**
 - learn about educational programs
 - get involved and make a difference
 - The board of directors
 - The advocacy team
 - MAGE Services Network
 - **Connect** with new friends facing some of the same challenges





ANY

QUESTIONS

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