

Using a strengths based approach to support twice exceptional learners in the classroom

Prepared and presented by Amanda Drury on July 22nd, 2017 for the World Conference: Global Perspectives in Gifted Education

“Fly me to the moon. Let me play among the stars”

Frank Sinatra



A Bit About Me



GIFTED FIRST

Twice Exceptional Students experience a cataclysm of strengths and weaknesses. "Their giftedness strives for mastery, engages in endless inquiry and produces perfectionism [while] their learning block delays skills development, limits the acquisition of a wide knowledge base and frustrates every attempt to achieve high performance"

(Hill, 2011, p. 23)

MUCH MORE THAN JUST GIFTED WITH DISABILITIES



Twice Exceptionality





"Everything is going around so fast I can't think of anything, please help me stop it! Instead of slowing down my brain I want to speed it up till I am so tired I just want to sleep."

Gifted girl on the autism spectrum, Age 13

"Sometimes I just can't explain what I'm feeling. If I feel happy or surprised, then it's like seeing a beautiful rainbow with all the colours of light, but when I feel sad or angry, then it's like having a nightmare dream where I can't see the other side"

Gifted girl on the autism spectrum, age 5

"My brain is abuzz with so much. It never stops thinking, even when I want to sleep. These people around me don't understand me. I need help, but I'm too embarrassed to ask for it. I want to ask so many questions, express so many thoughts, but these thoughts of mine are not the right ones."

Gifted boy with dyslexia, Age 10.

"There's a meadow inside me, and when I get Maths and Art, and have fun with my friends, it is sunny and bright. But sometimes I get worried, my meadow becomes cloudy, and if I ask for harder Maths work and someone says 'no' I just want to fight to get it, sometimes I explode, and a big storm hits my meadow"

Gifted girl on the autism spectrum, Age 8

"It's like a tornado of thinking, where I only get to grab a thought for a little bit of time before it gets pulled back into the tornado again, it's so frustrating because they are really interesting thoughts."

Gifted boy with ADHD, Age 7

The Wonderful World 2E

The thing I love most about both my 2e children is their capacity to LOVE and Care for others and their world. They have big hearts my two.

Mine cares very deeply about issues of social justice, very beautiful to see.

My child makes me feel alive with all her interest and questions and her smile is adorable



My boy is so funny!! Some of the things he comes out with crack me up! I love watching him laugh. I cant help but laugh with him.

I like his quirky point of view, his endless curiosity and enthusiasm, and his wonderful sense if humour. My boy, he's an absolute joy.



Gifted 3 year old on the autism spectrum

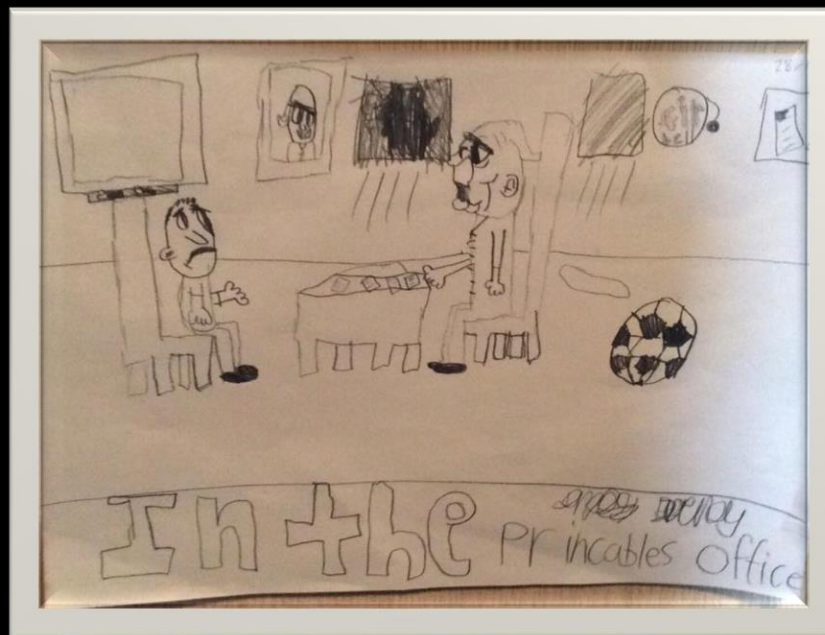
The Artistic World of 2E



Gifted 9 year old with ADHD and Dysgraphia



Gifted 14 year old with profound
Dyslexia



Gifted 10 year old with ADHD and dyslexia



Gifted 7 year old with ADHD

What The Research Tells Us

Using a strengths based approach to learning is the most prevailing factor in developing a positive growth mindset, healthy self-esteem, strong self-efficacy and higher academic achievement in twice exceptional children.

(Baldwin, Baum, Perelex, & Hughes, 2015; Betts & Neihart, 2010; Foley-Nicpoon, 2016; Hill, 2011; Hughes, 2017)

Twice exceptional children are more successful when surrounded by a team of supports, willing to provide modifications and accommodations to their learning content and environment.

(Coleman & Gallagher, 2015; Hughes, 2017; Salvia, 2017; Siegle & McCoach, 2005)

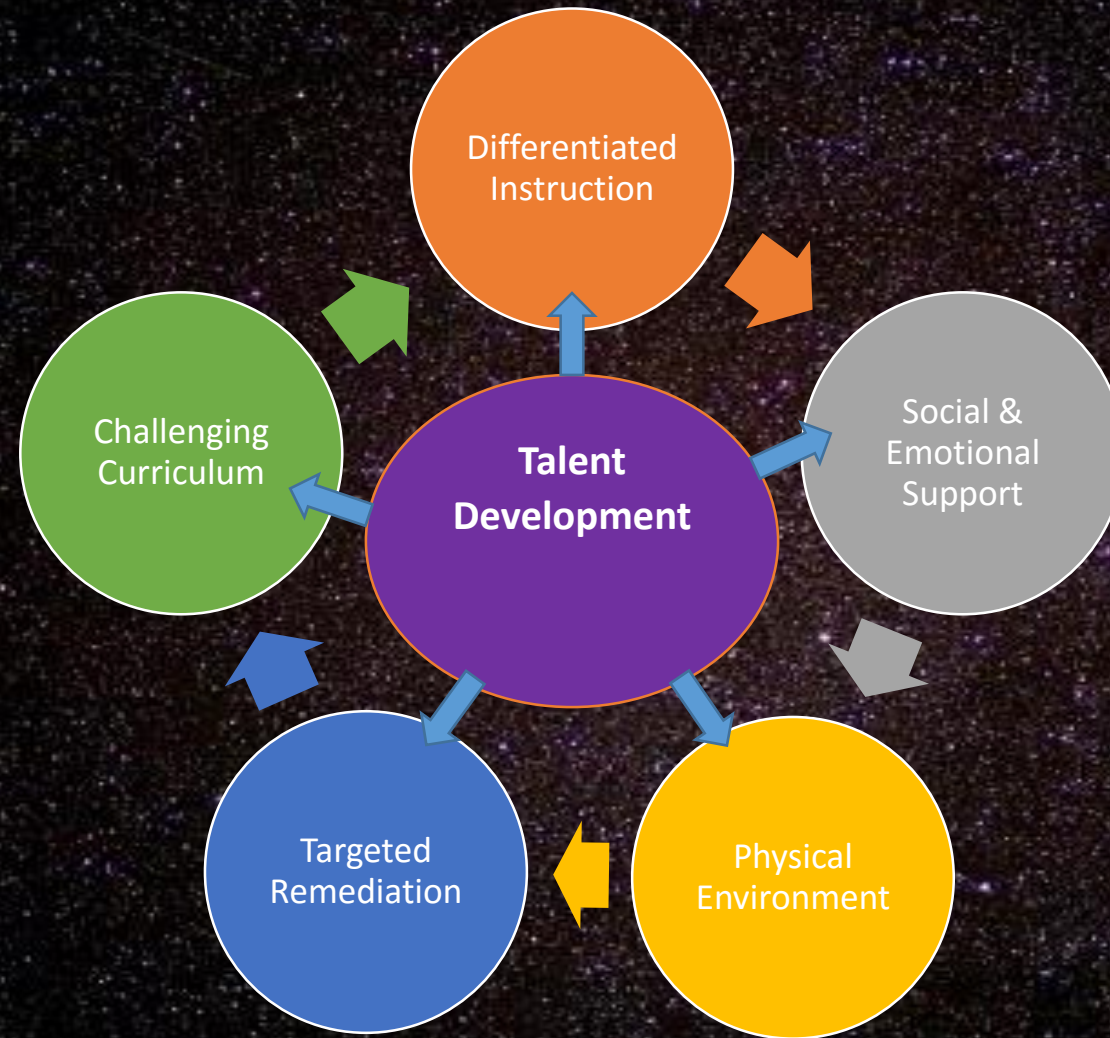
We can empower 2E students by “praising their efforts, affirming their intelligence, providing them with various compensation and learning strategies to help them persevere through frustrations”

(Wang & Neihart, 2015, p. 156)

When young adolescence and adults are encouraged to pursue their interests and passions they are more likely to lead fulfilling and productive lives.

“the struggle made them stronger and helped them find their unique niche in the world” (Baum, 2014, p. 5; Siegle & McCoach, 2005; Wescombe-Down, 2013).

Baum's Talent Development Model for Gifted Dyslexic Children, copied from Baum (2013), p. 2.



Identification and Programming for Twice-Exceptional Students

Identification

Twice-exceptional students are difficult to identify because their strengths and weaknesses may mask each other, creating a unique learner profile atypical of a gifted student or a student with disabilities.



(Use your state or country's recommendations for identifying gifted and disabilities, after observation)

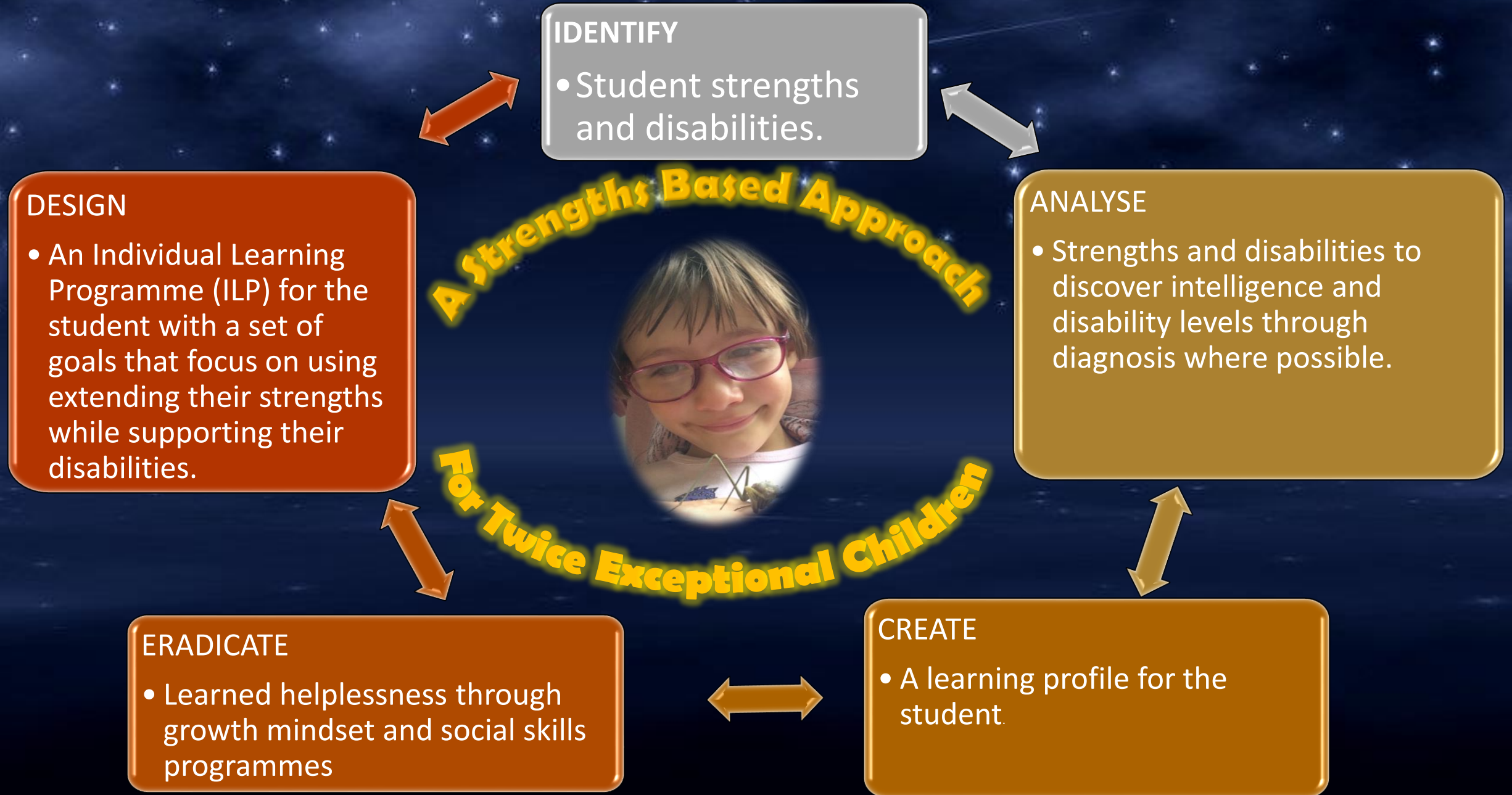
Programming

In a collaborative effort between the classroom teacher, gifted educator, and special educators, appropriate strategies will be implemented to:

- nurture the student's potential.
- support development of compensatory strategies.
- identify learning gaps and provide explicit instruction.
 - foster social and emotional development.
 - enhance capacity to cope with mixed abilities.

- ⇒ The advanced learning plan and the IEP are reviewed simultaneously.
- ⇒ Identified student is noted as twice-exceptional on district database.
- ⇒ Number of twice-exceptional students in district is reported to the Colorado Department of Education in the Gifted End-of-Year Report submitted by district Gifted Education Director.

Anthony et al.'s
(2009), model of
identification and
programming for
twice exceptional
students, p. 16.



(Based on information from Baum, 2013; 2E Newsletter, 2017; Hill, 2011; Hughes, 2017; Ronksley-Pavia, 2015; Wescombe-Down, 2013.)

YOUR TURN





A Thank You

**To the parents of Gifted 2E
Support (GLDAnu)**

To My Wonderful family!

AND TO YOU

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