

Twice Exceptionality

PRESENTED BY PATTY COOLEY AND SUE TEUMER

Who are the “twice exceptional?”

According to the state of Colorado, twice exceptional students are:

- Students who are identified as gifted and talented in one or more areas of exceptionality (specific academics, general intellectual ability, creativity, leadership, visual or performing arts)

and also identified with:

- A disability defined by federal/state eligibility criteria (specific emotional learning disability, significant identifiable disability, physical disabilities, sensory disabilities, autism or ADHD).
- The disability qualifies the student for an Individual Education Plan (IEP) or a 504 Plan.

Who are the “twice exceptional?”

Three subgroups:

- Identified as gifted yet exhibit difficulties in school
- Identified with a disability yet have exceptional abilities that are unrecognized and unmet
- Abilities and disabilities mask each other – student not identified for either exceptionality

Strengths and Challenges of 2E

- Superior vocabulary
- Highly creative
- Resourceful
- Curious/consuming interest
- Imaginative
- Questioning
- Problem-solving ability
- Sophisticated humor
- Broad range of interests
- Advanced ideas and opinions
- Special talent
- Argumentative
- Lack of organization
- Easily frustrated
- Highly sensitive to criticism
- Struggles with written expression
- Manipulative
- Inconsistent academic performance
- Literal thinker
- Restricted interests
- Stubborn
- Difficulty with social interactions

Feelings/Attitudes of 2E

- Learned helplessness
- Intense frustration and anger
- Prone to discouragement
- Don't see themselves as successful
- Don't know where to belong

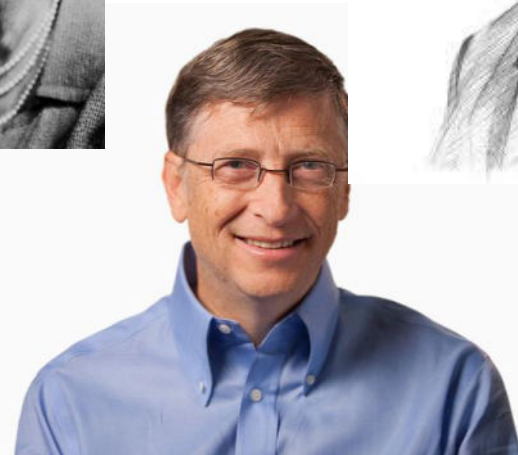
Behaviors of 2E

- Demonstrates strong problem-solving ability
- Thinks conceptually (whole-to-part)
- Enjoys novelty and complexity
- Demonstrates inconsistent work
- Performs at an average or below-average level
- Acts similarly to younger students in some aspects of social/emotional functioning
- May be disruptive, off task or exhibit other behavior problems
- Have difficulty with organizing (thoughts as well as material)
- Slow in information processing
- May have difficulty assimilating with gifted peer group

Needs of 2E

- Emphasis on strengths
- Support in developing Executive Function
- Skill development
- Perseverance
- Environment that develops strengths
- Goals – and strategies to reach them
- Self control
- Family involvement
- Self-advocacy skills

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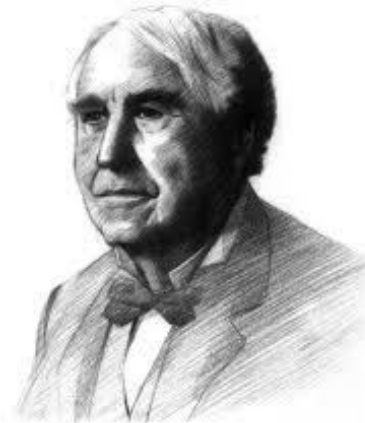
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Steven Spielberg



Eleanor Roosevelt



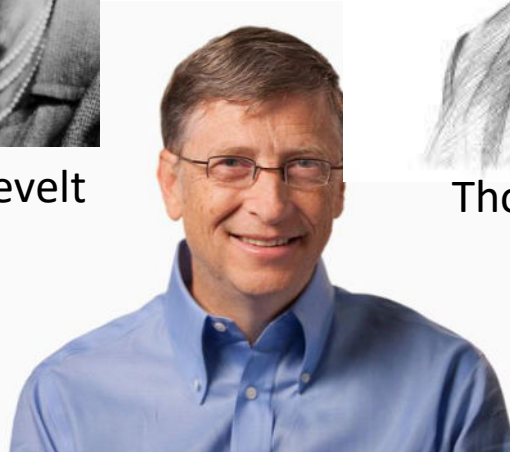
Thomas Edison



Winston Churchill



Walt Disney



Bill Gates



Albert Einstein

Resources

- www.hoagiesgifted.org/twice_exceptional.htm
- <http://2enewsletter.com/>
- <http://www.sengifted.org/archives/articles/parenting-twice-exceptional-children>

References

- Reffel, J.A., Monetti, D., Foster, K, and Rice, S. (2013, February). *The enigma of the twice/multi-exceptional gifted learner*. Paper presented at the annual meeting of the Georgia Council for Exceptional Children, Macon, Georgia.
- Colorado Department of Education (2009, July). *Twice-Exceptional Students Gifted Students with Disabilities Level 1: An Introductory Resource Book, Second Edition*.
<http://www.cde.state.co.us/sites/default/files/documents/gt/download/pdf/twiceexceptionalresourcehandbook.pdf>
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References cont.

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