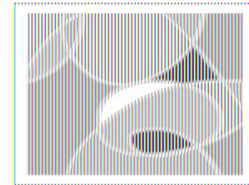


Over, Under and Inside Out: Achievement and Emotions of the Gifted

<https://goo.gl/0Eh4oG>

*Presentation for 6th Annual
Conference of*



THE INSTITUTE
For the Development
Of Gifted Education
UNIVERSITY OF



For 2e Learners: Action Research Strategies for Achievement

Michelle DuBois & Lisa Turner
BVSD

Please take our survey...

<http://goo.gl/forms/4nWgoBVVHH>



Pre/Post-Survey

Explain and Send Screenshots

Engagement for Twice Exceptional Learners Pre/Post Survey

Your username (lisa.turner@bvsd.org) will be recorded when you submit this form. Not [lisa.turner](#)? [Sign out](#)

* Required

Currently, what is your primary position in BVSD? *

If you have more than one position, please check one and then add any more positions into "others".

- ☐ Pre-School
- ☐ Elementary Classroom Teacher
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- ☐ Middle Level Specialist/Interventionist
- ☐ High School Classroom Teacher
- ☐ High School Specialist/Interventionist
- ☐ Other:

<https://docs.google.com/forms/d/1nXX9A8G11YuerU8e-PI9htSi2c6zwHntQchv6UXQq/viewform?ts03wv-1>

Thinking about twice exceptional learners, how knowledgeable are you about the definition of "twice exceptional"? *

Outcomes:

- CDE defined areas of gifted identification, 2e eligibility
- Definition for action research
- Share the structure, outline and outcomes for a 4 session course “Engagement for 2e Learners”
- Resources shared for you to create your own professional development course

CDE Defined Areas of Gifted Identification

General or Specific Intellectual Ability

- Reading
- Writing
- Mathematics
- Science
- Social Studies
- World Languages

Specific Talent Aptitude

- Visual Arts
- Performing Arts
- Musical Abilities
- Dance
- Psychomotor Abilities
- Creative or Productive Thinking

Categories of Disability under IDEA

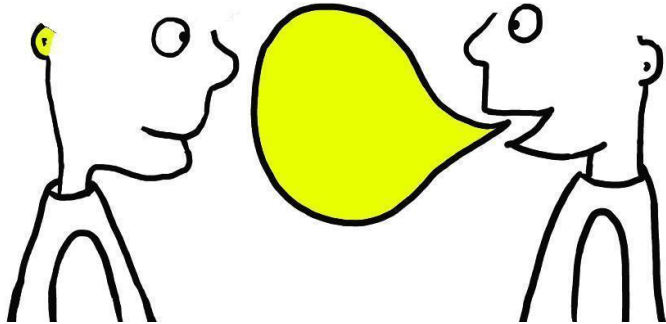
- Autism Spectrum Disorder
- Deaf/Blindness
- Developmental Delay
- Hearing Impairment, Including Deafness
- Intellectual Disability
- Multiple Disabilities
- Specific Learning Disability
- Orthopedic Impairment
- Other Health Impairment
- Serious Emotional Disability
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Vision Impairment, Including Blindness

Colorado Department of Education, 2012



Turn and Talk

Turn and talk with your neighbor about your definition of 2e.



What is Twice-Exceptional?



Twice-exceptional students are:

1. 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

2. A disability as defined by Federal/State eligibility criteria
The disability qualifies the student for an Individual Education Plan (IEP) or a 504 Plan.

Colorado Department of Education, 2012

Two Pathways to Identification of Twice-Exceptional Students



Student is identified as gifted & Advanced Learning Plan is written.

Student behavior or performance suggests the possibility of a disability.



Student is identified with a disability & an IEP or 504 is written.

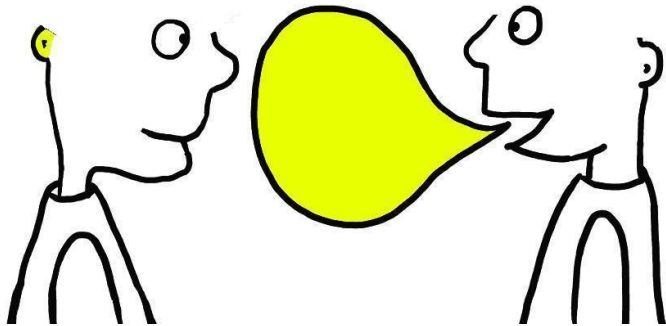
Student behavior or performance suggests gifted traits.

Who are these kids? Do you know one of these students?



Turn and Talk

Turn and talk describe to your neighbor a student who came to mind when you watched this video.





for 2e Learners Course

Who?

- School-based teams will explore high-level, engaging instruction for learners who are twice exceptional.
- Ideally, teams will consist of a TAG advocate, SPED advocate, RtI (MTSS) coordinator, and general education teacher.

What?

- 4 class sessions 7.5 hours total over about 12 weeks
- 7.5 hours of work documented outside of meeting time.
- Salary credit = .5 for 15 hours of total coursework

(Total hrs. 7.5 hours class contact, 7.5 hours outside of class work documented)

- Materials:

- Various handouts
- *Twice-Exceptional Gifted children: Understanding, Teaching, and Counseling Gifted Students* by Beverly A. Trail, Ed.D.
- *Twice - Exceptional Students: Level 1 and Level 2 Resource Book*- Colorado Department of Education

When?



4 Class sessions with all groups at a school.

- Dates of sessions: September to December
- Time: 4:30 – 6:30pm
- Sept., Oct. & Nov. = 2 hour meetings
- Dec. = 1.5 hour meeting

Why?

Teams who participate will be able to:

- increase engagement and rigor for all students.
- Understand the characteristics of students with twice exceptional needs
- Understand identification processes
- Complete a case study
- Write SMART goals for both strength-based and challenge goals
- Facilitate a 30 minute RtI-MTSS/PST meeting

Course in Edmodo

[Explain and Send Screenshots](#)

Groups

Engagement for 2e Learners
+ Create a Small Group

7th Period

6th Period

4th Period

3rd Period

2nd Period

1st Period

Use Your Projector Creatively

Engagement for 2e Learners

Ms. Turner · Higher Education · Professional Development

[Posts](#) [Folders](#) [Members 12](#) [Group Settings](#)

Folders

Manage Folders

| Name ^ | Modified Date |
|--|---------------|
| 2e Course Week 1 Documents Owner: Lisa Turner | 6/24/2015 |
| 2e Engagement Week 2 Owner: Lisa Turner | 6/24/2015 |
| 2e Engagement Week 3 Owner: Lisa Turner | 6/24/2015 |
| Engagement for 2e Learners Owner: Lisa Turner | 6/24/2015 |

Group Code: **LOCKED**

Invite Group Member

Assignment Center

Track your classroom progress on assignments and quizzes with ease

[Add Assignments](#)

https://www.edmodo.com/home#/group?id=5488913&sub_view=folders

Course in Schoology



TWICE-EXCEPTIONAL STUDENTS



Strengths:

- superior vocabulary
- highly creative
- resourceful
- curious
- imaginative
- questioning
- problem solving ability
- exceptional sense of humor
- wide range of interests
- advanced ideas and opinions
- special talent or outstanding interest

Challenges:

- easily frustrated
- anxious
- manipulative
- argumentative
- extreme egotism
- highly sensitive to criticism
- inconsistent academic performance
- lack of organization and study skills
- difficulty with social interactions



Materials



Updates



Grades



Mastery



Attendance



Members



BigBlueButton Conferen...

Engagement for 2e learners (Spring 2014): Section 1

Boulder Valley School District

- > Class 1
- > Class Two
- > Class 3
- > Class Four

Materials Index



Assignments 1 item



Tests/Quizzes items



Common Assessments items



Notifications

Upcoming - 31

No upcoming assignments or events

Outcomes: Class 1

- Understand how Schoology works
- Understand the characteristics of students with twice exceptional needs
- Understand the RtI-MTSS process
- Identify website resources to use for planning and programming for students identified 2e
- Identify students at your school that can be used as ***case studies for action research***

Class Structure

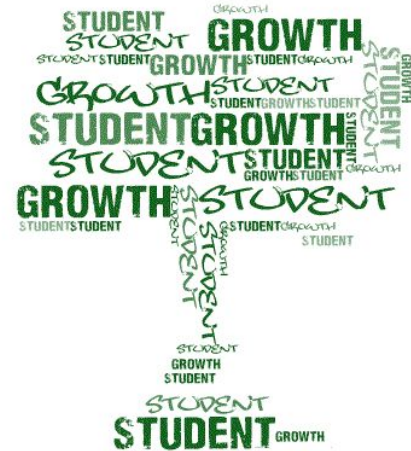
Class #1

- Introductions by participants
- Business/logistics
- Group Norms (esp. confidentiality with case studies)
- Review Outcomes
- Overview of class requirements
- Pre-Survey
- Class #1 Google Presentation
- Handout from CDE website on use of RtI-MTSS with gifted student
- Discussion with whole and small groups (depending on the size of your group)
- Homework assignment - Readings and online reflection/discussion question, including Part 1 of **Case Study**

What is Action Research? (Using Case Studies)

“...a disciplined process of inquiry conducted *by* and *for* those taking the action. The primary reason for engaging in action research is to assist the ‘actor’ in improving and/or refining his or her actions.”

-ASCD



An illustrative example

- Identify a problem to be studied
- Collect data on the problem
- Organize, analyze, and interpret the data
- Develop a plan to address the problem
- Implement the plan
- Evaluate the results of the actions taken

http:

[//edglossary.org/action-research/](http://edglossary.org/action-research/)



Outcomes: Class 2

- Continue to talk through the case study
- Identify ways to encourage students to explore their interests and identify strength areas
- Identify preferred learning styles and how to incorporate into daily teaching/learning
- Identify ways to provide challenging curriculum, differentiation & acceleration
- Write SMART goals for both strength-based and challenge-based needs

Class Structure

Classes 2 & 3

- Discuss homework
- Class 2 & 3 Google Presentation
- Continue with Case Study Work/Discussion
- Review work due for next class time
- Homework, reflection and discussion assigned

TWICE-EXCEPTIONAL STUDENTS



Strengths:

- superior vocabulary
- highly creative
- resourceful
- curious
- imaginative
- questioning
- problem-solving ability
- sophisticated sense of humor
- wide range of interests
- advanced ideas and opinions
- special talent or consuming interest

Challenges:

- easily frustrated
- stubborn
- manipulative
- opinionated
- argumentative
- written expression
- highly sensitive to criticism
- inconsistent academic performance
- lack of organization and study skills
- difficulty with social interactions

Paradoxical Behaviors ~

- **Knowledgeable about many things**

- **Creative**

- **Excellent sense of humor**

- **Task committed**

- **Can't remember simple facts**

- **Generates many excuses**

- **Class Clown**

- **Short attention span**

Other Critical Factors

Twice exceptional students may be impacted by other issues such as:

- Social-emotional needs or intensities
- Non-compliant/withdrawal behaviors
- Low self-esteem
- Perfectionism
- Procrastination



Outcomes: Class 3

- Identify Accommodations and Modifications for students based on strengths and challenges
- Understand the PST meeting process
- Engage in a mock PST meeting

Seven Steps to Strategic Planning for a Student Identified as 2e



1. Identify Stakeholders
2. Organize a Problem-Solving Team
3. **Determine Student's Strength/ Interests**
4. Determine Student's Challenges/Concerns
5. Select One Strength and One Challenge for Focus
6. Develop an Action Plan
7. Implement Instructional Plan

Programming for 2e Students

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
- ALP and IEP are reviewed simultaneously

Outcomes: Class 4

- Present Case Studies
- Create a timeline for 2e building plan
- Reflection question
- Complete course Evaluation
- Complete Post -Survey
- Upload completed Case Study

Class Structure

Class 4

- Discuss homework
- Present Case Studies
- Group/team work time to outline a Plan and timeline for 2e student success in their buildings (to be shared with staff)
- Final homework
 - Reflection/discussion online
 - Complete course evaluation
 - complete post-survey
 - Turn in completed case study before winter break
- Self-evaluation for course facilitator

Pre/Post-Survey

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Engagement for Twice Exceptional Learners Pre/Post Survey

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Thinking about twice exceptional learners, how knowledgeable are you about the definition of "twice exceptional"? *

Why does it matter?



You have a right . . .

- 1 . . . to know about your giftedness.
- 2 . . . to learn something new every day.
- 3 . . . to be passionate about your talent area without apologies.
- 4 . . . to have an identity beyond your talent area.
- 5 . . . to feel good about your accomplishments.
- 6 . . . to make mistakes.
- 7 . . . to seek guidance in the development of your talent.
- 8 . . . to have multiple peer groups and a variety of friends.
- 9 . . . to choose which of your talent areas you wish to pursue.
- 10 . . . not to be gifted at everything.

Why does it matter (cont.)?



James Gallagher - 1978

“Failure to help the gifted child reach his potential is a societal tragedy, the extent of which is difficult to measure but what is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, the absence of political insight? They are the difference between what we are and what we could be as a society.”

– in *Smart Kids with Learning Difficulties*

State Resources

The Colorado Department of Education offers:

- Statewide Twice Exceptional Cadre
- Online resource books (See References Slide)
- Professional Development Courses:
 - Twice Exceptional Level I: Six-week online course for graduate credit
 - Twice Exceptional Level II: Two-day face-to-face course for graduate credit

Resources For Each Class Meeting

Class 1

- Survey
- RtI and Twice Exceptional Learners
- CDE Level 1 Resource Book Twice Exceptional Level I
- Practice With Case Study “Maya’s RtI Process” from Appendix: RtI - CDE Gifted Education Guidelines
- *Twice-Exceptional Gifted Children: Understanding, Teaching and Counseling Gifted Students*, by Beverly Trail

Class 2

- Learning Style Inventory - My Way
- Multiple Intelligences and Learning Style Resources/Links
- Twice Exceptional Level II

Resources Continued

Class 3

- Supporting Students Across the Curriculum
Accommodation and Modification List
- Level 2 Ed Plan Through Problem Solving Model

Class 4

- How Not to Talk to Your Kids: The inverse power of praise
- Post Survey

References

Colorado Department of Education. (2012). Twice-exceptional students gifted students with disabilities level 1: An introductory resource book. (4th ed.). Denver, CO: CDE.

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Trail, B. (2011). *Twice-exceptional gifted children: Understanding, teaching, and counseling gifted students*. Waco, TX: Prufrock, Press.

Weinfeld, R., Barnes-Robinson, L., Jeweler, S., & Shevitz, B. (2013). *Smart kids with learning difficulties: Overcoming obstacles and realizing potential*. (2nd ed.). Waco, Tx: Prufrock Press Inc.