

Twice Exceptional Level 1 Course Syllabus

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Course Credit:	1 graduate credit, Adams State University
Dates:	Semester I and Semester II Online Dates to be determined 15 hours per session

Course Description:

The focus of this course is to introduce participants to gifted students with disabilities, also known as Twice Exceptional or 2X students. The course will describe research-based characteristics, identification and programming options and will assist students, as per the mission statements, to recognize and nurture outstanding potential so that gifted students with disabilities may become all that they are capable of becoming.

Course Objectives/Student Learning Outcomes:

Upon completion of this course, teachers will be able to:

- Articulate the paradoxical characteristics and complex needs of twice exceptional students
- Demonstrate an awareness of how the learning environment impacts/influences the success of the twice exceptional student
- Review the basics of RtI for use in twice exceptional identification and programming
- Define and utilize strength-based programming within an RtI tiered support system for a twice exceptional student
- Identify evidence-based strategies for twice exceptional students
- Collaborate with others in order to develop strength-based programming for a twice exceptional case study

Readings and Instructional Resources:

- Twice Exceptional, Level 1, Resource Book,
<http://www.cde.state.co.us/gt/download/pdf/TwiceexceptionalResourcehandbook.pdf>
- Chapter 1: “Twice Exceptional Children: Understanding, Teaching and Counseling Gifted Students” in *Twice Exceptional Gifted Children: Understanding, Teaching, and Counseling Gifted Students* by B. Trail
- *Gifted Kids at Risk: Who’s Listening?* by P. Schuler
http://www.sengifted.org/articles_social/Schuler_GiftedKidsATRiskWhosListening.shtml
- *Gifted Students with Attention Deficits: Fact and/or Fiction? Or, Can We See the Forest for the Trees?* by S. Baum, F.R. Olenchak, and S. Owen,
http://www.sengifted.org/article_counseling/Baum_ADHDForestfortheTrees.shtml
- Chapter 4: “Learning Environment: Setting the Stage for Academic Success” in *Leading and Managing a Differentiated Classroom* by C.A. Tomlinson & M.B. Imbeau
- *Gifted Children with Asperger’s Syndrome* by M. Neihart,
<http://www.davidsongifted.org>
- *Response to Intervention and Twice Exceptional Learners: A Promising Fit* by D. Pereles, S. Omdal and L. Baldwin, www.eric.ed.gov/PDFS/EJ849374.pdf
- *How Not to Talk to Your Kids: The Inverse Power of Praise* by P. Bronson,
<http://nymag.com/news/features/27840/>

Course Requirements: It is expected that participants will spend 3 hours per week to meet each unit’s content and participation requirements.

1. Class Participation – Participants are required to participate in the online Discussion Board at least twice each week. A discussion topic for the week will be posted by Monday. The topic will be based on each week’s specific focus, the assigned readings and PowerPoint presentations.
2. Course Content – Participants are expected to read/work through course content material and view the PowerPoint presentations
3. Case Study – Participants will apply their learning to a case study throughout the course. The final case study assignment is due 2 weeks after the last day of the online course

Grading: (for graduate credit)

Grading will be Pass/Fail.

80% successful completion of the following will be required for a passing grade:

- Class participation
- Assignments and posts
- Quiz over Lessons One and Two
- Completed case study

Course Outline: Each unit is one week in length.

Unit 1: Paradoxical Characteristics of Twice Exceptional Students

- Articulate the paradoxical characteristics of twice exceptional students
- Identify the complex needs of the 2X student and how the gift interacts with the disability

Unit 2: Identification of Twice Exceptional Students

- Identify the 3 types of identification issues
- Articulate how certain behaviors can lead to evaluation and identification of a 2X student
- Be able to distinguish between the characteristics of ADHD and giftedness

Unit 3: Learning and Teaching Environment

- Articulate how the learning environment impacts and influences the success of a 2X student
- Identify different tools to determine student interest, multiple intelligences and strength areas
- Identify the characteristics of a 2X student who has Asperger's Syndrome

Unit 4: Strength-Based Programming, RtI and Collaboration

- Discuss the research as to why strength-based programming is important for the 2X student
- Define and utilize strength-based programming within an RtI format to develop an educational plan for a 2X student
- Recognize the RtI processes of problem solving and tiered programming used to plan for and monitor a 2X student
- Collaborate with others to develop an educational plan for a 2X student

Unit 5: Final Reflection

- Identify effective ways to meet the instructional and social/emotional needs of 2X students
- Identify appropriate ways to encourage 2X students