



DEPARTMENT:

Elementary Education

FACULTY SPONSOR:

Ann Gillies

STUDENT(S):

Tessa Patton

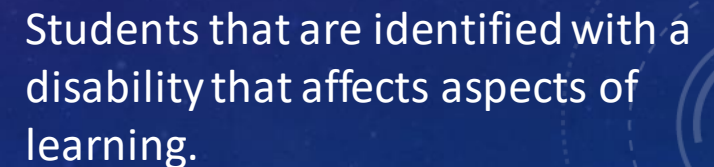
PROJECT TITLE:

Twice Exceptional Learners



TWICE EXCEPTIONAL LEARNERS

TESSA PATTON



TWICE EXCEPTIONALITY IN STUDENTS

**A student can be identified as twice exceptional in many ways!
Every student that is twice exceptional is different.**

Disability Identification:

- Autism
- ADHD
- Specific learning Disorders (Dyslexia, Dysgraphia, Dyscalculia)
- Sensory Processing Disorders
- Emotional/Behavioral Disorders
- Speech and Language Impairment

***The disability qualifies the student for an Individual Education Plan (IEP) or 504 Plan



Gifted Identification:

- General or Specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Visual Arts, performing arts, musical or psychomotor abilities

POSSIBLE CHARACTERISTICS OF TWICE EXCEPTIONAL STUDENTS: STRENGTHS

Very high energy

Have a wide arrange of interests that are not related to school topics or learning

Have a specific talent or interest for which they have an exceptional memory or knowledge

Are interested in the big picture rather than small details

Are extremely curious

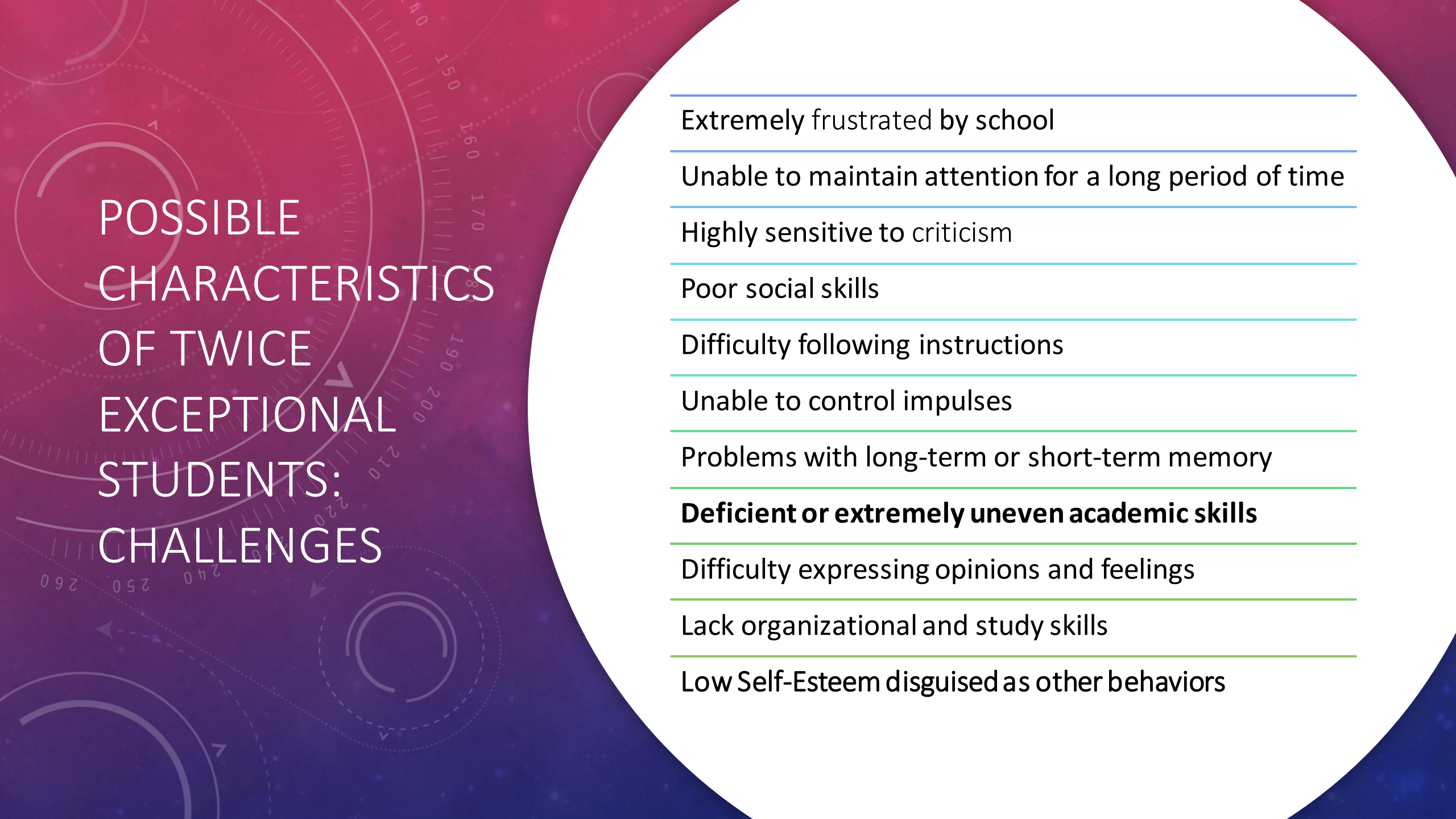
High levels of problem solving and reasoning skills

Extremely creative

Sophisticated sense of humor

Superior vocabulary

Have advanced ideas and opinions



POSSIBLE CHARACTERISTICS OF TWICE EXCEPTIONAL STUDENTS: CHALLENGES

Extremely frustrated by school

Unable to maintain attention for a long period of time

Highly sensitive to criticism

Poor social skills

Difficulty following instructions

Unable to control impulses

Problems with long-term or short-term memory

Deficient or extremely uneven academic skills

Difficulty expressing opinions and feelings

Lack organizational and study skills

Low Self-Esteem disguised as other behaviors

IDENTIFICATION OF TWICE EXCEPTIONAL LEARNERS

Twice Exceptional learners often be misdiagnosed due to 3 main reasons:

1.) Giftedness masks disability

- Student often goes unnoticed for special education evaluation
- Student is often seen as an underachiever or lazy
- Student will often stay at grade level until the curriculum becomes more difficult, then they may fall behind

2.) Disability masks giftedness

- Student is involved in programs and services that focus solely on disability
- Student may have significantly underestimated academic abilities
- Student may become bored if the services they receive do not match their required level of challenge

3.) Giftedness and Disability mask each other:

- Student is often performing at grade level but will have difficulty as curriculum becomes more challenging
- Student has a deflated sense of achievement due to the disability, so they have never qualified for gifted education services

ACTIVITY

- Ten-year-old Cameron performs at or above grade level across the board and causes no disruptions in the classroom, Cameron's teachers see him as a model student. He's also very popular with his classmates. But Cameron dreads school. In kindergarten, Cameron started begging his mother not to make him go to school. By second grade, he was getting sick to his stomach as he approached the school building. Cameron's undiagnosed dysgraphia made certain fine motor tasks laboriously difficult, causing him to work much harder than his classmates just to complete worksheets and writing assignments. His teachers suggested that he just wasn't trying hard enough.

What category of unidentified Twice Exceptionality do you think Cameron falls under?

What are strategies that you would implement to help Cameron feel comfortable at school?

STUDENT EXAMPLE- GIFTED STUDENT WITH AUTISM

Rylee- 3rd grader

- Described by teachers as a quiet, reserved, hardworking student
- Was constantly moving around in class and not paying attention
- Identified as a struggling reader, he was reading at a Kindergarten level at the beginning of 3rd grade
- In 3rd grade he was also placed in the high math group, which surprised his old teachers
- Teacher described his math thinking as "outside the box"
- Teacher found that if she reads the math problems to Rylee, he is very successful
- <https://www.youtube.com/watch?v=WYVJS5oVae8>

STRATEGIES FOR TEACHERS



Nurture the student's strengths and interests



Be careful to balance disability and ability



Allow students to see the "big picture" before learning it in pieces



Address social emotional needs



Teach Organizational Skills



Modify with Technology



Include movement, visual, and hands-on lessons

RESOURCES

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- National Association for Gifted Children-White Paper-Twice Exceptionality . (2008, March). Retrieved April 23, 2020, from [https://www.nagc.org/sites/default/files/Position Statement/twice exceptional.pdf](https://www.nagc.org/sites/default/files/Position%20Statement/twice%20exceptional.pdf)
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