<table>
<thead>
<tr>
<th>DEPARTMENT:</th>
<th>Elementary Education</th>
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<tbody>
<tr>
<td>FACULTY SPONSOR:</td>
<td>Ann Gillies</td>
</tr>
<tr>
<td>STUDENT(S):</td>
<td>Tessa Patton</td>
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<tr>
<td>PROJECT TITLE:</td>
<td>Twice Exceptional Learners</td>
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TWICE EXCEPTIONAL LEARNERS

TESSA PATTON
WHAT DOES TWICE EXCEPTIONAL MEAN?

Students that are identified as gifted and talented in one or more areas of exceptionality

AND

Students that are identified with a disability that affects aspects of learning.
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
- High levels of problem solving and reasoning skills
- Have a wide arrange of interests that are not related to school topics or learning
- Extremely creative
- Have a specific talent or interest for which they have an exceptional memory or knowledge
- Sophisticated sense of humor
- Are interested in the big picture rather than small details
- Superior vocabulary
- Are extremely curious
- 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:

<table>
<thead>
<tr>
<th>1.) Giftedness masks disability</th>
<th>2.) Disability masks giftedness</th>
<th>3.) Giftedness and Disability mask each other:</th>
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<tbody>
<tr>
<td>• Student often goes unnoticed for special education evaluation</td>
<td>• Student is involved in programs and services that focus solely on disability</td>
<td>• Student is often performing at grade level but will have difficulty as curriculum becomes more challenging</td>
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<td>• Student is often seen as an underachiever or lazy</td>
<td>• Student may have significantly underestimated academic abilities</td>
<td>• Student has a deflated sense of achievement due to the disability, so they have never qualified for gifted education services</td>
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<td>• Student will often stay at grade level until the curriculum becomes more difficult, then they may fall behind</td>
<td>• Student may become bored if the services they receive do not match their required level of challenge</td>
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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?
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

- Twice-Exceptional (2e). (n.d.). Retrieved from https://www.cde.state.co.us/gt/twice-exceptional