Twice Exceptional Students and Services

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What is the definition of twice exceptional?

"Twice exceptional (2E) means students who are identified as gifted and talented who also have met criteria for an IEP or 504 plan."

Source: Twice Exceptional Students Guidebook, 2015

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What are the characteristics of 2E students?

- ❑ Review the resource provided.
- ❑ Check/highlight characteristics that describe your child.
- ❑ Share out

Source: Twice Exceptional Students Guidebook, 2015

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Twice Exceptional Students

Common Challenges	Common Strengths
Processing speed	Verbal skills, articulate
Working memory	Hands-on, artistic, creative
Executive function/organization	Problem-solving, reasoning, and critical thinking
Written expression	Background/content knowledge
Basic reading skills	Rapid rate of conceptual learning
Math calculation and facts	Curiosity, inquisitiveness
Attention & self-regulation	Advanced listening/reading comprehension
Social skills application	
Emotional vulnerability	

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Twice Exceptional Generalizations

"Input Strong, Output Weak"

"Consistently Inconsistent"

"Easy is Hard, Hard is Easy"

"Intrinsically Motivated"

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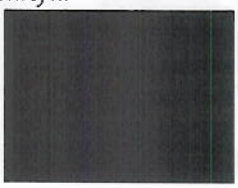
Let's get specific:

A gifted student with a Specific Learning Disability…



What are Lauren's strengths and weaknesses?

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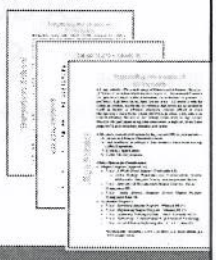
What are some "GT Opportunities"?

Acceleration and Enrichment Possibilities:

- In-class differentiation (e.g. compacting, tiered tasks, independent study, anchor activities)
- Advanced text
- Enrichment (in-class or extra-curricular)
- Research/inquiry projects
- William and Mary Language Arts Units
- Junior Great Books
- Enrichment tasks in math
- Compacted Math
- Advanced/Honors/AP/IB courses
- Magnet and Choice Programs



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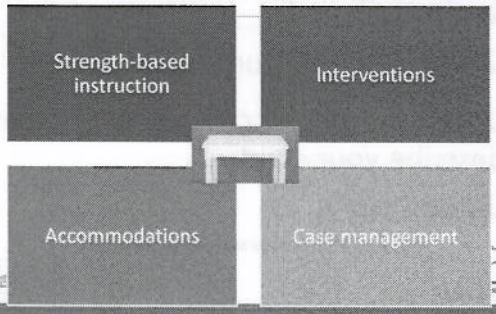
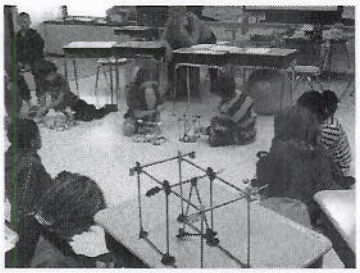
What supports should be in place for 2E students?



Which strength-based approaches can you find?



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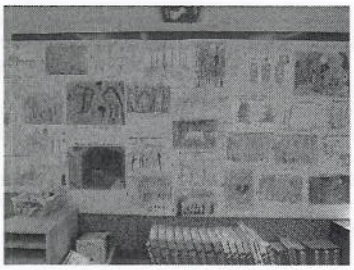

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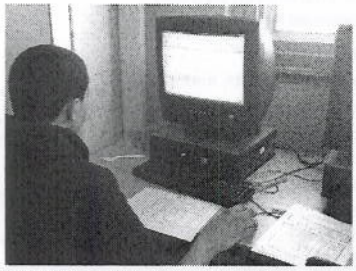

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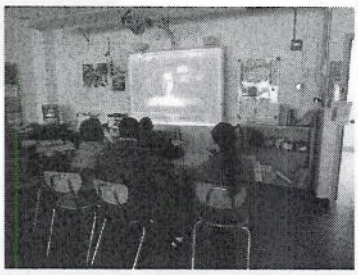

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Accommodations

Writing	• Scribe, word prediction (WordQ), pre-writing software (Inspiration), verbal conferencing/elaboration, alternatives, voice recognition
Organization	• Breaking down tasks, checklists, extended time, reminders
Reading	• Text-to-speech (Kurzweil, Google Read and Write Toolbar), audio materials (downloads, CD's)
Memory	• Word banks, study guides & calendars, calculator, formula card, copies of notes
Social & Emotional	• Intrinsically motivating instruction, positive relationships, safe learning environment

What are your child's "top 5" accommodations?

Where are twice exceptional students served?

- Within the local school (Resource, HSM, LAD)
  - Wings Mentor Program
  - Consultation from Central Office
- Within MCPS discrete services
  - Asperger's Services
  - GT/LD Services
  - Behavioral and Emotional Support Services
  - Bridge Services

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Local School Services for 2E

- Designated case managers
- Designated general educators (cohort scheduling)
- Supported advanced instruction
- 2E pull-out groups (elementary) or Advanced Resource class (secondary)
- Technology and itinerant support
- Counseling supports/groups
- Consultation and professional development

"If you build it, they will come."

WINGS Mentor Program

- What is it?
- Who is it for?
- What are the benefits?
- Show-Off Night, class sharing

A video break…

http://www.montgomeryschoolsmd.org/curriculum/enriched/mcpsprograms/wings/index.shtm

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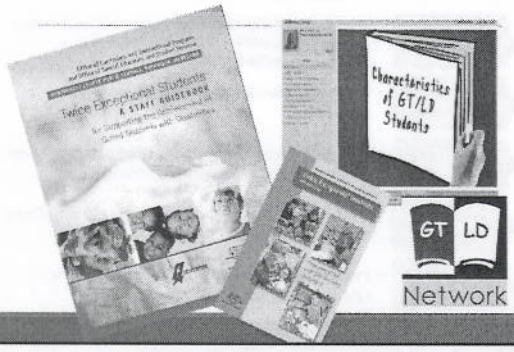
GT/LD Discrete Services

- Elementary Model: Barnsley
  - Self-contained for academics
- Secondary Model:
  - Clemente, Lee, North Bethesda,
  - Northwood, Walter Johnson, Watkins Mill
  - Supported Advanced/Honors courses
  - Cohort model
  - GT/LD Resource class
  - Designated, trained special educators and paraeducators
  - Designated, trained general educators

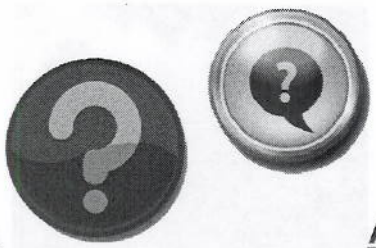
Web Resources

http://www.montgomeryschoolsmd.org/curriculum/enriched/gtld/

http://www.gtldnet.org/



What questions do you have?



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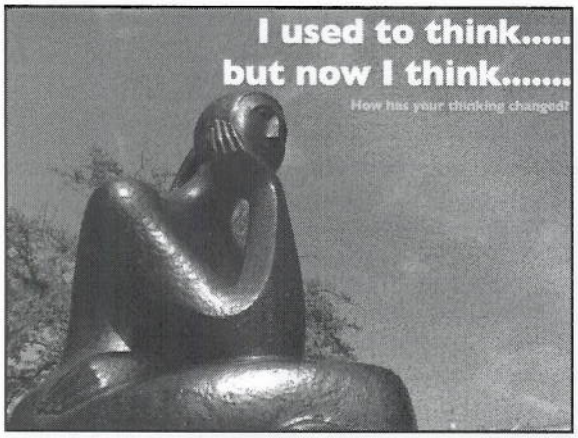

Characteristics

ALTHOUGH THE CHARACTERISTICS of students who are identified as twice exceptional vary from student to student, there are some general commonalities noted in the research. The charts in this section are intended to assist school teams in better understanding the common profile of twice exceptional students.

Characteristics of Students Who Are Identified as Twice Exceptional

COGNITIVE:

- Superior reasoning (verbal/nonverbal)
- Generally creative
- Curious and driven to learn
- Difficulties organizing thinking, materials, or time
- Make good connections
- Strong problem-solving/critical-thinking capabilities
- May have processing, memory, or executive functioning difficulties

SOCIAL EMOTIONAL:

- May display frustration, anxiety, and/or low self-esteem, due to cognitive and academic dissonance
- May display work avoidance/refusal
- May display "class clown" type behaviors
- May cry frequently or have disruptive behaviors (not caused by primary mental, social emotional, or behavioral disorder)
- May attempt to hide failures through passive behaviors
- May be perfectionists or highly self-critical
- May be hypersensitive

WRITING:

- Creative, have great ideas and large oral vocabulary
- Strong "voice" in writing
- Can verbally elaborate and add unlimited description and detail
- Weaknesses impact ability to get thoughts onto paper
- May have difficulties with mechanics of writing or fine motor difficulties
- May have difficulty with conventions, sentence/paragraph structure, and/or grammar and usage
- May have difficulty generating or organizing ideas.

READING:

- Demonstrate advanced reading-comprehension skills when expressed orally (or when read to)
- Able to effectively answer higher-level thinking and metacognitive-type reading comprehensions orally
- May have difficulties understanding text when reading independently
- May have decoding and fluency needs

MATH:

- Strong mathematical thinkers
- Grasp taught concepts quickly
- May have difficulties with calculation
- May have difficulties with basic facts
- May have difficulties with showing work
- May have difficulty with number sense and/or visual spatial skills

LANGUAGE:

- Excellent expressive language skills
- Described as highly verbal and articulate
- Have strong receptive language ability
- Learn well by listening to teachers and others
- May have difficulties with word retrieval
- May have difficulty following directions or identifying what is important

TWICE EXCEPTIONAL STUDENT PROFILE CAPTURE SHEET

"Lauren"	Strengths	Weaknesses
Reading		
Writing		
Math		
Organization		
Parent Input		
Teacher Input		

Strength-based Accelerated and Enriched Instruction

Essential components of strength-based instruction for twice exceptional students should include instructional activities that focus primarily on students' individual strengths, gifts, and interests. Strength areas will vary from student to student.

Common Strengths	Strength-based Instructional Approach
Verbal skills/ vocabulary	Emphasize discussion, questioning, and oral presentations
Visual-spatial skills	Provide multisensory instruction; utilize visuals, hands-on experiences, and visual imagery
Problem solving and reasoning	Provide tasks that are open ended or questions that have many possible answers
Acquisition of concepts	Accelerate and enrich instruction while providing supports; compact instruction; emphasize concepts over details/facts; teach through discovery
Making connections	Teach thematically and connect the disciplines; provide context and connect new information to prior knowledge; use guided discovery, especially when introducing new topics
Critical thinking	Provide rigorous content and tasks that require higher-level thinking (analysis, evaluation, synthesis); teach students how to think
Curiosity	Provide enrichment, allow inquiry/research projects, encourage student questions, incorporate novelty
Specific talents, abilities, and interests	Provide project- and passion-based learning that allows demonstration of mastery based on student's strengths, talents, or interests; provide choice
Creativity	Integrate visual and performing arts, provide opportunities for creative writing, support generation of original and varied ideas
Technology savvy	Make assistive and instructional technologies available (see pages 31-32)