

Twice-Exceptional Students Gifted Students with Disabilities

Level 2: Establishing an Educational Plan Through a Collaborative Problem-Solving Model



Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203-1799



*Gifted students' learning and growth
ensured by needed provisions and advocacy*





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Table of Contents

| | |
|-----------------------|---|
| Contributors | 6 |
| Introduction | 7 |
| Problem-Solving | 8 |

Success Stories

| | |
|-------------------------------|----|
| Sharon's Success Story | 11 |
| David's Success Story..... | 14 |
| Matthew's Success Story | 17 |

Case Study

| | |
|---|----|
| Colorado Multi-Tiered Model of Instruction & Intervention | 23 |
| Case Study Synopsis: Daniel..... | 24 |
| The Collaborative Problem-Solving Process for Daniel | 25 |
| Parent-School Partnership | 29 |
| Student Data Summary | 30 |
| Educational Planning for a Continuum of Abilities | 34 |
| Twice-Exceptional Problem-Solving Plan #1 | 36 |
| Twice-Exceptional Problem-Solving Plan #2 | 37 |
| Advanced Learning Plan..... | 38 |
| Individualized Education Program | 42 |

Rigor

| | |
|--|----|
| Providing Rigor for Twice-Exceptional Kids | 57 |
| Rigor | 66 |
| Examples of Student Activities/Questions With Rigor..... | 67 |
| What Is Rigorous Work?..... | 68 |

Strategies

| | |
|--|----|
| Learning Styles and Twice-Exceptional Students..... | 73 |
| Behavior Chart 1: The Need for Belonging, Attention, Friendship, and Love..... | 74 |
| Behavior Chart 2: The Need for Self-Worth..... | 75 |

| | |
|---|-----|
| Behavior Chart 3: The Need for Freedom, Autonomy, and Choices | 76 |
| Behavior Chart 4: The Need for Fun and Enjoyment | 77 |
| Contract and Behavior Change Plan | 78 |
| Behavior Change Plan..... | 79 |
| Behavior Contract | 80 |
| Behavioral Area: Disruptive and Social Misbehaviors..... | 81 |
| PBS (Positive Behavioral Support)..... | 82 |
| Checklist for the Start of School for Students With Asperger's Syndrome | 83 |
| Planning and Implementing Accessibility Strategies | 85 |
| The Surprising Things We Can Learn From Brilliant Dyslexics | 87 |
| Why the Difference?..... | 89 |
| Students Who Struggle With Writing | 90 |
| When Writing Is Slow and Laborious..... | 93 |
| Written Language..... | 94 |
| Executive Functioning..... | 95 |
| Long-Term Research Project | 97 |
| Organizational Skills | 98 |
| Tips for Teaching Social Skills..... | 100 |
| Teaching Social Skills..... | 101 |
| Instructional Accommodations | 102 |
| If I Ran the School: An Interest Inventory | 103 |
| Secondary Interest-A-Lyzer | 105 |
| Technology Tools for Students | 115 |
| Independent Study Agreement for Study Guide With Extensions Menu | 116 |
| Daily Log of Extension Work | 117 |

Social-Emotional

| | |
|---|-----|
| Social-Emotional Factors | 121 |
| Curricular Accommodations: Social Interaction | 122 |

Parents

| | |
|---|-----|
| How to Have a Good Relationship With Your Child's Teacher | 125 |
| Homework | 126 |
| Written Expression..... | 127 |
| Compensating for and Coping With Disorganization..... | 129 |
| Developing a Plan for Collaboration: | |
| Bringing Educators and Parents of 2e Students Together..... | 130 |
| Response to Intervention (RTI): A Primer for Parents | 136 |
| Online Resources for Parents | 140 |

Transitions

| | |
|--|-----|
| Transition Planning for Twice-Exceptional Students | 143 |
| Transition Tips for Twice-Exceptional Students | 144 |

Continuum of Services

| | |
|--|-----|
| Continuum of Services for Twice-Exceptional Students..... | 149 |
| Interventions in the Regular Classroom | 150 |
| Partial Pull-Out Programs..... | 151 |
| Self-Contained Programs | 152 |
| Albuquerque Public Schools Continuum of Services | |
| for Gifted Students With Disabilities and/or Factors | 153 |
| Qualities of Teachers of Twice-Exceptional Students..... | 154 |
| School Climate: What Works/What Doesn't Work | 155 |
| Implications for Small/Rural Districts..... | 156 |

Resources

| | |
|---|-----|
| Annotated Booklist for Kids | 161 |
| DVDs/Videos..... | 164 |
| Websites for Parents and Teachers | 166 |

Descriptors and Glossary

| | |
|---|-----|
| Diagnostic Criteria for ADHD..... | 173 |
| Asperger Syndrome..... | 174 |
| Auditory Processing..... | 176 |
| What Is Bipolar Disorder? | 177 |
| Symptoms of Pediatric Bipolar Disorder | 178 |
| Nonverbal Learning Disability: How to Recognize It and Minimize Its Effects | 179 |
| What Is Sensory Integration Dysfunction (DSI)?..... | 183 |
| Tourette Syndrome | 186 |
| Visual Processing..... | 187 |
| Glossary of Terms | 188 |

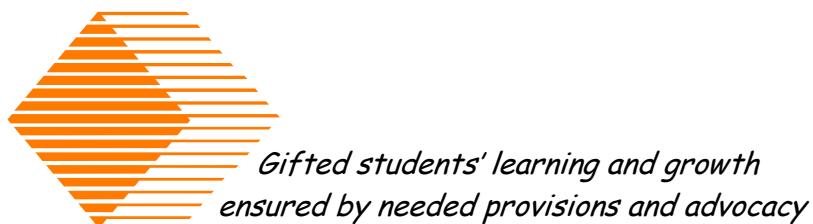
References and Index

| | |
|-----------------|-----|
| References..... | 197 |
| Index..... | 200 |

Contributors

The Colorado Department of Education's *Twice-Exceptional Students Gifted Students with Disabilities, Level 2: Establishing an Educational Plan Through a Collaborative Problem-Solving Model* is the result of a cooperative effort between Special and Gifted Educators.

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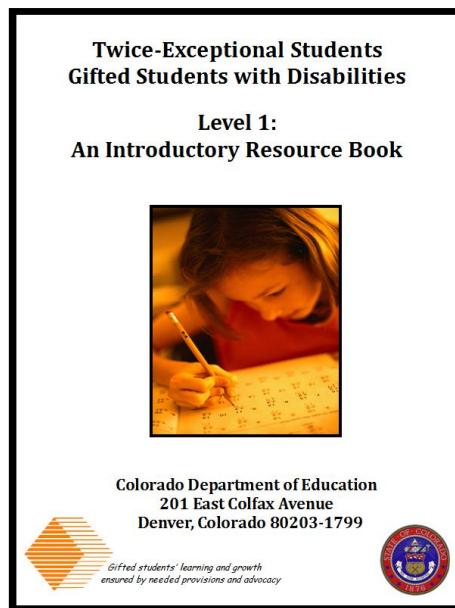


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Introduction

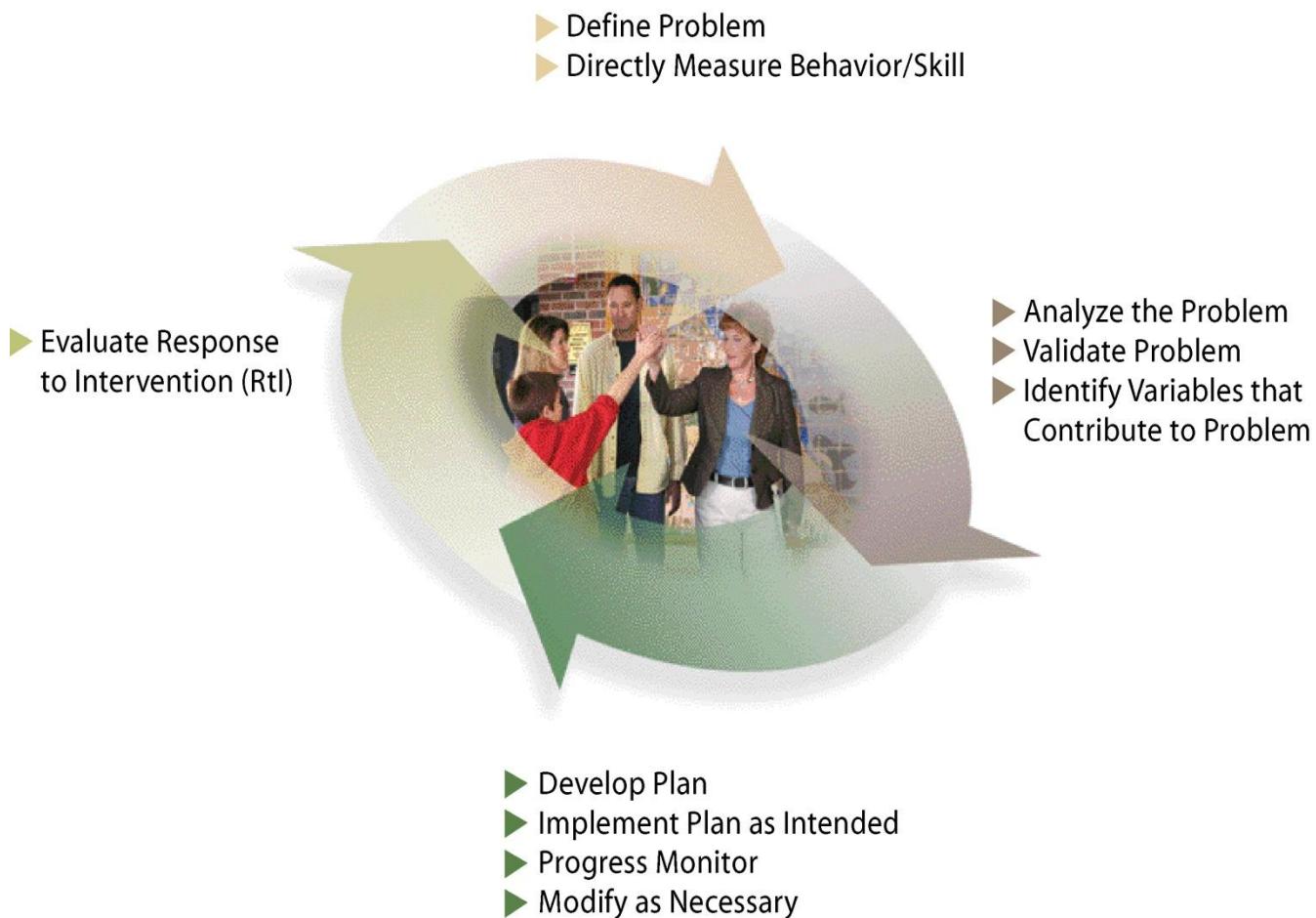
The *Twice-Exceptional Students Gifted Students with Disabilities, Level 2: Establishing an Educational Plan Through a Collaborative Problem-Solving Model* is the second in a series of resource books by the Colorado Department of Education to address the needs of twice-exceptional students. This volume provides information on how to create a comprehensive educational plan to address the programming needs of these students and includes many strategies and resources for teachers and valuable information for parents.

For information on the characteristics of twice-exceptional students and additional strategies see *Twice-Exceptional Students Gifted Students with Disabilities, Level 1: An Introductory Resource Book* at <<http://www.cde.state.co.us/gt/download/pdf/TwiceExceptionalResourceHandbook.pdf>>.



Level 1 in the series

Problem-Solving



Success

Stories

The following success stories provide a look at three twice-exceptional students who have found success. Their stories are a tribute to their own perseverance, to their parents' guidance, and to the excellent job of the teachers who understood their needs and worked diligently to meet them.



*Gifted Students'
Learning and Growth*

Sharon's Success Story

Sharon Beltracchi was honored as one of two 2008 Presidential Scholars from Colorado. She traveled to Washington, D.C. for the medal ceremony where she toured the White House and was received by the President of the United States. Here is her story.

Perseverance could be my middle name. When I was very young, I was diagnosed with developmental dyspraxia, a lifelong condition that affects motor skills and processing speed. But throughout my life, I have never given up in doing things that came easily to other kids but were extremely difficult for me. I believe living with dyspraxia has been the greatest achievement of my life.

The most important area I have had to work in at overcoming dyspraxia is that of academics. In elementary school, I remember taking timed reading and math tests and performing miserably because I could not process the material fast enough to get much done. The same basic concept has haunted me all my life. Although I can absorb what I learn in class like a sponge, it takes longer for my answers to travel from my brain to my pencil when I take a test. And by the way, it has to be a pencil — pens are just too slippery! I have had to, over time, come up with ways of adapting to my disability in order to keep up with the learning curve. And adapt I did. One of the strongest skills I have from living with my disability is time management. I never leave a project for the night before it is due because, although some people I know can do very well if they use their adrenaline to fuel their last-minute work, I know that I will not finish unless I give myself ample time to get everything done well.

Things got more difficult once I reached high school. For most of my life, I had been given extended timing on standardized and classroom tests. However, college admission exams are not as lenient as the state tests, and the SAT and AP exams refused to grant me the time I was used to, and the AP essays even had to be written in pen! Although I can do reasonably well on tests without the time, I found it frustrating to not be able to exercise my full potential. But an opportunity came along in the form of the ACT, which did agree to give me extended timing (and use a pencil on everything). I went in determined to use the opportunity to prove what I could do if I only was allowed to have what I needed, and ended up scoring a perfect 36.

While my battle with dyspraxia led to time management skills and determination, the most important skill I learned from working with myself was perseverance. I never found sports easy. I was clumsy and uncoordinated in PE classes. But my love of music and theater led me to take some dance classes so I could support that interest. Dancing was an uphill battle for me at first, and I had to continue to learn adaptation skills to increase my muscle memory, coordination, and body awareness. Although it was troublesome for me, I never gave up and am now dancing on my studio's tap and hip-hop performance teams. My freshman year of high school, I decided to try a new challenge. I joined my school's tennis team. I was never very good at it, but with the support of a very understanding coach, I played toward the bottom of the JV team for two years and had a lot of fun. I am not competitive by nature, so winning matches was not important to me: improving my own skills was my priority. After our easygoing tennis coach was replaced by a more competitive one, I moved on to building sets for the school theater productions. As a young child, I could not even properly handle scissors, but in my

senior year of high school, I was set crew chief, able to use all kinds of saws, drills, and screwdrivers. I even managed to fix the stairs which had broken in the middle of the show quickly during a scene which was played in front of the curtain. Not only was this made more difficult by the fact that I had to use a manual screwdriver instead of an electric one because of noise, but I was also wearing a dress!

The fact that I was used to struggling physically prepared me for struggling mentally. Once I had figured out what worked for me, I simply breezed through school. But in high school, classes started to get harder, and I was no longer able to automatically understand everything I learned. But I already had my own strategies and I managed to keep my grades up and not stop trying. Although I had the potential in my brain to understand the more rigorous subject matter, I had an additional obstacle to deal with. Some students with my academic credentials are good at everything because it all comes naturally to them. But I have had to try harder to achieve all that I can, and the fact that I have to work so hard makes success even sweeter. And I'm not the only one who appreciates struggling for success. I graduated 15th in my class of about 350, and most of those who finished above were the type of student who found everything easy. However, next year, most of them are going to state schools, while I am taking my success story to Stanford.

Currently, I am taking on yet another challenge: learning to drive. I waited more than two years after my fifteenth birthday, when I could have gotten my learner's permit. But my parents and I knew that my disability would cause a delay. But recently, we decided to go ahead and give it a try. Processing all the new tasks that had to be performed when behind the wheel was difficult and stressful for me (and probably even more stressful for my parents in the passenger seat), especially when I started to learn how to operate a manual transmission car after working with an automatic for the first few months. But even with this new difficulty, I keep trying because I know that someday I will adapt myself to the skill and master it as well as anyone else.

*Submitted by Sharon Beltracchi
Used with permission*

And here is her mother's story...

Last year a teacher wanted more information about Sharon's disabilities in order to nominate her for an award. It took me a while to rethink the information, because I had always thought of it all as my story. While I knew every detail of her difficulties, strengths, therapies, and frustrations through it all, it had been a huge task to navigate it all for me, her mother.

I cannot imagine a more conflicted feeling than realizing how ecstatic I was the day someone finally figured out what her problems were. Who wants there to be something wrong with their child? But I knew there was something worse — knowing something is wrong, and not knowing what to do about it as it cannot be identified. When a wonderful adaptive P.E. teacher sat putting my daughter through a bunch of tasks that Sharon was not able to complete, I knew we were on the right track.

I wish it had been as easy as that. But because of her strengths — especially her very precocious speech and huge vocabulary, the psychologist who was gatekeeper to the program was convinced she did not need any help. I was sent on a wild goose chase to try and obtain diagnoses I knew did not fit my daughter.

On the other hand, as I learned more, I found we were very fortunate to have the Ayers Clinic in a nearby town. We spent a very large sum of money obtaining our own evaluations in Sensory Integration and Praxis, Pediatric Ophthalmology, and Neurology.

I joked that we were spending the college fund, but in all seriousness knew there was likely to be no college if we could not help Sharon. Her frustration level was mounting, and she was starting to choose not to try new things.

I was very convinced that my skills and jobs in life had brought me to the point of having these particular children, and that belief gave me a lot of strength for the fight I had to take on. (My younger son is also twice-exceptional with an entirely different set of challenges.) Through former colleagues I contacted educational advocates and was given some information to fight for services. It was frustrating to see children with little potential be given all sorts of services, including transportation, equipment, and constant aides, while I could not get a few hours of therapy a week for a child I knew could increase her potential exponentially with a bit of help.

Long story short, I ended up deciding to take Sharon's case to the State Board of Education for review. Within hours the Director of the system that had for so long denied services was meeting with me, and agreeing to pay for summer services to make up for services I felt they should have provided throughout the year.

Occupational Therapy began to take up several afternoons, and we also began daily home programs for a minimum of 30 minutes each day. Sharon was so good at charming her way out of things that were tough for her, and I had to learn to manage that as well. It became important for me to recognize that although she might have to do things differently, or take longer to learn them, or learn them later than average, she did have to do it. We both adopted a "no excuses" policy — she could not avoid a task completely, but needed to do it however she needed. I believe this attitude more than anything has served her well into the present. She is fearless about trying things, and has done far more than I pictured those days so long ago.

Throughout her educational career I have had to maintain vigilance in eliminating processes of no value. In various instances I have had to step in forcefully to allow her accommodations on cursive handwriting, note taking and notebook requirements, and even using a vertical file instead of her desk for storing her folders. I have had to point out to schools that ALL standardized tests needed to be accommodated, not just those which reflected the school's performance on State Standards. There have been countless adjustments we have made on a daily basis and her gradually learning about what she needs. And there have been exceptional teachers for whom I have huge gratitude for their open approaches and their embracing of her uniqueness.

Although there were therapists, counselors, and teachers, along with our family, involved with her accomplishing multitudes of skills, the success is all hers. And while she still needs to learn to drive, and cook, and organize — and she continually gives herself auditory cues for many tasks — she starts this fall at Stanford. I am confident she is ready to navigate her learning differences in her new environment.

And I take great pride in her twice-exceptional success story.

*Submitted by MaryEllen Beltracchi
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David's Success Story

Press Release:

"As a motley collection of 140ths, punks . . . and other assorted rock 'n' roll creatures take the stage at Battle of the Bands today, the audience may not realize that the gathering is a minor miracle. This year's edition of the Battle of the Bands, put on by the Colorado Springs Conservatory, was an unlikely triumph well before the first power chord at today's concert. A year ago, the Conservatory board decided to refocus the performance school's mission and cut out some programs — Battle of the Bands was one of those cuts...**David Siegel** was like, 'uh, that's not OK.' So Siegel, 17, and [a] longtime friend decided to organize the 4th annual battle themselves and Conservatory leadership —impressed by their passion — agreed to support them. And that's how two teens started a journey to gather thousands of dollars in sponsorships, secure a venue, set up a stage and lights, establish text-message voting for the best band with Verizon, sell tickets, and take on myriad tasks that popped up along the way. They . . . spent their summer vacation making calls and shaking hands. The Palmer High School students have presented budgets to bank presidents, negotiated contracts in the offices of title sponsor Mountain Dew, and laughed it up in on-air interviews with radio jocks. Conservatory Director Linda Weise said it's been great to watch the stereotypes of teen apathy be smashed as the pair earned respect in the community . . . 'I know what it's like to be in school all year, doing things you don't shine at,' Siegel said. 'Just to give these guys and girls a place to shine is so meaningful . . .' "

—Bill Reed, *Colorado Springs Gazette*, 9/7/07

Available online: <http://www.gazette.com/entertainment/bands_26970_article.html/battle_conservatory.html>



School Experience:

David Siegel does know what it's like to be in school all year, doing things at which he doesn't shine. In 1999, an educational psychologist who tested him discerned that David's general verbal abilities (in the 99th percentile of children his age), nonverbal and spatial skills (in the 25th percentile overall, though in the 8th percentile on visual-motor integration), and educational history were consistent with the diagnosis of a Nonverbal Learning Disability. According to the psychologist, the discrepancy between David's Verbal and Performance IQ scores was so marked that it occurred in far less than 1% of children his age. So although David's verbal skills and information-based knowledge have always been his strength, spatial relations and visual-spatial organization have been extraordinarily difficult, resulting in illegible handwriting, little ability to draw or visualize objects or words (and hence, poor

math and spelling skills), resistance to tasks involving writing and drawing, much negative emotion associated with school, and, at least during the elementary years, many meltdowns at home.

And yet, David has also found a way to shine. Not only was he successful as a concert producer and promoter, he has also had considerable triumphs as a classical and jazz violinist; music has, in fact, been his remedy to school-based challenges, his escape from IEPs (and slant boards, new-fangled writing devices, AlphaSmart keyboards, peer note-takers, and graphic organizers), and his antidote to disability. As his mentor and teacher, Linda Weise, states: "Rather than dwell on deficiency, David discovered and nurtured his ability within the realm of music."

David asked to play the violin when he was five years old, perhaps already sensing that music would be his "home." In the years since, he has studied both classical and jazz violin and viola; enrolled in the Colorado Springs Conservatory to study music theory and history, eartraining, composition, voice, and piano; and now serves as the Conservatory's community liaison, arranging outreach activities for the 100-strong student body. He won a regional concerto competition and performed the Kabalevsky Violin Concerto with full orchestra; played first violin in the Colorado Springs Youth Symphony and toured with them to Australia, New Zealand, and Carnegie Hall; performed for the past four years as violist in a string quartet that won the Colorado High School Chamber Music Festival Competition; and has been selected three times to perform in the Colorado All-State Orchestra and twice to perform in the Western States Honor Orchestra. He teaches violin lessons at the Colorado Springs Conservatory and works as a program assistant at the local classical music radio station. He has been featured on two CDs with regional jazz bands and volunteers his time as a member of the Colorado Springs Conservatory Jazz Ensemble and Gypsy Jazz Trio at nearly 100 community events every year (e.g., performing for the Martin Luther King Celebration, Kennedy Center Imagination Celebration, YMCA, Holocaust Commemoration, Boys and Girls Club, Opera League, and Symphony Guild, among others). In short, music is his life.

In recognition of his service to the community and triumph over his disability, David was recognized by Colorado Springs Mayor Lionel Rivera in 2006 as one of the "Mayor's 100 Exceptional Teens." His citation began: "Capitalizing on what is possible rather than what is not has become the signature and sensational triumph of David Siegel." Now, 12 ½ years after first picking up a violin, David has applied to music conservatories in New York City, Boston, and Chicago, and hopes to have a career as a jazz violinist.

Ironically, David is a more mature young man (and probably even a better musician) because of his struggle with a learning disability. He has learned strategies for coping and self-advocating, self- and interpersonal awareness, and the value of approaching teachers, administrators, potential sponsors and donors, jazz club owners, and even the white-haired ladies of the Opera League with respect and kindness. He's become resilient and self-confident and knows the value of hard work.

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Best and Brightest: Violinist Plays to Elicit Emotion

TO OUR READERS: This is one in a series of stories about members of
The Gazette's Best & Brightest Class of 2008.

David Siegel had just finished a recital at an assisted-living facility when a hospice nurse in the audience asked if he'd play for one of her patients.

The patient, an elderly man who was a Holocaust survivor and former violinist, hadn't been responding to people for about five days.

Siegel went to the man's room, took out his violin, and played a Hebrew song about hope for the future.

"Driving home, I received a phone call from the hospice staff (saying) that after I had left, the man began to cry, showing the first sign of life in several days. He continued crying gently for about an hour and then died," Siegel said.

"This experience exemplifies what I hope to do with my life and my music — to touch people's emotions. Through music, I've learned the value of giving to others and that doing so almost always gives something back to me."

Siegel, 18, was a driving force last year behind a statewide Battle of the Bands, a fundraiser for the Colorado Springs Conservatory, where he's the community outreach liaison. Conservatory leaders had refocused its mission and cut some programs, including the Battle of the Bands.

Siegel didn't think that was OK, so he and friend Jacob Eichengreen spent their summer seeking out sponsors, securing a venue, setting up a stage and lights, selling tickets and establishing text-message voting for the best band, among other tasks.

The two friends impressed the conservatory leadership, which supported them and put on the event. The money went toward scholarships offered by the conservatory.

It was another way to give joy through music — this time to band members, giving them a place to play.

He also impressed the family of the hospice patient. After the man died, Siegel received a short letter from his family, thanking him.

Siegel's reply was simple: "Thank you."

David Siegel, Palmer High School

Parents: Alan Siegel and Edie Greene

What's next: Manhattan School of Music with plans to major in classical violin performance with an emphasis in jazz

What is a common misconception adults have about teenagers? "That they don't care. I think people often mistake a teen's silence and appearance for not caring, but teens are some of the most caring people I know."

Other details: Colorado All-State Orchestra, Western States Honor Orchestra, national finalist for Smart Kids with Learning Disabilities Foundation's Youth Achievement Award, Gypsy Jazz ensemble

By Anslee Willett, Colorado Springs Gazette, May 7, 2008
Available online: <http://www.gazette.com/articles/emotion_36073_article.html/plays_violinist.html>

Matthew's Success Story

"You want Matthew to focus for five minutes!" exclaimed Matthew's mother to his twice-exceptional teacher as they reviewed his IEP goals for the first time. "I've never seen him do that! He eats all of the air in the room!" she protested. Matthew's mother remembered this verbal interchange when she called his first grade twice-exceptional teacher 12 years later to tell her about Matthew's incredible accomplishments as he graduated from high school with honors. She thanked the teacher for believing in her son and for helping to turn an educational crisis into a positive experience. Matthew's story is an interesting example of a twice-exceptional success story.

Matthew's giftedness was recognized when he was in preschool. As a prerequisite for first grade admission to a private elementary school, Matthew was given a battery of tests. The certified psychologist who conducted the test identified Matthew's giftedness and suggested that Matthew would be bored in kindergarten and should begin first grade instead. He noted in his report Matthew's intellectual strengths and potential:

Clearly this is a youngster with superior verbal skills. Verbal expressive abilities and verbal conceptualization are advanced and within the superior level as is verbal comprehension. He is developing arithmetic reasoning concepts well and has incorporated a vast bank of general knowledge. In the perceptual motor area, his functioning is not as advanced certainly and ranges approximately in the average level.

Matthew's parents were aware of his potential and believed from very early on that he was . . . very, very smart. He would charm people before he even knew how to speak. He would speak his own language and hold the crowd's attention. He could engage people in conversation with his eyes and people were fascinated by him.

Even though Matthew's nursery/kindergarten teacher questioned whether he was emotionally ready for first grade, his parents were unprepared for the problems he encountered there. Matthew was retained in first grade, but very early in that retention year, his learning and behavioral problems became so severe that school personnel requested that his parents withdraw him. The problems reached a crisis the day Matthew became so upset in class that he dumped over his desk and ran out of the room and the school. The school and parents decided at that point that he needed a different type of program. The private school noted the following concerns:

He seems to be unable to remember how to write frequently used words and how to do basic addition and subtraction facts. He has exhibited poor motor control and a very short attention span. He has difficulty with tasks involving concentration and writing. He's bright and curious enough: highly verbal and good at expressing himself in oral discussions. However, his immature behavior in class has caused him problems socially as well. He will provoke the other children and try to get their attention through negative gestures (nagging, slapping, etc). Difficulty with schoolwork and with socializing has greatly frustrated Matthew and has hampered his ability to learn.

Prior to the private school dismissing Matthew, his parents sought professional help to assist them in understanding and determining the problem. They took him to an optometrist who prescribed Matthew glasses to help "organize his space." His mother believed they would not help but said that she was willing to do anything. Matthew wore the glasses for only one year.

The professionals at the Gesell Institute for Human Development administered Matthew an entire battery of psychological and physical tests. Their Medical Department also evaluated him for all kinds of allergies and put him on special diets, but the results were negative, both physically and psychologically. His mother reported that the dietary efforts were challenging and drove them and their son crazy.

Matthew was enrolled in the local public school, again as a first grader. He was identified as learning disabled by his local Committee of Special Education. The CSE asked the school psychologist to review Matthew's files and to interview him prior to CSE designation.

The impressions gained from this brief visit with Matthew were as follows: Matthew was found to be a verbal, articulate, restless, strong-willed, but socially and emotionally immature youngster with apparently mixed eye-hand dominance(R eye, L hand) and a lag in visual-motor integration and achievement in relation to his reasoning ability. Failing first grade and repeating the grade has been very traumatic for Matthew, and has contributed to much anxiety, a poor self-concept, avoidance behavior, rebelliousness, and escape into fantasy.

The learning and behavioral problems exhibited in the private school began soon after he entered his new first grade class in the public school. When he dumped over a desk and ran out of the room, the school district personnel decided that it was time to explore a more appropriate placement. They explored and determined that the Gifted Special Education Program operated by the Southern Westchester Board of Cooperative Educational Services (BOCES) was best suited to Matthew's needs. He was placed in the GSE Program during the second half of his second year of first grade and remained in the program until eighth grade.

The GSE Program was an excellent option for Matthew. The classroom was composed of 12 twice-exceptional students who had similar learning, emotional, and behavioral issues. They were taught by a teacher trained in both giftedness and special education and supported by a teacher aide. The program's psychologist met with the students once a week as a group and once a week individually to discuss school related issues. Matthew recognized immediately that he was with other smart students who had a lot of high-level interests but who also had some learning and emotional issues. More importantly, he responded positively to the many projects that emphasized higher-level thinking as well as the integrated curriculum. Although remediation occurred, it was balanced with the gifted activities.

First grade was a success and he continued in the GSE Program for second grade; however, he changed teachers. His new second grade teacher was an excellent special education teacher who was not as well trained in gifted education and so she focused on remediation rather than Matthew's gifts and strengths. Although he had made progress the year before, he began to slide backwards because he could not tolerate so much emphasis on his weak areas. He began to demonstrate many of the negative behaviors that had caused him problems previously.

The following year he was placed again with the teacher who had been trained in twice-exceptionalities and she emphasized his strengths and gifts as well as provided a dynamic and advanced curriculum. Matthew excelled. By fourth grade, he was ready to begin mainstreaming, which he did in a social studies class very successfully. By eighth grade he was in several mainstream classes and he stated that he wanted an opportunity to be enrolled full time in a competitive high school. He felt that he had learned strategies and had mastered technological tools that would assist him as he moved forward.

He was accepted at a competitive school where he remained until he graduated from high school. He did utilize the strategies and tools that he had learned as well as the learning specialist in the building. Matthew enjoyed high school as he succeeded in several advanced placement courses and participated in extracurricular activities. He was nominated and honored by the local newspaper as Student of the Month and by the Chase Manhattan Bank as the Scholar of the Month. They noted in the press release that he was a “versatile student, musician and, perhaps, a future political leader.” The article went on to state that Matthew would be participating in the National Guitar Summer Workshop and “when he is not busy maintaining his 4.26 grade point average during the school year, he is a member of the School Model United Nations Team.” Because Matthew had already fulfilled his high school requirements and had demonstrated strong academic and citizenship qualifications, he was able to design an Independent Senior Project that enabled him to research Israeli legislative policies, particularly the electoral reform bill, and to work at the United Jewish Appeal office during his spring semester instead of attending high school classes.

Matthew actively researched and visited numerous colleges and chose to attend a small, competitive college in the Boston area. He majored in political science and then went on to law school. Matthew decided to take the bar in both New York and Massachusetts which he acknowledged was an overwhelming task. Although he had applied for extended time and separate location because of his learning disability (as well as his continued difficulty with attention and focus), he filed too late to receive the accommodation. He states that the reason he passed the bar the first time was that he had a serious back problem and had to be placed in a separate room because he could not sit in a chair for very long. Michael is currently a successful lawyer for a nonprofit organization in Boston, Massachusetts, as well as a husband and a father.

*Lois Baldwin, Ed. D.
Twice-Exceptional Consultant*





Case Study

The following case study provides a detailed example of how a school might utilize the problem-solving process to develop an educational plan for a twice-exceptional student using the Response to Intervention (RtI) model.

For more information on the RtI model, visit:
<http://www.cde.state.co.us/cdegen/downloads/RtIGuide.pdf>.



*Gifted students' learning and growth
ensured by needed provisions and advocacy*

Colorado Multi-Tiered Model of Instruction & Intervention



Intensive Level

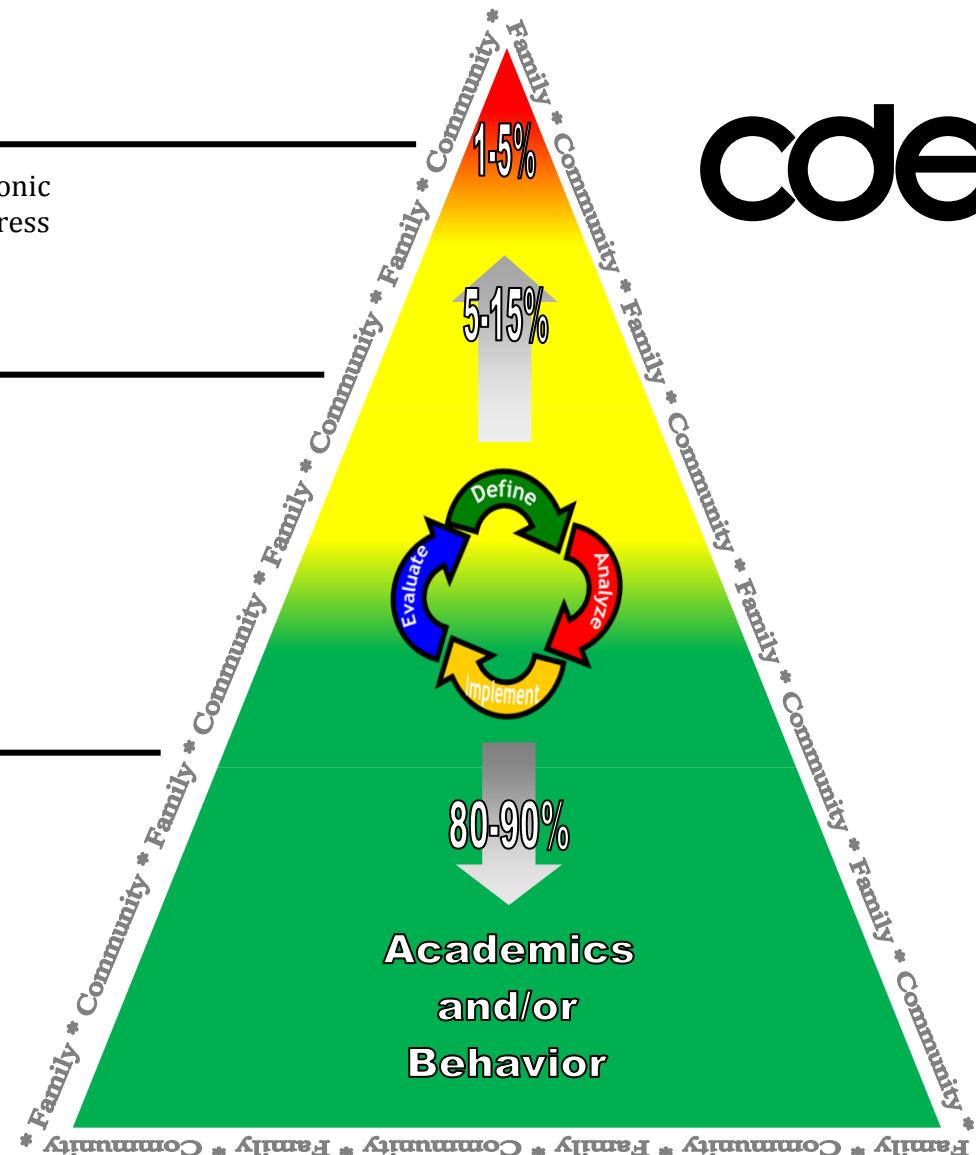
Interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and/or diagnostic assessment.

Targeted Level

Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make sufficient progress in general education.

Universal Level

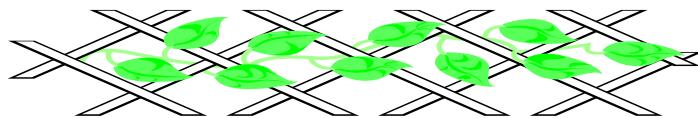
ALL students receive research-based, high quality, general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.



Case Study Synopsis: Daniel

Daniel is an elementary school student of very superior intellectual ability demonstrated by his performance on the verbal conceptual and reasoning ability, auditory attention and broad knowledge subtests of the WISC IV. He also shows considerable deficits in his non-verbal processing and processing speed. This very significant variability manifests itself in extreme stress, feelings of inadequacy, emotional disregulation, and difficulty completing written assignments and tests in a timely fashion.

Daniel has been appearing increasingly depressed in mood and energy. He claims to feel bored most of the time, finding little of interest to stimulate his curiosity or enthusiasm lately. His verbal expressive ability and reasoning are clearly very advanced for his age. He seems to have little interest in many typical latency age activities such as board games, sports, or group activities; however, he will pick up and read anything and everything. Daniel never misses the History Channel or anything related to science on PBS. He frequently discusses his hikes to the Eagle's Nest and the geologic formations along the way. Daniel tends to be a loner. He reports eating alone in the cafeteria of his own choice and not interacting much on the playground. Lately, his conversations have been sparse and he tears up easily while describing his boredom and dissatisfaction with life in general.



The Collaborative Problem-Solving Process for Daniel

Step 1:

The classroom teacher observes that Daniel is having difficulty functioning at the Tier 1 level with his 5th grade peers. Teacher interventions for the first three weeks of school included the use of graphic organizers to assist him with writing assignments, allowing extra time for writing, talking with Daniel, and suggesting some problem-solving strategies. The teacher notes that Daniel is not making progress; in fact, Daniel appears to be getting worse. The teacher calls the parents in for a meeting. Parents report that their son is having more and more problems in school. Each year Daniel seems to be more depressed and more withdrawn from the school experience. Parents also state that they had Daniel tested privately last year from a retired school psychologist who administered the WISC IV. The psychologist noted the significant discrepancies between his skills ranging from highly gifted Verbal Comprehension to Processing Speed at the 1st percentile. The psychologist referred them to a psychiatrist and an appointment has been scheduled in three weeks.

Step 2:

The classroom teacher requests that the school social worker make an observation and suggest additional classroom strategies. After the classroom observation the social worker recommends that an RtI process begin immediately.

Step 3:

The RtI Team is notified. The RtI Team distributes the following forms and requests the necessary data by the following Friday. The team schedules Daniel for the next bi-monthly RtI meeting and requests that the teacher invite the parents. The team then assembles the needed professionals, including the social worker, PE teacher, GT teacher, Special Ed teacher, Intervention Specialist, and the classroom teacher.

Forms:

- Parent Information
- Student Data Summary — to be completed by the classroom teacher
- Educational Planning for a Continuum of Abilities — to be completed by the classroom teacher

Step 4:

The teacher notifies and invites the parents to the scheduled RtI meeting and sends the Parent Information form home. Teacher completes the Student Data Summary and page 1 of the Educational Planning form.

Step 5:

All forms have been completed by the responsible individuals. The RtI Team Scheduler requests a 15-minute meeting to be held before the team meets for the regularly scheduled RtI meeting. The 15-minute meeting will allow all RtI participants to review the data. Roles are assigned for the following positions: Recorder, Time Keeper, and Case Manager. The Recorder has a chart and records strengths on one page and concerns on another page. The GT teacher addresses the scores on the WISC IV and begins the process for gifted identification. Scheduler reminds the team of the scheduled RtI meeting.

Step 6:

The RtI meeting begins, allowing for one hour. The coordinator/facilitator welcomes everyone and clarifies why they are meeting and asks all participants to introduce themselves. The facilitator lets the team know that the first 30 minutes will be focused on Daniel's strengths and the second half hour will be focused on an area of challenge. The facilitator also notes that they will have the responsibility of writing one goal for each of the two areas.

Step 7:

The Recorder posts the list of Daniel's strengths as per the data collected and asks if there is anything else that needs to be added. The group discusses which strength area they would like to focus on for Daniel's goal. The group will identify one area and will fill in the Twice-Exceptional Problem-Solving Plan. The Time Keeper will make sure that this discussion is kept to 30 minutes.

Step 8:

The Recorder posts the list of Daniel's challenges as per the data collected and asks if anything needs to be added. The group then discusses which challenge area they would like to focus on for Daniel's goal. The group will identify one area and fill in the Twice-Exceptional Problem-Solving Plan. The Time Keeper will make sure that this discussion is kept to 30 minutes.

Step 9:

The facilitator summarizes the Plan with the two goals including Who, How Often, Intensity, Progress Monitoring, and Needed Materials. A date is scheduled for review and to evaluate the RtI Plan. In Daniel's case, because of his social and emotional welfare, the team has decided to meet to review his progress in three weeks.

* See *Twice-Exceptional Problem-Solving Plan #1*

Step 10:

The RtI evaluation meeting takes place three weeks later. The facilitator summarizes the progress on each of the goals. The teacher notes that the independent study was a great success. Daniel followed the rubric and his presentation was well organized and researched. His oral presentation was outstanding. He met and exceeded expectations.

The GT teacher states that Daniel has been identified as gifted and qualifies for gifted programming. She has met with Daniel's classroom teacher, Daniel, and his mother to develop and Advanced Learning Plan (ALP).

* See *ALP*

The goal around writing was not successful. Daniel still refuses to write and his crying has increased in the classroom. The Intervention Specialist notes that he understands what to do with writing because he can verbally tell her what he is supposed to do. The lack of word processing skills is still interfering with his progress (he still "hunts and pecks").

The team determines that they need to revisit the problem-solving plan and adjust the goals. Because the ALP will address his strengths, the focus of this meeting will be on the challenge area.

Step 11:

The group will fill out the Concern portion of the Twice-Exceptional Problem-Solving Plan with adjustments and recommendations for further data. Because Daniel's appointment with the psychiatrist is next week, the team has requested to meet with his mom to hear results when she has them. His mom will notify the team when she has the results and the team will schedule a meeting at that time. Meanwhile, the classroom teacher and Intervention Specialist will continue with interventions for Daniel.

*See *Twice-Exceptional Problem-Solving Plan #2*

Step 12:

A follow-up RtI meeting is held to review progress monitoring data on the new interventions being used for Daniel and to examine the results from the psychiatrist. The information from the psychiatrist reveals that he will begin seeing Daniel for depression and behavioral concerns. The team

decides that a Special Education evaluation should be done. Since they have WISC IV and CSAP data and two sequences of progress monitoring of interventions, they recommend that the writing portion of the Woodcock-Johnson be administered. An informal follow-up will be done to share the data from the Woodcock-Johnson testing and to check up on any additional classroom progress monitoring.

Step 13:

The team learns that Daniel scored in the 4th percentile for students his age on the Woodcock-Johnson writing portion and that Daniel's classroom progress has not improved. The team decides to schedule an initial staffing meeting.

Step 14:

Two weeks later, the RtI Team holds the initial staffing meeting. The results of the testing are shared and it is decided that Special Education services will be provided at the intensive (Tier III) level of intervention with the area of need being PC-Written Language. An IEP is written.

*See IEP

Step 15:

Team will informally gather information for progress monitoring for growth and for necessary adjustments to interventions.



Parent-School Partnership

Parent Information

| | |
|---|-----------------------|
| Student Name: Daniel Dissatisfied | DOB: 8/24/1995 |
| Parent(s)/Guardian(s) Completing Form: David and Dora Dissatisfied | |

| |
|---|
| When is the best time for you to meet with school staff: Anytime. |
| How is it best to communicate with you — email (please specify preferred address), telephone, written notes? Please call — prefer to meet face to face. |
| What are your child's strengths and interests? (These can be evidenced at school or home, in academic or social areas.) Avid reader (a novel or two per week — all subjects but especially history or science related), hiking, video games, likes to have conversations with adults. |
| Do you have any academic or behavior/social/emotional concerns about your child? If so, please identify. He is not enthusiastic about school, seems sad and lonely. He states that he is dissatisfied with his life. |
| Please share any information about your child which might be helpful in understanding his/her school life. Please comment on the following areas: |
| Homework: He needs clear expectations. He doesn't trust us to assist him when he is confused. He will refuse to continue his homework if he doesn't understand what is expected and will break down into a puddle of tears. |
| Previous School History (including any special programs): Recognized advanced reading ability in 3 rd grade. Accelerated reading opportunities provided by a pull-out teacher. Placed in 4 th grade classroom with a cluster of high-ability students, but the teacher did not understand his needs. Currently starting 5 th grade and is appearing increasingly depressed and unhappy. He cries extremely easily. |
| Attitude About School: Apathetic and depressed. |
| Special Support Outside of School (tutoring, therapy etc): Have an appointment scheduled for next month to see a psychiatrist. |
| Other: Had him privately assessed to see if we could figure out what was going on with Daniel. |
| What information/support/materials would be helpful to you in working with your child at home? What do the teachers view as Daniel's strengths? Need better system of home/school communication. |

Special thanks to Cherry Creek School District Special Education Leadership Team, 2005-2006, for the use of this form

Student Data Summary

| General Student Information: | | |
|---|-------------------------------|-----------------|
| Name: Daniel Dissatisfied | Date: 9/24/05 | |
| DOB: 8/24/95 | Age: 10 years old | Grade: 5 |
| Primary Home Language: <i>(Attach home language survey, if completed by ELA staff)</i> English | | |
| ELA Program: N/A | Dates: N/A | |
| Parents/Guardian: David and Dora Dissatisfied | Phone Number: 333-9876 | |
| Address: 54 Hard Row, Denver, Colorado 80203 | | |
| Date Parents Contacted About Concerns: August 28, 2005. | | |
| Parents' Input: <i>(or attach Parent Information Sheet)</i> See Attached. | | |
| Student Strengths: | | |
| Voracious reader. Expressive and receptive language skills. Extensive broad knowledge. Reasoning ability. Sensitive to world problems/issues. Higher-level discussions with adults. Love of history, science, and the outdoors. | | |

Special thanks to Cherry Creek School District Special Education Leadership Team, 2005-2006, for the use of this form

| Current School Performance: Describe current or past strategies/interventions/special programs used with student: (including 504, special education placement, or learning plans) | | | |
|---|---|---------------------------------|--|
| Current Grades/Classroom Functioning: If called on in class he will cry and refuse to answer. Reluctant to write both short and long responses, especially the latter. He is a loner and does not interact with his classmates and refuses to work in group situations. | | | |
| Concern | Strategy/Intervention/Program | Dates | Student Response (include data points) |
| Lack of written work. | Introduced to graphic organizers. | Just started 9/8/05. | Too soon to assess. |
| Easily cries; easily frustrated; a loner. | Allow time outs; teacher support intervention; referral to social worker. | 8/26/05 (first week of school). | Little progress; teacher interaction seems to make things worse; does not like being asked to see the social worker. |
| | | | |
| Health History: | | | |
| Vision Assessment: <input type="checkbox"/> None <input type="checkbox"/> Partial <input type="checkbox"/> Complete | | Date: 10/02/04 | |
| Outcome: WNL (within normal limits) | | | |
| Hearing Assessment: <input type="checkbox"/> None <input type="checkbox"/> Partial <input type="checkbox"/> Complete | | Date: 10/02/04 | |
| Outcome: WNL (within normal limits) | | | |
| Number of Nurse Visits: 0 | Summary of Concerns: N/A | | |
| Significant Medical History: At birth aspirated amniotic fluid and was placed in ICU for 7 days. Treated with oxygen therapy. | | | |
| Physical Health Concerns: Lack of motor control; lack of coordination. | | | |
| Medications: (names, dosage, doctors) N/A | | | |

Special thanks to Cherry Creek School District Special Education Leadership Team, 2005-2006, for the use of this form

| School History: | | | |
|--|---|---|--|
| Years in School (pre-K-12): 6 years | Number of Schools Attended: 2 – preschool and elementary | | |
| Grades Repeated: | Grades Skipped: | | |
| Attendance Concerns: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, describe when and to what degree)</i> | | | |
| Group Assessment Results: | | | |
| Subject | Year/Test/Result | Year/Test/Result | Year/Test/Result |
| Reading | 05 Spring CSAP = Advanced High Range | 04 Spring CSAP = Advanced High Range | |
| Math | 05 Spring CSAP = Proficient Low Range | 04 Spring CSAP = Proficient Average Range | |
| Writing | 05 Spring CSAP = Refused to Test | 04 Spring CSAP = Partially Proficient Low Range | |
| Other (specify) | 11/04 WISC IV Verbal Comprehension: Similarities - 19 Vocabulary - 18 Comprehension - 19 Information - 14 Word reasoning - 16 Perceptual Reasoning: Block Design - 9 Picture Concept - 5 Matrix Reasoning - 11 Picture Completion - 15 | 11/04 WISC IV cont. Working Memory: Digit Span - 12 Letter-Number Sequence - 13 Arithmetic - 16 Processing Speed: Coding - 5 Symbol Search - 5 | 11/04 WISC IV cont. Verbal Comprehension IQ = 152 (99.9%) Perceptual Reasoning IQ = 90 (25%) Working Memory IQ = 113 (81%) Processing Speed IQ = 73 (1%) |
| Other (specify) | | | |

Special thanks to Cherry Creek School District Special Education Leadership Team, 2005-2006, for the use of this form

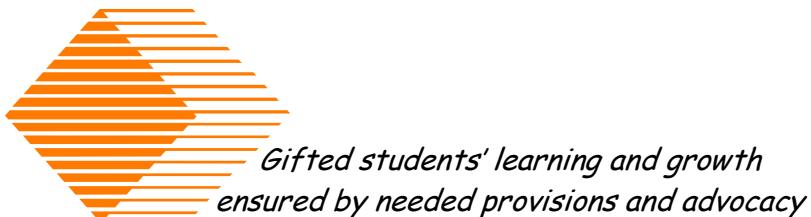
| Discipline History: | | | |
|--|----------------------------|------------------------|---|
| | Frequency | Dates | Describe incident or concerns |
| Danger Assessment | N/A | | |
| Suspensions | N/A | | |
| Expulsions | N/A | | |
| Current Office Referrals | N/A | | |
| Classroom Behavior Observations | 1 | 8/28/05 | Social Worker made an informal observation during a Social Studies lesson. She noted that Daniel was highly engaged during the discussions; however, when it was time for the writing assignment he put his head down and began to cry. Daniel refused to begin the assignment. |
| Other Agencies/Practitioners Providing Services for the Student/Family: | | | |
| Agency | Contact Information | Date of Service | Nature of Service |
| N/A | | | |
| | | | |
| | | | |
| Additional Information/Notes: | | | |
| | | | |

Special thanks to Cherry Creek School District Special Education Leadership Team, 2005-2006, for the use of this form

Educational Planning for a Continuum of Abilities

| S = Student Strength C = Student Challenge | Strengths | Challenges/Concerns |
|--|--|--|
| Cognitive Processing/General Intellectual Ability: <input checked="" type="checkbox"/> Visual Processing <input checked="" type="checkbox"/> Auditory Processing <input type="checkbox"/> Sequential/Rational Processing <input checked="" type="checkbox"/> Conceptual Holistic Processing <input checked="" type="checkbox"/> Processing Speed <input type="checkbox"/> Attention <input type="checkbox"/> Memory <input type="checkbox"/> Executive Functioning <input type="checkbox"/> Organization <input type="checkbox"/> Other | <p>It appears that Daniel absorbs information easily and his verbal ability is well advanced. He demonstrates higher-level thinking.</p> | <p>Visual tasks (written work) seem to be very hard for Daniel.</p> |
| Specific Academic: <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Reading Fluency <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Writing Fluency <input type="checkbox"/> Math <input checked="" type="checkbox"/> Math Fluency <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies <input type="checkbox"/> Other | <p>Voracious reader; excellent knowledge of Science and Social Studies.</p> | <p>Refuses to write; seems to know math verbally but is very slow in working problems and sometimes will refuse to do his math written work.</p> |
| Creativity: <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Creative Productivity <input type="checkbox"/> Creative Problem-Solving <input type="checkbox"/> Risk Taking <input type="checkbox"/> Other | <p>Complex discussions/contributions, especially during Science and Social Studies.</p> | <p>Not enough information at this time.</p> |
| Visual, Spatial, Performing Arts: <input type="checkbox"/> Visual <input type="checkbox"/> Spatial <input type="checkbox"/> Musical/Rhythmic <input checked="" type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Other | <p>Not enough information at this time.</p> | <p>Does not appear to be very coordinated.</p> |

| S = Student Strength C = Student Challenge | Strengths | Challenges/Concerns |
|---|---|---|
| Physical/Psychomotor: <input type="checkbox"/> Sensory Integration <input type="checkbox"/> Hearing <input type="checkbox"/> Vision <input type="checkbox"/> ADD <input type="checkbox"/> ADHD <input checked="" type="checkbox"/> Bodily/Kinesthetic <input checked="" type="checkbox"/> Athletics <input type="checkbox"/> Other | Hearing and vision screens have been normal. | Appears to be clumsy; trips; doesn't like PE. |
| Interpersonal/Leadership: <input type="checkbox"/> Communicating <input type="checkbox"/> Understanding Others <input checked="" type="checkbox"/> Peer Relations <input type="checkbox"/> Self Advocacy <input type="checkbox"/> Other | Can carry on higher-level conversations with adults. | A loner; reluctant to join groups for work; eats alone in the cafeteria; does not play with classmates during recess. |
| Intrapersonal/Social/Emotional: <input type="checkbox"/> Understanding Self <input type="checkbox"/> Introspection/Reflection <input checked="" type="checkbox"/> Perfectionism <input checked="" type="checkbox"/> Coping <input type="checkbox"/> Resiliency <input checked="" type="checkbox"/> Behavioral Issues <input type="checkbox"/> Other | Appears to be a rule follower; sensitive to discussions involving moral and world issues. | Cries; easily frustrates; refuses to write. |
| Interests and Passions: | Never misses the History Channel and consistently watches PBS science and animal programs. Loves to hike and look for geologic formations and wildlife. | Dominates classroom discussions. Talks above classmates' ability to understand and is tuning out his peers and further isolating himself. |



Twice-Exceptional Problem-Solving Plan #1

| | | |
|---------------------------------------|---|--|
| | <p>Strength: A Colorado history pre-assessment identifies that he has extensive knowledge.</p> <p>Goal: The student will study geological history of Colorado independently and demonstrate his learning in a presentation. (Addresses his need for depth, complexity, and pacing.)</p> | <p>Concern/Challenge: Student shuts down and cries when given a writing assignment.</p> <p>Goal: Crying episodes will decrease in class while the amount of writing increases.</p> |
| Intervention | Independent Study in the area of Social Studies. The focus will be on the geological history of Colorado. Development of a PowerPoint presentation to share with the class. | Daniel will receive direct instruction on writing strategies and word processing. |
| Interventionist | Because the class is studying Colorado history, the teacher will be the interventionist. | The Intervention Specialist. |
| Frequency and Duration | 30 minutes per day. | 30 minutes per day. |
| Student/Teacher Ratio | One-on-one. | One-on-one. |
| How Progress Will Be Monitored | Teacher meeting to review progress twice a week; the classroom's project rubric will be used. | Daniel will produce at least one written assignment for every four assignments given per day without crying. |
| Materials Needed | Daily access to a computer; access to the library for research. Parents have agreed to take Daniel to the local museum and on a trip to Colorado Springs to the Garden of the Gods. | Daily access to a computer; Inspiration software. |
| Accommodations/Modifications | Extended time for writing. Access to a computer for all writing. | Shorten the length of all writing assignments. |

Twice-Exceptional Problem-Solving Plan #2

| | | |
|---------------------------------------|---|---|
| | <p>Strength: See ALP.</p> <p>Concern: Daniel's crying continues with writing assignments. No writing production in the classroom.</p> <p>Baseline Data: Every time Daniel is asked to write he cries.</p> <p>Goal: Crying episodes will decrease in class while the amount of writing increases.</p> | <p>Strength: See ALP.</p> <p>Concern: Daniel's lack of word processing skills interferes with progress ("hunts and pecks").</p> <p>Baseline Data: Types 15 words per minute.</p> <p>Goal: In one month Daniel will increase words per minute to 45.</p> |
| Intervention | <ol style="list-style-type: none">1. Special Education referral within 45 school days.2. Daniel will produce writing assignments into a tape recorder. He will select one recorded writing assignment and transfer that assignment into written form from a menu of options (e.g., computer, handwritten). | Daniel will use a computer program to help with words-per-minute once a day at school and at home. |
| Interventionist | <ol style="list-style-type: none">1. Special Ed team.2. Classroom teacher, Intervention Specialist. | Intervention Specialist and parent. |
| Frequency and Duration | <ol style="list-style-type: none">1. As needed.2. Daily. | 30 minutes daily at school and at home. |
| Student/Teacher Ratio | One-on-one. | One-on-one. |
| How Progress Will Be Monitored | <ol style="list-style-type: none">1. Results of Special Education assessments.2. One completed written assignment per day; reductions in crying to no more than three times per week. | Computer testing for wpm; growth in wpm as shown on graph that Daniel creates weekly; parent monitoring at home. |
| Materials Needed | <ol style="list-style-type: none">1. Special Education testing materials.2. Large lined paper and pencil and/or computer; tape recorder. | Computer typing program. |

Advanced Learning Plan

Date: September 24, 2005

Student Name: Daniel Dissatisfied

DOB: 8/24/1995

School: Trying Hard Elementary School

Grade: 5

| Area(s) of Strength |
|---|
| Voracious reader. Expressive and receptive language skills. Extensive broad knowledge. Reasoning ability. Sensitive to world issues. |
| Student Interests |
| History (including the History Channel). Science and animals (loves PBS science shows). Animal behaviors. Hiking and the outdoors. Geological formations. |
| Parental Involvement |
| Parents have taken him for testing. Parents take him on trips to encourage his curiosity and enthusiasm for learning. Parents have extensive library and enjoy having conversations about books. |
| Programming |
| Structure — What delivery model, school setting, placement, and/or grouping will be used to address student needs? Small group activities with other GT students. Collaboration with teacher to meet needs. Case manager for independent studies. |
| Results — Was(Were) the structure(s) that was(were) provided beneficial to student learning? |
| <input type="checkbox"/> Yes <input type="checkbox"/> No |
| If not, what will be the structure next year? |

Content Options — What content options will provide continual learning and growth in the specific area(s) of strength?

Level 1, Universal Level:

Independent study on topics related to Social Studies/History, Science, and Reading curriculum, yet representing advanced level content.

Level 2, Targeted Level:

Advanced level Junior Great Books and discussions for Reading.

Results — Was(Were) the options provided beneficial to student learning? Yes No

If not, what will be the options provided next school year?

Team Planning for Differentiation in the Strength Area(s)

Acceleration — What acceleration approaches will support student learning?

Pre-assessment for reading level, compacting, and advanced level Junior Great Books.

Goals for depth, complexity, higher-order thinking skills, and achievement:

| | Attained | Partially | Minimally |
|---|----------|-----------|-----------|
| The student will demonstrate history concepts beyond general benchmark expectations using problem-solving and communications skills through a series of independent in-depth studies in Colorado History such as migration of animals historically, Native Americans and their habitats, mining, etc., one time during fall semester. | 1 | 2 | 3 |
| | 1 | 2 | 3 |
| | 1 | 2 | 3 |

Summary of Results:

Affective Guidance and Counseling

What are the goals for peer support, individual self-esteem, planning for advanced coursework, self-advocacy, and/or early career/college planning?

Daniel will interact appropriately with other gifted students to work on special in-depth study projects.

| | Attained | Partially | Minimally |
|--|----------|-----------|-----------|
| | 1 | 2 | 3 |

Summary of Results:

Teachers of the Student

| Subject | Teacher | Initials | Support for student's strength |
|---------|---------|----------|--------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Student Name: Daniel Dissatisfied

Date of Review: _____

Next Review: Month Dec. **Year** 1995

Signatures

Student: Daniel Dissatisfied

Facilitator: _____

Parent: Dora Dissatisfied

Parent: _____

Classroom Teacher: Ms. Trying to Help

Classroom Teacher: _____

Classroom Teacher: _____

Classroom Teacher: _____

Other/Title: Mr. Dep Complexity, GT teacher

Other/Title: _____

Date for developing ALP for next year: _____
(This may be the same date as the review date.)

Other Comments (optional):

*from Gifted Education Guidelines and Resources
Volume II: Programming*

Individualized Education Program

Following is a sample Individualized Education Program for Daniel Dissatisfied.



| | | | |
|---|--|--|--|
| Daniel Dissatisfied Legal Name of Student | | 8-24-1995 State Student ID (SASID) | |
| 00000000000000000000 Local Student ID (LASID) | | Date of Birth Date | |
| ABC School District Administrative Unit Name | | AU Address AU Phone Number | |
| SECTION 1: TYPE OF MEETING | | SECTION 2: DATES OF MEETINGS | |
| Eligibility | Individualized Education Program | Date of next eligibility meeting (<i>on or before</i>) | <input type="text"/> |
| <input checked="" type="checkbox"/> Initial Eligibility Meeting | <input checked="" type="checkbox"/> Initial IEP | Date of next IEP review meeting (<i>on or before</i>) | <input type="text"/> |
| <input type="checkbox"/> 3-Year Reevaluation | <input type="checkbox"/> Annual Review | Date of initial consent for evaluation | <input type="text"/> |
| <input type="checkbox"/> Special Evaluation | <input type="checkbox"/> Amendment to IEP Dated: _____ | Date initial evaluation completed | <input type="text"/> |
| Date Initial Consent for Services: _____ | | Date of initial eligibility determination | <input type="text"/> |
| <input type="checkbox"/> Other: _____ | | Post-secondary goals due during the year when the student is 15 but no later than the end of 9 th grade | <input type="text"/> |
| <input type="checkbox"/> N/A (Student did not qualify) | | Date | <input type="text"/> |
| SECTION 3: STUDENT AND FAMILY INFORMATION | | | |
| District of Residence | Prior to Meeting | After Meeting | Grade: _____ Age: _____ Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female |
| Home School | <input type="text"/> | <input type="text"/> | Race/ <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian/Pacific Islander |
| School of Attendance | <input type="text"/> | <input type="text"/> | Ethnicity: <input type="checkbox"/> Black <input type="checkbox"/> Hispanic |
| Unit/Facility of Attendance (if out of district) | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> White, not Hispanic |
| Primary Disability, if any | <input type="text"/> | <input type="text"/> | Primary Language Spoken in the Home _____ |
| Primary Educational Environment | <input type="text"/> | <input type="text"/> | Student's Primary Language _____ |
| Does the student have Limited English Proficiency? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |
| Is an interpreter needed for meetings? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |
| Is there an Educational Surrogate Parent (ESP)? Yes <input type="checkbox"/> No <input type="checkbox"/> | | | |
| Student's Parent/Guardian(s)/ESP | <input type="text"/> | | |
| Address | <input type="text"/> | | |
| City/State/Zip | <input type="text"/> | | |
| Telephone Number | <input type="text"/> | | |
| Email | Home | Cell | Work |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Daniel Dissatisfied
Legal Name of Student

8-24-1995

State Student ID (SASID)

Date of Birth

Date

INDIVIDUALIZED EDUCATION PROGRAM

SECTION 4: PROCEDURAL SAFEGUARDS

I have been provided the Special Education Procedural Safeguards in my native language or other mode of communication. Yes No

Parent/Guardian/ESP Signature 300.504(a)

Date

SECTION 5: IEP PARTICIPANTS

THE FOLLOWING PARTICIPANTS ATTENDED THE IEP MEETING:

Student 300.321(a)(7); 300.321(b)(1)

Student's Parent/Guardian/ESP 300.321(a)(1)

Student's Parent/Guardian/ESP 300.321(a)(1)

Special Education Director or Designee 300.321(a)(4)(i)-(iii)

General Education Teacher 300.321(a)(2); 300.324(a)(3)(i)-(ii)

Special Education Teacher/Provider 300.321(a)(3)

THE FOLLOWING PERSONS WERE ALSO IN ATTENDANCE AT THE MEETING:

NAME

TITLE

AREA/AGENCY REPRESENTED

| | | | |
|--|--------------------------|----------------------------|------|
| Daniel Dissatisfied Legal Name of Student | State Student ID (SASID) | 8-24-1995 Date of Birth | Date |
|--|--------------------------|----------------------------|------|

SECTION 6: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE INCLUDING INPUT FROM PARENT & STUDENT

Student Strengths, Preferences, Interests:

What are the student's educational/developmental strengths, interest areas, significant personal attributes, and personal accomplishments? Be sure to include specific feedback from the student.

300.324(a)(i) Strengths of the child

300.321(b)(2) Preferences and interests 300.43(a)(2)

Higher-level discussions with adults; love of history, science, and the outdoors.

Voracious reader.

Expressive & receptive language skills.

Reasoning ability.

Sensitive to the world and others.

Verbal Comprehension (99.9%).

Present Levels of Educational Performance Summary:

Include results of initial or most recent evaluation.

300.324(a)(iii) Results of initial or most recent evaluation

See attached CSAP and WISC IV.

Describe the age-appropriate transition assessment process used to develop the post-school goals: 300.320(b)(1)

This section to be completed for the first IEP to be in effect when the student is transition age, or earlier if deemed appropriate by the IEP team.

Student Needs and Impact of Disability:

How does the student's disability affect his/her involvement and progress in the general curriculum and participation in appropriate activities?

300.324(a)(ii) Concerns of parent

300.324(a)(iv) Academic, developmental, and functional needs (access skills)

300.320(a)(1) How the child's disability affects the child's involvement and progress — in the general curriculum and participation in appropriate activities

Daniel cannot express his knowledge in writing. He's very bright and hates school.

Coping strategies for frustration. Alternative methods for written expression (shuts down).

Daniel's written expression disability impacts his ability to access & progress in the general curriculum.

Measurable Post-School Goals:

This section to be completed for the first IEP to be in effect when the student is transition age, or earlier if deemed appropriate by the IEP team.

What are the student's preferences, interests, and desired outcomes in future post-secondary education, employment, and independent living? Be sure to include feedback from the student.

300.321(b) 300.43(a)(2)(i)-(v) Extrapolated

Post-School Education/Training Goal:

300.320(b)(1)

Employment Goal:

300.320(b)(1)

Independent Living Skills Goal (when appropriate):

300.320(b)(1)

| | | |
|--|---------------------------------------|-----------------------|
| Daniel Dissatisfied Legal Name of Student | 8-24-1995 State Student ID (SASID) | Date of Birth Date |
|--|---------------------------------------|-----------------------|

SECTION 7: CONSIDERATION OF SPECIAL FACTORS

A. Does this student exhibit behavior that requires a Behavior Intervention Plan?

Yes No

If yes, generate Behavior Intervention Plan.

300.324(1)(2)(i)

B. Is the student blind or visually impaired?

Yes No

If yes, generate Learning Media Plan.

300.324(1)(2)(iii)

C. Is the student deaf or hard of hearing?

Yes No

If yes, generate Communication Plan.

300.324(a)(2)(iv)

D. Is the student deaf-blind?

Yes No

If yes, generate Learning Media & Communication Plan.

300.324(1)(2)(iii) & 300.324(a)(2)(iv)

E. Does the student require a Health Care Plan?

Yes No

If yes, indicate location of Plan.

F. Does the student have Limited English Proficiency?

Yes No

If yes, specify how this will be addressed.

300.324(a)(2)(ii)

G. Does the student need Assistive Technology devices or services?

Yes No

If yes, specify.

300.324(a)(2)(v)

H. Does the student require Special Transportation?

Yes No

If yes, specify.

300.34 Related Services (a)

300.34 (c)(16)

300.107(b)

| | | | |
|--|--------------------------|----------------------------|------|
| Daniel Dissatisfied Legal Name of Student | State Student ID (SASID) | 8-24-1995 Date of Birth | Date |
|--|--------------------------|----------------------------|------|

SECTION 8: POST-SCHOOL CONSIDERATIONS

This section to be completed for the IEP to be in effect when the child is 15, but not later than the end of 9th grade **300.320(b)**

Projected date of graduation/program completion: _____ **300.102(a)(3)(i)-(iii) Limitation to FAPE**

Projected type of completion document:

Post-School Education/Training Goal (from Section 6: Measurable Post-School Goals): **300.320(b)(1)**

Planned Course of Study: **300.320(b)(2)**

Transition Services and Activities: **300.320(b)(2)**

Agency/community supports that may provide transition services in the coming school year: **300.321(b)(3) Participants in meeting**

Career Employment Goal (from Section 6: Measurable Post-School Goals): **300.320(b)(1)**

Planned Course of Study: **300.320(b)(2)**

Transition Services and Activities: **300.320(b)(2)**

Agency that may provide transition services in the coming school year: **300.321(b)(3) Participants in meeting**

Independent Living Skills Goal (when appropriate) (from Section 6: Measurable Post-School Goals): **300.320(b)(1)**

Planned Course of Study: **300.320(b)(2)**

Transition Services and Activities: **300.320(b)(2)**

Agency that may provide transition services in the coming school year: **300.321(b)(3) Participants in meeting**

If the student will turn 20 during the course of this IEP period, student and parent(s) have been informed of the transfer of rights at the age of majority (21).

Yes No N/A **300.320(c) Transfer of rights at age of majority**

NOTE: Graduation will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act 2004 and the Colorado Rules for the Administration of the Exceptional Children's Educational Act. Therefore, after graduation this student will no longer be entitled to receive special education and related services from a school district or other local education agency.

| | |
|--|---------------|
| Daniel Dissatisfied Legal Name of Student | 8-24-1995 |
| | Date of Birth |
| | Date |

SECTION 9: ANNUAL GOALS AND/OR OBJECTIVES 300.320(a)(2)(i)

For students who are transition age, indicate what post-school area this will support: Education/Training Employment Independent Living

Area of Need:

Written expression

Measurable Goal: 300.320(a)(2)(i)

Utilizing a computer typing program, Daniel will increase his typing to 45 words per minute in 30 days.

Unit of Measurement:

300.320(a)(3)(i)

Words per minute

Objective (if needed):

Related Standard/Expanded Benchmark/Access Skill:

Writing Standard I

Baseline Data Point:

15 words per minute

Evaluation Method: Monitor and Chart Progress Focused Assessments Portfolio Collection Other: _____ 300.320(a)(3)(i)

Progress Report (Describe how parents will be informed of the student's progress toward goals and how frequently this will occur): 300.320(a)(3)(iii)

Computer testing will go home with Daniel at the end of each week.

| | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|
| Reporting Date: ___/___/___ | Reporting Date: ___/___/___ | Reporting Date: ___/___/___ | Reporting Date: ___/___/___ |
| Progress: _____ | Progress: _____ | Progress: _____ | Progress: _____ |
| Supporting Data Point: _____ |

For students who are transition age, indicate what post-school area this will support: Education/Training Employment Independent Living

Area of Need:

Written expression

Measurable Goal: 300.320(a)(2)(i)

Daniel will select one recorded assignment each day and transfer that assignment into written form.

Unit of Measurement:

300.320(a)(3)(i)

Assignment completion

Objective (if needed):

Related Standard/Expanded Benchmark/Access Skill:

Writing Standard I

Baseline Data Point:

0 produced written assignments

Evaluation Method: Monitor and Chart Progress Focused Assessments Portfolio Collection Other: daily assignment 300.320(a)(3)(i)

| | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|
| Reporting Date: ___/___/___ | Reporting Date: ___/___/___ | Reporting Date: ___/___/___ | Reporting Date: ___/___/___ |
| Progress: _____ | Progress: _____ | Progress: _____ | Progress: _____ |
| Supporting Data Point: _____ |

Progress Reporting Key: 4) Goal met 3) Progress made, goal to be met on time 2) Insufficient progress made, goal not to be met on time 1) Student did not work on this goal.

Attach additional supporting charts/graphs if available

| | | | |
|--|--------------------------|----------------------------|------|
| Daniel Dissatisfied Legal Name of Student | State Student ID (SASID) | 8-24-1995 Date of Birth | Date |
|--|--------------------------|----------------------------|------|

SECTION 9: ANNUAL GOALS AND/OR OBJECTIVES 300.320(a)(2)(i)

For students who are transition age, indicate what post-school area this will support: Education/Training Employment Independent Living

Area of Need:

Access skills

Measurable Goal: 300.320(a)(2)(i)

Daniel will develop coping strategies regarding writing frustration and reduce his crying experiences to no more than three times per week.

Objective (if needed):

Related Standard/Expanded Benchmark/Access Skill:

Access Skill

Evaluation Method: Monitor and Chart Progress Focused Assessments Portfolio Collection Other: _____ 300.320(a)(3)(i)

Progress Report (Describe how parents will be informed of the student's progress toward goals and how frequently this will occur): 300.320(a)(3)(iii)

Progress report will go home with Daniel every Friday.

Reporting Date: ___ / ___ / ___

Progress: _____

Progress: _____

Progress: _____

Progress: _____

Supporting Data Point:

Supporting Data Point:

Supporting Data Point:

For students who are transition age, indicate what post-school area this will support: Education/Training Employment Independent Living

Area of Need:

Measurable Goal: 300.320(a)(2)(i)

Objective (if needed):

Related Standard/Expanded Benchmark/Access Skill:

Unit of Measurement:

300.320(a)(3)(i)

Evaluation Method: Monitor and Chart Progress Focused Assessments Portfolio Collection Other: _____ 300.320(a)(3)(i)

Reporting Date: ___ / ___ / ___

Progress: _____

Progress: _____

Progress: _____

Progress: _____

Supporting Data Point:

Supporting Data Point:

Supporting Data Point:

Progress Reporting Key: 4) Goal met 3) Progress made, goal to be met on time 2) Insufficient progress made, goal not to be met on time 1) Student did not work on this goal.

Attach additional supporting charts/ graphs if available.

| | |
|--|---------------|
| Daniel Dissatisfied Legal Name of Student | 8-24-1995 |
| State Student ID (SASID) | Date of Birth |

SECTION 10: ACCOMMODATIONS & MODIFICATIONS

Accommodations:

What type(s) of accommodation(s) *if any* is (are) necessary for the student to access the general curriculum and/or appropriate activities to make effective progress?

300.320(a)(4)(i)-(iii)

300.320(a)(6)(i)

Extended time for tests/assignments.

Opportunities to use graphic organizers.

Opportunities to use computer for all writing assignments.

Opportunities to test verbally.

Opportunities to verbalize written assignments (recorder).

Modifications:

What standards, *if any*, need to be modified, expanded, and/or prioritized for the student to access the general curriculum and/or appropriate activities to make effective progress?

Written standards.

Shorten writing assignments.

Alternative methods for writing.

SECTION 11: EXTENDED SCHOOL YEAR DETERMINATION **300.106**

Criteria/Inquiry:

Did the student experience significant regression on his/her IEP goals and objectives?

Yes No

Did the student require an unreasonably long period of time to relearn previously learned skills?

Yes No

Are there other factors relevant in determining eligibility for ESY services?

Yes No

Decision: Is the student eligible for Extended School Year Services?

Yes No To be determined by: _____

If yes, attach documentation for each question and record services on service summary in Section 13.

Identify which goals will be worked on during the Extended School Year Below:

| | | |
|--|---------------------------------------|-----------------------|
| Daniel Dissatisfied Legal Name of Student | 8-24-1995 State Student ID (SASID) | Date of Birth Date |
|--|---------------------------------------|-----------------------|

SECTION 12: STATE/DISTRICT ASSESSMENTS

District Assessments:

Check whether the student will participate in the District Assessment or the District Alternate for each content area(s) administered at the child/student's grade level. Check all that apply.

| | Regular | Alternate | Not Assessed at This Grade Level |
|-------------------------------|--------------------------|--------------------------|----------------------------------|
| Reading/Writing/Language Arts | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| Math | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| Science | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| Other _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If the student is eligible for the district alternate assessment, provide justification. **300.320(a)(6)(ii)(A) and (B)**

List district assessment accommodations. **300.320(a)(6)(i)**

State Assessments:

Check whether the student will participate in the CSAP or CSAP Alternate for each content area(s) administered at the child/student's grade level. Check all that apply.

| | CSAP | CSAPA or 11 th Grade Alt. | ACT | Not Assessed at This Grade Level |
|-------------------------------|------|--------------------------------------|--------------------------|----------------------------------|
| Reading/Writing/Language Arts | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | |
| Math | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | |
| Science | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11 th grade only: | | <input type="checkbox"/> | <input type="checkbox"/> | |

If the student will be participating in the CSAPA, provide justification. **300.320(a)(6)(ii)(A) and (B)**

List any CSAPA Accommodations/Adaptations.

Check all Standard Accommodations to be used in the CSAP Administration. **300.320(a)(6)(i)**

Standard Presentation Accommodations:

- No accommodations needed
- Braille version of the test
- Large-print version of the test (18-point font)
- Read aloud directions only
- Signing of directions only
- Oral presentation of entire test (science, math, writing only)
- Signing presentation of entire test
- Translated oral presentation of entire test
- Student receives more, but shorter, sessions with "breaks" in between
- Student receives extended time
- Student uses additional manipulative for mathematics assessment

Standard Response Accommodations:

- No accommodations needed
- Use of scribe to write oral responses or fill in bubbles in the test book (scribe)
- Use of scribe to write oral responses to constructed items only (scribe)
- Use of signing as an alternative response (must also then scribe into test booklet)
- Use of assistive technology to communicate response to test items

Describe Non-Standard Accommodations:

Other Allowable Accommodations:

- If student is taking an alternate assessment, parents have been informed about the differences between regular and the alternate assessments (both state and district) and the effects of these, if any (including that, for students taking alternate assessments, their achievement will be measured based on alternate achievement standards).

| | |
|--|-----------------------|
| Daniel Dissatisfied Legal Name of Student | 8-24-1995 |
| State Student ID (SASID) | Date of Birth Date |

SECTION 13: SERVICE DELIVERY STATEMENT

Statement of types and anticipated location of services to be provided to and on behalf of the student. 300.320(a)(7)

Special Education support in general classroom.

SPECIAL EDUCATION AND RELATED SERVICES IN THE LEAST RESTRICTIVE ENVIRONMENT

| Specialized Instruction Area and/or Related Services 300.320(a)(4) | Service Provider 300.18 HQ Sp. Ed. Teacher | Start Date 300.320(a)(7) | End Date 300.320(a)(7) | Frequency of Special Education/Related Services — Direct Use ONE column only per identified service | | | Frequency of Special Education/Related Services — Indirect Including Case Management Use ONE column only per identified service | | | |
|--|---|-----------------------------|---------------------------|--|-----------------------|---------------|--|---------------|---------------|-----|
| | | | | Per Day | Per Week | Per Month | Per Day | Per Week | Per Month | |
| Written Expression | SpEd teacher | | | 300.320(a)(7) | 300.320(a)(7) | 300.320(a)(7) | 300.320(a)(7) | 300.320(a)(7) | 300.320(a)(7) | |
| Frustration/Anxiety | Social Worker/SpEd teacher/Psychologist/other | | | | 1 time for 30 minutes | | | | | |
| | | | | Total Amount of Time: | HPD | .5 HPW | .5 HPM | HPD | HPW | HPM |

SECTION 14: RECOMMENDED PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT (SPECIAL EDUCATION SETTING)

| Placement Options Considered | Selected: | Discussion must address each of the following for all placement options: | Below, summarize discussions regarding placement option(s). |
|------------------------------|--|--|--|
| 1. <u>Special Ed</u> | 1. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | ✓ Possible advantages for the student ✓ Possible disadvantages for the student ✓ Modifications/supplementary aids & services considered to reduce possible disadvantage to the student | Rejected a pull-out opportunity for Daniel due to his need to be cognitively challenged in accelerated and general ed classroom. |
| 2. <u>Small group</u> | 2. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | |
| 3. _____ | 3. <input type="checkbox"/> Yes <input type="checkbox"/> No | | |

GENERAL EDUCATION SERVICES Complete this section for students ages 3-5 as of Dec. 1 only

| Description | Hours Per Week |
|---|----------------|
| <input type="checkbox"/> Integrated Education Program | |
| <input type="checkbox"/> Other: _____ | |

EDUCATIONAL ENVIRONMENT

| Selected | Ages 3-5 (as of Dec. 1) | Selected | Ages 6-21 (as of Dec. 1) |
|--------------------------|---|-------------------------------------|--|
| <input type="checkbox"/> | General education early childhood program at least 80% of the time | <input checked="" type="checkbox"/> | General education class at least 80% of the time |
| <input type="checkbox"/> | General education early childhood program 40% to 79% of the time | <input type="checkbox"/> | General education class 40% to 79% of the time |
| <input type="checkbox"/> | General education early childhood program less than 40% of the time | <input type="checkbox"/> | General education class less than 40% of the time |
| <input type="checkbox"/> | Separate class | <input type="checkbox"/> | Separate school |
| <input type="checkbox"/> | Separate school | <input type="checkbox"/> | Residential facility |
| <input type="checkbox"/> | Residential facility | <input type="checkbox"/> | Homebound/hospital |
| <input type="checkbox"/> | Home | <input type="checkbox"/> | Correctional facilities (including short-term detention) |

| | | |
|--|---------------------------------------|-----------------------|
| Daniel Dissatisfied Legal Name of Student | 8-24-1995 State Student ID (SASID) | Date of Birth Date |
|--|---------------------------------------|-----------------------|

SECTION 15: PRIOR WRITTEN NOTICE

The IEP includes services to be provided to assist your child to make progress. The Present Level of Academic Achievement and Functional Performance in Section 6 includes information about the data used as a basis for the decisions recorded in the IEP.

Other options considered:

N/A

Why those options were rejected:

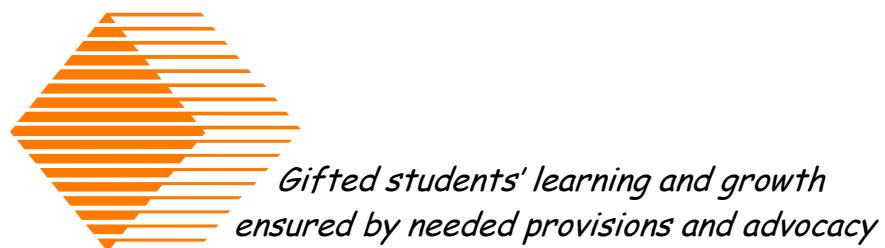
Other factors:

Case Manager:

Name _____ Title _____ Phone _____ Date _____

Parents of a child with a disability have protection under the procedural safeguards. For a copy of the procedural safeguards or assistance in understanding this information, please contact the person named above. [300.503\(b\)\(4\)](#)

A copy of the IEP has been provided to the parent(s). [300.322\(f\)](#)





Rigor

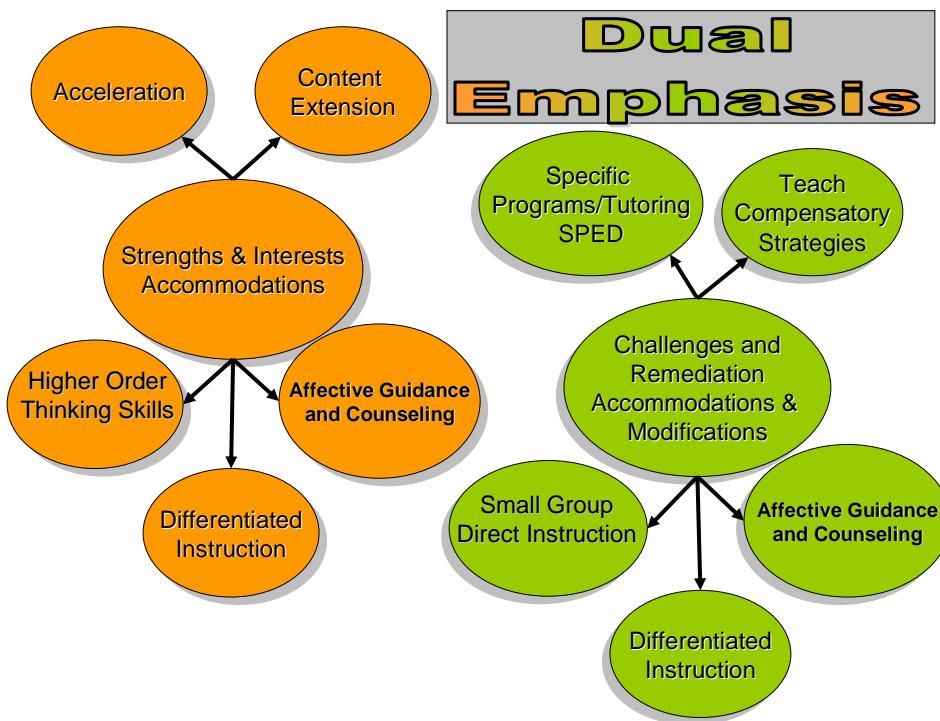
This section presents information regarding the necessity of rigor for twice-exceptional students, a description of the term “rigor” and necessary components for the classroom, and an article that presents a pragmatic perspective of what rigor is . . . and what it is not.



Providing Rigor for Twice-Exceptional Kids

When developing a comprehensive educational plan for a twice-exceptional student, a dual emphasis focusing upon a student's strengths as well as challenges is crucial. The essentials of this dual emphasis are:

| Strengths & Interests | Challenges |
|-----------------------------------|-----------------------------------|
| Acceleration | Specific Programs/Tutoring SPED |
| Content Extension | Teach Compensatory Strategies |
| Higher-Order Thinking Skills | Small Group Direct Instruction |
| Affective Guidance and Counseling | Affective Guidance and Counseling |
| Differentiated Instruction | Differentiated Instruction |

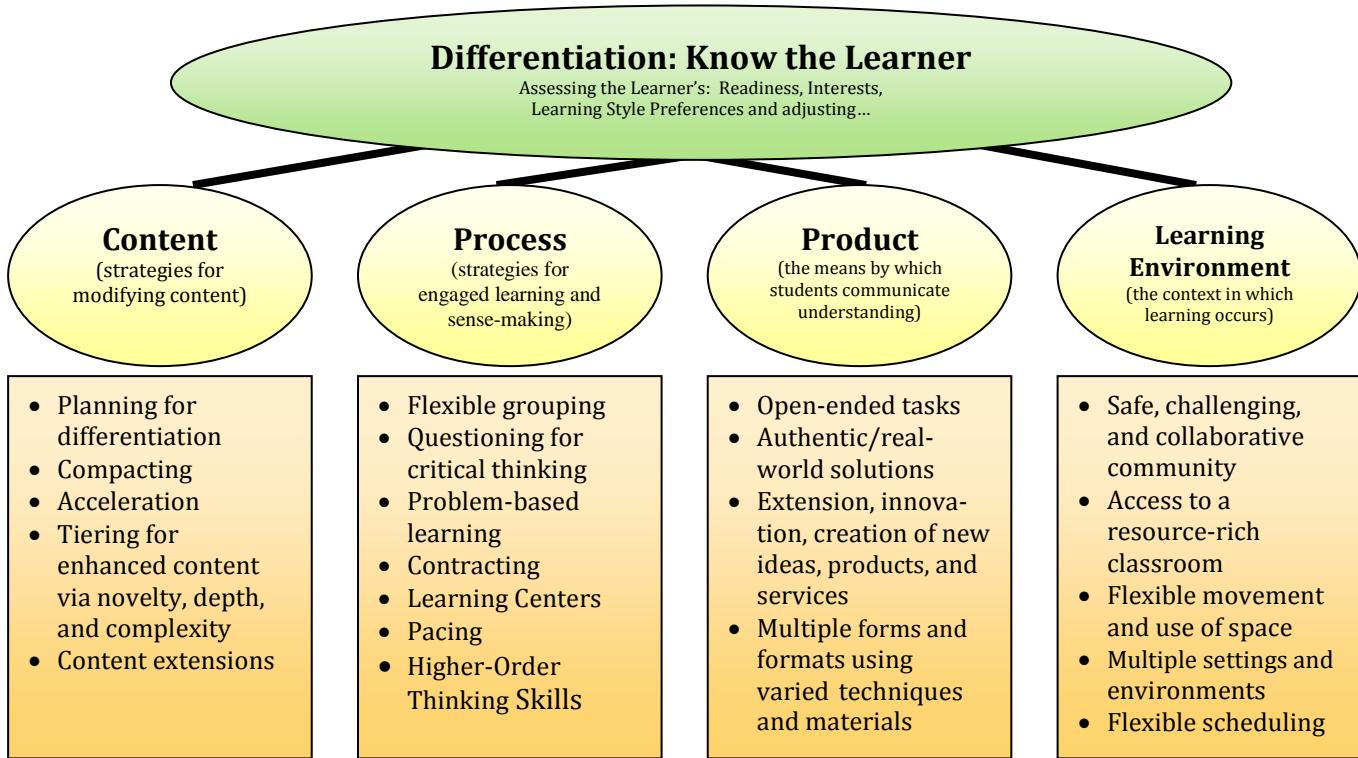


Gifted Education Guidelines and Resources, Volume II: Programming provides information to assist educators in designing rigorous content for students. Some of that information is included in this handbook. For more information visit:

<<http://www.cde.state.co.us/gt/download/pdf/GiftedEdGuidelines.pdf>>.

Component 2: Differentiated Instruction for Gifted Learners

Differentiating instruction is an approach to respond to a learner's needs through modification of content, process, and product, as well as learning environment.



Content, process, and product are addressed by adjusting pace, depth, and complexity of materials and tasks to promote continual growth and appropriate challenge. Depth encourages students to venture further, deeper, and with greater elaboration into an area of study (going deeper, uncovering information, and learning from: concrete to abstract, familiar to unfamiliar, known to unknown, literal to synthesized). Complexity helps students make connections and identify relationships and associations between, within, and across subjects and disciplines (focus on: relationships within, between, and among a topic or discipline; content to study issues, problems, and themes; and varying perspectives). Novelty encourages students to create a personal understanding or connection to the subject area, making content more memorable (provide personalized approaches to inquiry and exploration; use non-traditional study methods; synthesize information using irony, paradox, and metaphors; interpret meaning; and give personal insights).

The learning environment addresses both the operation (rules, procedures, guidelines) and the tone (respect, celebrations, responsibility) of the classroom. The student's readiness, interests, and learning level need to be considered when determining instructional decisions.

When taking into consideration the balanced programming needs of gifted learners, the following three essentials (**Acceleration, Content Extensions, and Higher-Order Thinking Skills**) should be

included so that gifted students may develop to their highest potential during their school years. Specific information on these essentials is addressed in the following sections.

Essential 1 – Acceleration:

Acceleration is the appropriate movement of a student and/or curriculum by pace or place which matches learning opportunities with the student's demonstrated readiness and needs.

Gifted and talented students learn at pace considerably faster in their area(s) of strength than their age-level peers. Further, gifted and talented students are able to work with curricula two or more grade levels higher than their age-level peers. Acceleration must be continuous and coordinated to be successful.

Acceleration requires comprehensive assessment data in a body of evidence and collaborative dialogue among all stakeholders in the decision. The body of evidence must include, but is not limited to, data about: student academic readiness skills, social-emotional development, achievement, ability, student interests, learning environment support, and family support. The *Iowa Acceleration Scale* is a resource to guide some acceleration decisions.

Advantages of appropriate acceleration:

- Gifted students are inclined to select older companions because their levels of maturity are often more similar.
- Acceleration can be used in any school.
- Accelerated students do as well as the older students in their classes.
- Gifted students may be more satisfied when challenged at an appropriate level.
- Social and emotional adjustment is generally high (in most reports above average) when accelerated.

Essential 2 – Content Extension:

Content extension is the process of extending the curriculum beyond what is typical or expected in a class or grade level. Content extension includes:

- Exposure beyond the regular curriculum — to new ideas, skills, and concepts not encountered before.
- Extension of the regular curriculum — going more broadly and deeply into the ideas already introduced in that curriculum. Extend learning beyond level through advanced content, materials, and complexity.
- Concept development — using a concept introduced within the regular curriculum and exploring its meaning and implications across the curricular areas.

Content extension requires depth, complexity, and novelty:

Depth encourages students to venture further, deeper, and with greater elaboration through quality of subject matter, rules and ethics, language, and patterns. It involves learning from:

- Concrete to abstract.
- Familiar to unfamiliar.
- Known to unknown.
- Literal to synthesized.

Complexity helps students make connections and identify relationships and associations between, within, and across subjects and disciplines. It focuses on:

- Varying perspectives.
- Issues, problems, and themes.
- Conceptual learning.

Novelty encourages students to create a personal understanding or connection to the subject area, thereby making content more memorable. It provides opportunities to:

- Interpret meaning and give personal insights.
- Use non-traditional study methods.
- Approach content through inquiry, experimentation, invention, and exploration.
- Synthesize information using irony, paradox, and metaphors.

It is important to realize that these components interact. For example, depth of learning at some point demands both novelty and complexity — a student cannot study extinction without recognizing the relationship between areas of biology, natural phenomena, and man's influence. Personal interests may also come into play.

Essential 3 – Higher-Order Thinking Skills:

Higher-order thinking skills are questioning in discussions or providing activities based on processing that requires analysis, synthesis, evaluation, or other critical thinking skills.

The infusion of higher-order thinking skills into instruction can be a valuable tool for teachers of the gifted in planning discussion questions, in organizing learning tasks, in planning literature and writing assignments, and in the development of challenging curriculum. The results support student learning with meaning, transfer of knowledge, and a grasp of higher-level cognitive strategies which will serve gifted students in all curricular areas. For gifted students representing underserved populations, a bridging or transition curriculum which infuses higher-order thinking into student learning raises the bar, especially when connected to specific, content-related instruction.

The following charts of thinking skills can be used to **ratchet up** instruction and assessment.

Cognitive Processes That Can Be Used to Design Learning Activities

| <u>Thinking Skill</u> | <u>Definition</u> |
|---|--|
| Analytical Thinking Skills | Various cognitive processes that deepen understanding of knowledge and skills. |
| Identifying characteristics | The ability to identify distinct, specific, and relevant details that characterize an object, an event, or a phenomenon. |
| Recognizing attributes | The facility to discern and label general or common features of a set of objects. |
| Making observations | The capability of perceiving and selecting attributes of an object or experience. |
| Discriminating between same and different | The ability to make fine discriminations among objects, events, and people. |
| Comparing and contrasting | The facility to see similarities and differences among objects, events, and people. |
| Categorizing | The ability to group objects or events according to some preconceived classification scheme. |
| Classifying | The capability of extracting relevant attributes of a group of objects, people, or phenomena that can be used to sort or organize the same. |
| Ranking, prioritizing, and sequencing | The facility to place objects, events, or phenomena in hierarchical order according to some quantifiable value. |
| Seeing relationships | The ability to see a connection or interaction between two or more objects or phenomena. |
| Finding patterns | The ability to perceive and extract a repeating scheme in objects or phenomena. |
| Determining cause and effect | The ability to see and extract the most powerful reasons and results for a given event or action. |
| Predicting | The ability to see patterns, compare and contrast, identify relationships, determine cause and effect, and anticipate likely events in the future. |
| Making analogies | The ability to identify a relationship between two familiar items or events and similar items or events in order to problem-solve or initiate creative productivity. |

Thinking Skill

Definition

| Critical Thinking Skills | Various thinking skills that are used to analyze and evaluate data and evidence in order to develop, judge the effectiveness of, or respond to, an argument or position. |
|--|---|
| Inductive thinking | The ability to draw an inferential conclusion based on repeated observations that yield consistent but incomplete data. |
| Deductive thinking | The ability to draw a logical conclusion from premises. |
| Determining benefits and drawbacks | The ability to weigh the advantages and disadvantages of a given idea or action. |
| Determining reality and fantasy | The ability to distinguish between that which is fanciful and that which is true or actual. |
| Identifying value statements | The ability to recognize statements that reflect appraisals of worth that cannot be supported through objective means. |
| Identifying points of view | The ability to recognize that individuals and groups may have values and beliefs that influence their perspective on issues. |
| Determining bias | The ability to ascertain information that is value-laden. |
| Identifying fact and opinion | The ability to distinguish between statements that can be proven and statements that reflect personal beliefs or judgments. |
| Judging essential and incidental evidence | The ability to assess information and categorize it into useful and less useful categories. |
| Identifying missing information | The ability to determine essential information that is not given or provided. |
| Judging the accuracy of information | The ability to determine the precision of evidence that is presented. |
| Judging the credibility of a source | The ability to assess whether the given information is believable, valid, and worthy of being considered. |
| Recognizing assumptions | The ability to distinguish between information that is commonly accepted as true and information that is conjecture. |
| Determining the strength of an argument | The ability to extract the reasons for an argument and evaluate the evidence as worthy. |
| Identifying exaggeration/overstatement of what is fact | The ability to extract statements that magnify. |

Thinking Skill

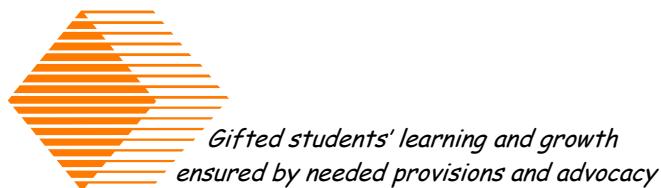
Definition

| Creative Thinking Skills | Various cognitive skills that are involved in creative production. |
|--|--|
| Fluency | The ability to generate numerous ideas or alternatives to solve a problem that requires a novel solution. |
| Flexibility | The ability to generate a wide variety of ideas to solve a problem that requires a novel solution. |
| Originality | The ability to generate novel or unique alternatives to solve a problem that requires a novel solution. |
| Elaboration | The ability to create a large number of details that explain a novel solution to a problem. |
| Imagery | The ability to visualize a situation or object and to manipulate various alternatives for solving a problem without benefit of models, props, or physical objects. |
| Using idea/product modification techniques | The ability to use techniques such as substituting, combining, adapting, modifying, making larger or smaller, putting to new uses, eliminating, reversing, or rearranging parts to make a more useful whole. |

Thinking Skill

Definition

| Executive Processes | Various cognitive skills that are involved in organizing, synthesizing, generalizing, or applying knowledge. |
|-----------------------|--|
| Summarizing | The ability to reduce a written or oral narrative to its essential components. |
| Metacognition | The ability to consciously monitor, describe, and reflect upon one's thinking. |
| Setting goals | The ability to set desirable outcomes in any situation. |
| Formulating questions | The ability to develop relevant and precise queries related to any endeavor. |



Component 3: Content Options to Address Identified Areas of Strength

Programming for gifted learners focuses upon content options that provide for continual learning and growth in their specific area(s) of strength.

Colorado Guidelines indicate the necessity to identify gifted students in their area(s) of strength. To ensure student success, quality instruction is required for all students. Learning is inextricably linked to increasing levels of complexity and challenge, described by the concept of “ascending intellectual demand.” Content options should be selected based upon this premise. Some students who are at risk of not reaching their potential require targeted interventions, short- or long-term, to ensure growth. A few gifted students require intense intervention(s) for long-term success and growth.

Ascending Intellectual Demand:

Ascending intellectual demand is the term used to describe the process whereby a teacher consciously increases the depth, complexity, sophistication, and novelty of thinking required by students as they acquire and process knowledge; for example, scaffolding. The teacher accomplishes this increase in small incremental levels determined by knowledge gained through ongoing assessment of the current level of students’ thinking.

Ways in which a teacher might increase intellectual demand in content:

- Provide above-level texts or supplemental materials for a unit of study.
- Provide materials written from different points of view about the same topic.
- Seek out classical literature, journalistic accounts from the time period being studied, eyewitness accounts, diaries, journal entries, etc. to expose students to writing styles, vocabulary, and grammar from the past.
- Use artifacts, photographs, drawings, and other visual materials rather than only written accounts.
- Expose students to the current research questions that interest experts in a field today.
- Require students to research primary sources for their information.

Ways in which a teacher might increase intellectual demand in process:

- Ask students to consider multiple points of view, multiple solutions or responses, or multiple paths to solutions.
- Require students to discriminate between relevant and irrelevant information.
- Assign students to infer, draw conclusions, and create generalizations based on data.
- Have students identify assumptions — their own or those of a writer or researcher.
- Teach students creative thinking strategies so that they can generate numerous, varied, and innovative possibilities and then choose effective solutions to problem situations.
- Teach students to recognize bias, to judge the credibility of sources, and to detect inconsistencies in arguments.
- Ask students to find patterns and relationships among disparate elements that they have studied.

- Require students to draw up and revise plans of action for their own work.
- Emphasize goal-setting and self-evaluation.
- Encourage metacognition (the ability to monitor, describe, and reflect upon one's own thinking) by:
 - The use of journal prompts and interactive journals.
 - Learning summaries.
 - Creating thinking maps that describe the type of thinking used.
 - Describing the desired thinking in rubrics.
 - The use of in-depth portfolio choices and captions.
 - Debriefing sessions after lessons or units of study.
 - Giving students the vocabulary to discuss their thinking by naming thinking skills as they are used and taught.

Component 4b: Counseling for Career and College Planning

Counseling for career and college planning provides early assistance to students in outlining their educational paths. To ensure proper course sequence, all parties need to be aware of the student's goal: college entrance requirements at some universities may drive high school, middle school, and even late elementary class selection.

Foundations and Assumptions:

The purpose of career and college planning for gifted adolescents is to provide them with information and guidance that is often lacking because of the misconception that able students can make these decisions on their own (Sanborn, 1979). Multipotentiality, sensitivity to competing expectations, uneven development, dissonance, sense of urgency, idiosyncratic learning styles, and a potential long-term investment in higher education add to the complex dilemmas encountered by most students. Career and college planning is an organized, long-term commitment that should begin at home and extend throughout the school years. When done well, such planning helps gifted adolescents realize fully their individual talents and the impact these talents may have in shaping the course of our society.

Suggestions for District Leaders in Gifted Education and Counseling (Career and College Planning):

- Self-awareness.
- Decision-making.
- Goal-setting.
- Time management.
- Study skills.
- Early career and college exploration.
- Mentorship.
- Job shadowing.
- 4- to 6-year academic master plan.
- Regional talent searches.
- SAT/ACT assessment programs.

Rigor

Rigor is a term used to describe the processes whereby the teacher consciously increases the depth, complexity, sophistication, and novelty of thinking required by students as they acquire and process knowledge. Rigor can be attained through the curriculum content and/or the instructional approaches; in other words, the “what” and the “how” of classroom instruction can impact rigor. Rigor can include exposure to new ideas, skills, and concepts not previously encountered by the student. It can extend learning by delving more broadly and deeply into ideas already introduced in a particular content area or curriculum. Learning extensions can occur through advanced content, materials, and increasing levels of cognitive complexity.

Rigorous Content Is: *(How do I define “rigor”?)*

Complex - Rigor is indicated not by *more* work, but by more *thoughtful, purposeful, intellectually demanding work*.

Ambiguous - Rigor is indicated by multifaceted material that presents more than one solution, way of thinking, approach, and/or path of inquiry.

Provocative - Rigor is indicated by thoughtful, inquisitive interaction between the student and material and/or content deliberately aimed at soliciting strong reactions.

Engaging - Rigor is indicated by students' active engagement in learning material. Material that sparks an interest because it is provocative is followed up with activities and avenues for exploration into the material that engage student interest and allow for interaction.

Challenging - Rigor is indicated by a greater intellectual demand, challenge, and engaged interaction on the part of students/participants.

And/or personally or emotionally challenging - Rigor is indicated by material that challenges the learner to confront and think about situations, beliefs, philosophies, cultures, and behaviors that are unfamiliar and sometimes uncomfortable.

A Rigorous Classroom Enhances: *(How does rigor benefit learners?)*

Critical thinking.

Intellectual engagement and connection and interpretation of meaning of content.

Intellectual risk taking.

Focus and attention to topic.

Self-confidence.

Perseverance.

Empathy.

Intellectual modesty.

Ability to pose probing questions.

Ability to effectively and accurately evaluate their own work.

Ability to handle uncertainty and/or ambiguity.
Ability to approach complex tasks with confidence.
Tolerance of disparate thoughts and ideas.
Integrated thinking between disciplines and subjects.
Use of precise language.
Understanding and applying the work of experts in each field of study.

*Office of Gifted Education and Advanced Learning
Cherry Creek School District
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Examples of Student Activities/Questions With Rigor

Complex - Having many layers to the task

- *For example: Compare and contrast the U.S. Civil War with one of another country.*

Ambiguous - More than one solution

- *For example: How might the United States be different if the North had won the Civil War?*

Provocative - Dealing with strong topics

- *For example: How did the role of photography evolve during the Civil War and subsequent conflicts?*

Engaging - High student interest

- *For example: Perhaps 20% of the soldiers who fought in the Civil War were 16 years old or younger. Why and how did they enlist, and how was their experience different from the older men who served?*

Challenging - Greater intellectual demand

- *For example: How did the abolition of slavery affect the subsequent Suffragette Movement?*

Personally/Emotionally Challenging - Learners confront unfamiliar, sometimes uncomfortable, ideas and beliefs

- *For example: More than 150 years later, some say slavery still exists in parts of the United States. Do you agree with this statement? Support your answers with current examples.*

What Is Rigorous Work?

1 We hear about various solutions to what ails schools these days. One idea that has gained a lot of traction is the idea of the triangular foundation for curriculum built on the three vertices of Relationships, Relevance, and Rigor. Teachers and administrators know all about relationships, even if they don't always create and maintain perfect ones with each other and their students. At least they know what they are striving for: giving each student the sense that he or she is valued and capable.

2 Relevance is less appreciated, perhaps, by educators, but certainly understood. Relevance is important because students need to see connections between what they are being asked to learn and what is waiting for them in their world, now and in the future. There is a sense among many teachers that students should want to learn content — say, English literature or ancient history — because it is inherently interesting. Certainly, everyone finds *something* interesting, but there is no reason to assume that each student passing through our schools will find every content area of equal fascination for its own sake. The argument for curricular relevance is an important one that must be addressed if students are to be successful.

3 Rigor, though — that's another thing entirely. Many students would argue that their school's subject areas, and certainly the methods of presentation and the work given to them, have a special kind of "rigor," as in, "rigor mortis." Let's look at some of the synonyms that are often substituted for rigor in teachers' lexicon, and we'll see what they each mean and why the word rigor is best for describing how we want to approach student learning expectations.

4 Rigorous means difficult, right? It means "hard," if you want to go to language that primary youngsters understand. Right? I mean, that's correct, isn't it? We have all seen the teacher — or maybe *been* the teacher — who gives a particularly talented student harder math problems. I have definitely read articles where some writer remembers with pride being able to solve the division problems his teacher wrote especially for him: problems with 5-digit numbers divided into 12-digit numbers, multiplication problems requiring numerous places behind the decimal point, or addition of a column of 30 numbers. Maybe he was even asked to figure out the class average on a certain test. These are examples of hard, or difficult, work for students. And I'm certain that the teacher giving little Johnny those problems beamed with pride that he could work them, and wished that all her students could complete such hard work.

5 This type of example is little different than the example of the teacher who gives the best readers seven book reports to write instead of five, or who assigns the best writers to produce longer essays than everyone else. With the trickle-down of information about differentiated instruction these days, many will have by now heard that this is not appropriate differentiation for advanced students. After all, who wants to do more work than everyone else has to do? Perhaps grown-up little Johnny, that nostalgic writer who enjoyed doing extra work, was really just a brown-noser.

6 It's time to cast a critical eye on the notion of harder, or more difficult, work. It is the tried and true refuge of many an Honors class teacher who isn't really sure how the Honors class should differ from the regular classes, but she's certainly glad she finally accumulated enough

seniority to get the Honors class, because they are all good students, and they love to work hard. Yes, there are always one or two students who, although they're perfectly capable, want to drop out of Honors because they say "there's too much work." The tough Honors teacher says, "If you don't want to work hard, you shouldn't be in here." Hard classroom work is repeatedly justified with this circular logic.

7 Now let's look at another synonym for rigor: challenge. Challenge is a great word to use when describing classroom assignments, because challenge implies flexibility. Challenge is different for everyone. The student with multiple or serious disabling conditions may be challenged to feed herself, or to read Braille, or to recall how to write his name on a daily basis. The student with severe emotional problems is challenged to control her angry outbursts so that she can participate in a physical education class. The boy with moderate cognitive delays is challenged to use the strategies he has been taught to solve mathematical problems he will encounter in his everyday life. We understand these types of challenges, but somehow we can't translate this understanding to our situations with our own classrooms of students.

8 What challenges adults? Specifically, what challenges you? Do you find it challenging to prepare a meatloaf? The answer to that depends upon whether you have ever prepared one before and how much you have riding on the outcome. If you are making meatloaf for the first time to impress your future in-laws with their favorite comfort food, this is a challenge. If you can make a meatloaf in your sleep, and it's for dinner with the kids Wednesday night — not so much. If you are an accomplished cook who enjoys displaying his culinary skills for friends and family, perhaps learning a new technique described in *Gourmet* magazine for brining and cooking wild pheasant on the grill represents a challenge. We are challenged by new learning, learning that matters to us, and learning that matches our interests.

9 I believe that rigor means challenge, not hard work as it has been described in the preceding paragraphs. When we think about rigor for the majority of students, we need to think about what constitutes a challenge for these young people. Perhaps we think that complex recall tasks are tremendously challenging for our students; after all, if it was easy for them to recall large amounts of information for a test, wouldn't they do it? (See "Relevance," above.) To really understand challenge, ask yourself, "What am I really teaching?" According to Wiggins and McTighe (2004), the purpose of learning is to promote understanding and transfer.

10 Do I truly believe, as a devoted teacher of American history, that the purpose of learning about the Civil War is to memorize the names of Union and Confederate generals and the battles in which they fought? Is history really about names and dates? Is that why I love it enough to think that everyone should learn it? Do I honestly believe, in all integrity, as a mathematician, that anyone who fails to apply consistently the FOIL algorithm when multiplying algebraic terms, or who confuses Least Common Multiple with Greatest Common Factor, or who can't remember that the numerator is the number on top is not capable of learning math? Is mathematics actually little more than a set of vocabulary terms and rote procedures to be used at the correct times to arrive at answers that match the answer key? Is math really only about being right?

11 Concept-based curriculum and instruction (Erickson, 2005) is the term that describes the idea that all subject matter is taught to help students acquire timeless concepts that apply to many topics, situations, and events in life. For example, the concept "pattern"

applies to history as well as to mathematics as well as to science, music, and poetry. The concept of “conflict” can be used to give meaning to a study of the Civil War that also helps students understand current events, mining law, environmental studies, and their own peer relationships.

12 Given that lens through which to examine our curriculum, what kind of challenge, or rigor, is appropriate when assigning students activities to help them get the most understanding and transfer out of their study of the Civil War? If one of my main concepts is “conflict,” do I require them to memorize the list of causes of the Civil War that is in their textbook? Or do I ask them to research the economic, political, cultural, and legal situations in the North and the South in the early nineteenth century, and then to describe how those situations might have led to conflict between the two regions? Which assignment will lead to lasting understanding? Which will help students transfer their learning to other situations and topics involving conflict? Can I create mathematics assignments that challenge my students? I can if I remember the concept I am really teaching and if I remember that challenging learning is that which is new to my students (not more of the same), is important to my students (for more than a grade on a test — again, see “Relevance”), or is related to their interests (there’s relevance again).

13 What about that example of the looo-oong division assignment? Why doesn’t that represent rigor? It’s difficult, because the student has to keep all those digits in line and remember not to leave one out when “bringing down,” but that’s it. So, the Big Idea in that assignment is neatness and finding some method of making sure that every number was used in the problem. That doesn’t say much about number sense, place value, operations, or anything else mathematical, does it?

14 Here’s an apt example I heard of the difference between a hard assignment and a rigorous one that I really liked: One popular assignment in 4th or 5th grade is to have all students memorize the states and their capitals. It’s a standard in elementary school — it’s so popular that it’s usually assigned again in Geography class in middle or high school! Now, suppose I wanted to take this stellar assignment and make it harder for my elementary students, or more difficult for my 7th-graders or sophomores. How about if, for extra credit (don’t get me started on that one!), I assign students to memorize the states with their capitals *in the order in which they joined the Union*? That’s hard. It’s really hard, but is it rigorous? In other words, does it lead students to grasp a Big Idea about geography or United States history? Does it help students understand something — whatever it is that they’re supposed to understand from that assignment? Does it lead students to be able to transfer that learning to other topics or situations? Most adults can’t name the 50 states and their capitals right off the bat; practically none would ever need to. What is important about the geography of our states? Let’s list them: having familiarity with the names of all of the states (i.e., knowing that New Mexico is a state and not a foreign country); knowing that both North Dakota and South Dakota are states and not regions of the same state (ditto for the Carolinas); knowing that all states have capital cities and the function of those capital cities; knowing that our states joined the Union in a general westward pattern and why that happened; knowing the locations and importance of our major geographical features (rivers, mountains, forests, grasslands). We could go on. I can think of a dozen more interesting, engaging, and useful assignments than having students memorize the names of the 50 states and their capitals — including learning how to look that information up on a map, in an atlas, and on the Internet.

*Wendy Leader, Gifted Coordinator
Mesa School District, Grand Junction, CO
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Strategies

This section provides numerous strategies for teachers and students that can be helpful for the classroom. Categories include:

- Learning Styles
- Behavior
- Math
- Reading
- Writing
- Organizational Skills
- Social Skills
- Helpful Tools



*Gifted students' learning and growth
ensured by needed provisions and advocacy*

Learning Styles and Twice-Exceptional Students

It is beneficial for students and for their teachers to understand which learning style the student prefers. When a student who prefers to learn through tactile-kinesthetic tasks is forced to learn by listening only, the student will be less successful. Writing a report that describes a Spanish mission will be frustrating for the student whose strength is building or drawing. That student would be better served by the teacher who encourages him to build a model of a Spanish mission.

The following list of web-based learning style questionnaires provides several options.

North Carolina State University:

[<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>](http://www.engr.ncsu.edu/learningstyles/ilsweb.html)

Abiator's Online Learning Styles Inventory:

[<http://www.berghuis.co.nz/abiator/lsi/lsiframe.html>](http://www.berghuis.co.nz/abiator/lsi/lsiframe.html)

Discover Your Learning Styles:

[<http://www.learning-styles-online.com/inventory/>](http://www.learning-styles-online.com/inventory/)

What's Your Learning Style?

[<http://www.ldpride.net/learning_style.html>](http://www.ldpride.net/learning_style.html)



Behavior Chart 1: The Need for Belonging, Attention, Friendship, and Love

The need to be accepted as you are; to be a sought-after member of a desired group or class.

| Inappropriate Behaviors (indications that the need is not being met) | Interventions (ways to meet the need) | Actions/Responses to Avoid |
|--|---|--|
| <ul style="list-style-type: none">• Demands much teacher attention and time; always needs help.• May be shy, fearful, tentative OR• May be bossy, a show-off, or class clown.• Nosy; wants to know everyone's business.• May express anger; bullies.• May destroy things that belong to others.• Complains that "no one likes me." | <ul style="list-style-type: none">• Recognize him for his strengths and chat with him about his outside-of-school interests to demonstrate that you care about him as a person even though he sometimes misbehaves.• Immediately recognize positive behaviors.• Have her tutor younger kids.• Use the Name Card method; occasionally paraphrase his responses.• Showcase her strengths in group learning situations.• Give him important jobs. | <ul style="list-style-type: none">• Choosing teams or cooperative groups publicly.• Threats and punishments.• Anything that looks like a rejection.• Ignoring the student.• Giving in to power struggles.• Giving too much help; this may enable the student into helplessness. |

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Behavior Chart 2: The Need for Self-Worth

The need to feel worthy, important, and competent; to feel that your abilities are appreciated and that success is attainable.

| Inappropriate Behaviors (indications that the need is not being met) | Interventions (ways to meet the need) | Actions/Responses to Avoid |
|---|--|--|
| <ul style="list-style-type: none">• Expects and gets failure; gives up when frustrated.• Speaks negatively about himself.• Makes excuses — whines, cries, complains, worries.• Procrastinates; exhibits an “I don’t care” attitude.• Puts down other students who are successful.• Rarely produces work; is disorganized; copies from others.• Directs attention away from herself; blames others; tattles.• Withdraws; may not speak if spoken to.• Is frequently absent or tardy. | <ul style="list-style-type: none">• Create a learning environment in which mistakes are invited.• Teach the link between effort and outcomes.• Model positive thinking and attribution statements.• Match learning tasks with the student’s learning style strengths.• Present tasks that are slightly challenging and worth doing.• Connect new learning to previously mastered concepts.• Focus on only one deficit area at a time.• Teach him how to set short-term daily goals.• Use the Name Card method; occasionally paraphrase her responses.• Incorporate his interests into his schoolwork. | <ul style="list-style-type: none">• Helping too much; students can learn helplessness.• Doing for the student what she can do for herself.• Repetition; drill; sameness.• Threats; punishment; sarcasm; public teasing.• Assigning extra work when regular work has not been completed.• Rejection. |

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Behavior Chart 3: The Need for Freedom, Autonomy, and Choices

The need to feel in control of what happens to you; the freedom to make choices and decisions about what affects you.

| Inappropriate Behaviors (indications that the need is not being met) | Interventions (ways to meet the need) | Actions/Responses to Avoid |
|--|--|--|
| <ul style="list-style-type: none">Constantly seeks attention.Blurts or calls out; makes strange noises.Interrupts or talks loudly.Tattles; teases.Tells tall tales and other types of untruths.May bully or fight.Sounds angry and argumentative much of the time; challenges authority.Pushes the rules to the outer limits; seeks exceptions.Complains "I don't want to do this. Why do we have to do this?"Procrastinates; is forgetful.Accuses the teacher and the system of unfairness. | <ul style="list-style-type: none">Offer meaningful choices whenever possible.Learn about her personal interests and chat daily for one or two minutes about them.Incorporate his interests into his schoolwork.Demonstrate how knowledge increases personal power.Use the Name Card method; occasionally paraphrase her responses.Assign him important jobs in the classroom and school.Harness her leadership ability.Model, teach, and reinforce desirable behaviors including anger control strategies.Help him set his own short-term goals for improvement.Ask her to describe the consequences of inappropriate behaviors to make sure she understands them.Use nonverbal cues to signal recognition of negative behaviors and reinforcement of positive behaviors. <i>Examples: "When I tug my ear, that means you need to choose a more appropriate behavior. When I nod at you, I am noticing that you made a good choice."</i>Apply consequences without anger.Let bullies know that the school's authority extends beyond the school and grounds. | <ul style="list-style-type: none">Expecting all students to do the same work in the same way.Power struggles; authoritarian statements like "Because I say so."Threats, punishments, and extra work.Ignoring students when they are behaving appropriately.Totally negative parent conferences.Allowing students to set teachers and parents against each other by reporting information third-hand. Parents and teachers should communicate directly about sensitive issues. |

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Behavior Chart 4: The Need for Fun and Enjoyment

The need to have fun; time and opportunities for laughter, play, and entertainment.

| Inappropriate Behaviors (indications that the need is not being met) | Interventions (ways to meet the need) | Actions/Responses to Avoid |
|--|---|--|
| <ul style="list-style-type: none">• Silliness; giggling.• Class clown; makes others laugh.• Plays with toys and other objects.• Tells lots of personal stories. | <ul style="list-style-type: none">• Understand that giggling is one way to release excess energy and anxiety.• Incorporate fun into regular school tasks, as well as at recess and play time.• Add variety to schoolwork.• Use game formats to teach needed information. | <ul style="list-style-type: none">• Being serious all of the time.• Predictable activities that rarely allow for variety.• Sending messages that there is only one correct way to do things. |

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Contract and Behavior Change Plan

Grade Level: 4 - 6

Time Requirement: 20-40 minutes (over a few days)

Materials/Resources Needed:

- Contract & Behavior Change Plan
- Selected rewards

This behavior processing chart can be used for all problem behaviors (including withdrawal and “shutting down”), not just outward or aggressive behavior. It should not be used to process the behavior immediately after it has happened (this avoids defensiveness or re-escalation). When the child is truly calm (perhaps that afternoon or the next day), talk through the behavior chart with him/her. You may even ask the student to complete as much as they can before you have a discussion with him/her.

After completing the chart with the student, use the Behavior Contract form with the student. Rewards or incentives should be meaningful to the student and should be attainable; that is, the student should select the reward and goals should be short (one class, one day, one week — depending on the student).

A list of ways to avoid angry outbursts is also included for the student. These strategies can also work for students who are anxious or exhibiting high stress levels.

*Adapted by Moira Coogan
Source: Teaching Kids with Learning Difficulties
in the Regular Classroom
by Susan Winebrenner*

Behavior Change Plan

My name: _____

Date: _____ Time: _____

| What I did that was wrong: | What I wanted to happen: | What really happened: |
|---|--|---|
| | | |
| To get what I want, I must stop: | What I can do to behave more appropriately: | What I need from my teacher to help my plan: |
| | | |

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Behavior Contract

Made between _____ and _____
student's name teacher's name

for the period _____ through _____
starting date ending date

The behavior I am agreeing to demonstrate:

The incentive I am trying to earn:

The price of the incentive (number of tallies I need): _____

TALLY BOX

Student's signature: _____

Teacher's signature: _____

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Behavioral Area: Disruptive and Social Misbehaviors

Clarifying Information:

Often GT/LD kids do not realize they are being disruptive or misbehaving.

First, parents, teachers, and peers must remember that the child does not choose to behave disruptively. Children with ADHD *do* want to control their behavior and do try to.

Potential Intervention Strategies:

- Involve the child in making decisions about his or her life, including establishing a plan.
- Ask the child leading questions about school and classroom behavior.
- Ask the child what he really wants from school or learning.
- Explain to the child how his behavior is not getting him what he does want.
- Reduce academic pressures as a way to lessen frustration.
- Use games such as UNGAME to encourage students to talk, and hold class meetings to discuss feelings and problems.
- Bring successful gifted adults with learning disabilities into the classroom to serve as role models.
- Explain what it is like to the rest of the class to be gifted and learning disabled.
- Establish clear expectations and immediate feedback.
- Positive reinforcement ranges from frequent praise to token rewards where specified behavior earns treats and privileges.
- Negative feedback includes short, immediate reprimands and redirection.
- Response cost combines positive reinforcement (earning tokens that can be exchanged for privileges or rewards) and punishment (deducting tokens for undesirable behavior) to increase on-task behavior and work completion.
- Work toward having the gifted learning-disabled student learn to value himself as a strong, intelligent human being.
- Praise the child for successes.
- Explain clearly to the child that the teacher cannot listen to and talk to him as much as his mother because she must accomplish instruction goals and spread herself among many children.
- A GT child needs a detailed explanation when disciplined.

*Information synthesized by Brenda Duncan
School Psychologist, Westgate Elementary*

PBS (Positive Behavioral Support)

Grade Level: All

Time Requirement: Intensive at first, but worthwhile in the long run

Materials/Resources Needed:

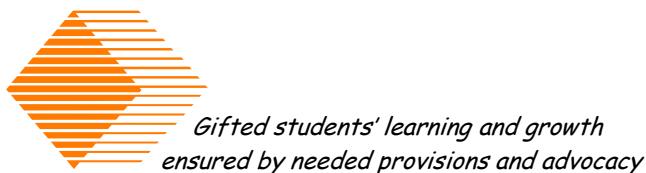
- Incentives (can be materialistic or not)
- Clear expectations posted
- Consistent consequences (positive and negative) throughout the building

PBS is a movement started by George Sugai from the University of Oregon. The Colorado Department of Education has endorsed this program and has trained hundreds of Colorado school employees in the use of the program.

Clarifying Information:

- Expectations are exact and the same for all students in the “common areas” of the school.
- Adults instruct students in all aspects of accepted behaviors using guidelines of expected norms for each different area of school.
- All students are taught clearly how to behave in the various school settings.
- Expectations are clearly defined, taught, and monitored.
- Feedback is given either in the form of redirection or positive consequences.
- Positive feedback is given in the ratio of six positive comments for every one negative comment.
- A behavior rewarded is a behavior repeated.
- Common language is used throughout the school building by all school personnel. *Examples are, “Show me appropriate hallway behavior.” “I need to see appropriate listening behavior.”*

*Information synthesized by Brenda Duncan
School Psychologist, Westgate Elementary*



Checklist for the Start of School for Students With Asperger's Syndrome

What to Do Before the Student Arrives:

- Decide who will be the student's "contact person" (mentor). This is the person who the student will check in with, who will pass on information, monitor the behavior plan, and to whom the student will go in times of difficulty.
- Inform the staff.
 1. All staff involved with the student should understand the characteristics of Asperger's Syndrome, including specific information on the individual student's unique behaviors.
 2. Share with the staff the student's behavior plan (if one is in place), schedule, and any special services or considerations given to the student. How should they respond to situations and behaviors? Consistency across all staff is essential.
 3. Share any modifications or accommodations to the student's academic expectations — shortened writing assignments, use of an AlphaSmart, fewer practice problems in math...
 4. Agree on what is expected of the student and what the student can expect from you.
- Have a written schedule with times, places, and anything that may be special to that day.
 1. Make it visual and easy to read.
 2. Color-code to add information and detail.
 3. Include even small details such as:

7:30 Resource Room — Turn in homework.
7:35 Room 206 — Language Arts.
8:40 Go to locker.
 4. Put it in the student's notebook or somewhere he/she can access it at any time.
- If there are target behaviors being addressed, have them written and put them in the student's notebook or on the classroom desk(s).
- Provide a safe haven — where will the student go when he/she is feeling overwhelmed or needs to calm down?
- Have a plan for how you will communicate regularly with the parents and how you want them to communicate with you and discuss this with the parents.

What to Do the First Day:

- Be proactive — don't wait for the student to fail before putting the necessary supports in place.
- Have the student check in with you or meet him in the classroom to: give him the written schedule, go over any other information he needs, see how he is doing, and establish your relationship.
- Expect high anxiety — like all 6th graders will have, multiplied by 10.
- Meet the student upon arriving; have someone walk to class with him/her if necessary.

What Next?

- Change seating arrangements and assigned groups as needed — seat next to students who stay focused, are kind and mature, and away from students with distracting behaviors and who tease or bully others.
- Promote positive peer interaction.
 1. Talk with the class about Asperger's Syndrome, the student's special needs, and how you expect them to respond/interact with the student.
 2. Help student connect with other students who show an interest in being a "peer buddy."
- Prepare student ahead of time if you know there will be a change — assemblies, substitutes, etc.
- Build a relationship with the parents.

Do:

- Be positive.
- Be creative.
- Be flexible.

Source unknown

Planning and Implementing Accessibility Strategies

| <u>Goals:</u> | <u>Cautions:</u> |
|---|---|
| <ul style="list-style-type: none">• Making the mathematics more accessible to diverse learners.• Increasing the chances of learner success.• Building on the students' strengths. | <ul style="list-style-type: none">• Changing the task so much that you lose:<ul style="list-style-type: none">◦ The important mathematics.◦ The integrity of the content or pedagogical approach.• Setting the expectations too low for students. |

Guiding Questions for Identifying Potential Barriers:

- What are the important mathematical goals?
- What barriers might get in the way of students reaching these goals?
- What prerequisites do students need? What prerequisites are students missing?
- What are the areas of difficulty and the common misconceptions for this content?
- What kinds of lesson demands are there in the areas of conceptual processing, language, visual-spatial processing, organization, memory, attention, psycho-social, and fine-motor?
- What is the match or mismatch of the lesson demands with the students' strengths and needs?
- What specific tasks may cause barriers for students? Are these tasks essential to the math goals?

Guiding Questions for Planning and Implementing Accessibility Strategies:

- What kind of strategy is needed? An instructional strategy, curricular adaptation, modification, or short-term intervention?
- Does the adaptation retain the important math goals and help the students understand them?
- Does the strategy build on the students' strengths? Does it provide scaffolding for areas of need?
- Does the strategy set appropriate expectations for student performance?
- Does the strategy build on the shared expertise of the math and special education teachers?
- What is each teacher's role in preparing and implementing the strategy?
- Is the strategy reasonable and realistic for the teachers to prepare and implement?
- How will the strategy be used in the classroom? Is it designed for an individual student, for several students, or for the whole class?

Guiding Questions for Evaluating Accessibility Strategies:

- Did the students exhibit understanding of the important mathematics? (Evidence could include class participation, analysis of student work, observations, and interviews.)
- How much frustration and confusion did the students experience?
- Did the accessibility strategy help to prepare the students for subsequent lessons?
- Is there a need to revise the strategy or goals and expectations for the students? If so, how would you revise the strategy or goals and expectations for students?

Note: The terms accommodation, adaptation, and modification are often used interchangeably, which can be confusing. The goal of the accommodations and adaptations is to provide the scaffolding and support students need to reach the original math goals of the lesson. In contrast, modifications involve altering the mathematical goals. Interventions are designed to help students build missing prerequisite knowledge and skills.



The Surprising Things We Can Learn From Brilliant Dyslexics

*Fernette Eide M.D. & Brock Eide M.D. M.A., Authors of The Mislabeled Child
Excerpts from a presentation at
The International Dyslexia Conference
Indianapolis, Indiana
November 2006*

International Dyslexia Association (2003)

Dyslexia Defined:

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Students with dyslexia have difficulty hearing sounds in words, seeing words, saying words, and remembering — both recognition and recall are affected.

Non-gifted dyslexics have difficulties within each of these four different categories, but gifted dyslexics show a different pattern.

Dyslexia is not a language/communication disorder in gifted dyslexics.

Gifted dyslexics have strong verbal strengths. On IQ tests, they score at ceiling levels (standard scores of 16-18) in vocabulary, information, and verbal comprehension. They have an excellent verbal fund of knowledge and reasoning.

Gifted dyslexics show similar, strong interests in the areas of reading and writing as non-dyslexic gifted students, despite their disabilities. Many are voracious silent readers, and some are voracious book listeners. Parents may state that “he is almost addicted to having me read to him...”

Gifted dyslexics are strong with spatial construction, and have high imagery/mental rotation skills. They surpass non-dyslexic gifted students in the interest area of building. Yet, they are weak in visual memory and perception.

Gifted Dyslexics Are Weak in the Following Sensitive Areas on Neurological Tests:

- Spelling
 - Can be sound-based or visually-based.
- Nonsense/pseudoword reading
 - "I try to memorize what words look like so I don't have to sound them out."
- Reading aloud
 - Word and line skips, substitutions, elisions, additions.
 - Most of these children were not previously identified as having a reading problem because of strong silent comprehension.
- Writing the alphabet
 - Omissions, substitutions, malformations, reversals, slow, out of sequence.
- Writing
 - Lack of automaticity in written expression; marked disparity between written and oral expression.
- Sequential tasks
- Note taking
 - Strengths often mask or outweigh the above disabilities, and students frequently don't qualify for services. Identification may be delayed to as late as the sixth-grade level.

Frequent Signs of Dyslexia That Are NOT Sensitive or Reliable in Gifted Children:

- Pure tests of phonology.
- Sentence copy.
- Visual vigilance.
- Visual memory.
- Reading comprehension (gifted score within the superior range on this skill).
- Receptive and oral expressive syntax.
- Rapid word recall.

Why the Difference?

Gifted Dyslexics:

- Fewer impairments in recall/retrieval:
 - Only 2 out of 14 gifted children in this study had deficits in rapid picture naming, versus 8 out of 15 non-gifted dyslexics.
 - Only 2 out of 15 gifted children had deficits in rapid verbal recall of word definition, versus 7 out of 14 non-gifted dyslexics.
- Gifted dyslexic children often use complex cognitive strategies that allow them to “outthink” the test:
 - On tests of phonology, like sound-switching tasks, sentence copy, and syntax, they may use strong working memory abilities to compensate for deficits in sound/auditory processing. Part of the difficulty with such tasks for older children appears to result from working memory overload.
 - On tests of visual function, gifted students utilize strategies such as vertical tracking or verbal/mathematical mediation to compensate for weak visual skills.
 - On tests of reading comprehension, gifted students score quite well despite decoding issues and fluency problems by using strong working memory, analytic and inferential skills, and outside knowledge to tease out passage meanings (verbal closure).
- Gifted dyslexics demonstrate better comprehension of longer vs. shorter passages. Redundancy of information and context assists comprehension.
- While they can gain much knowledge from passages using the above strategies, they sometimes will be unable to demonstrate it as they misread the questions and answers. The shorter sentences/words have less redundancy on which to rely.
- Dyslexia in the gifted population is sometimes referred to as “Stealth Dyslexia.”

Reading Characteristics:

- Adequate or even strong silent reading comprehension.
- Slow reading.
- Oral reading deficits.

Writing Characteristics:

- Poor spelling, though recognition of correct spelling is better.
- Messy or slow handwriting.
- May not be diagnosed until 6th grade.
- Appropriate educational placement is often an issue.

*Notes from presentation by Rita R. Culross at
The International Dyslexia Association Conference
Indianapolis, Indiana*

Students Who Struggle With Writing

Understanding Why Students Avoid Writing:

- Students feel writing takes too long.
- Writing is a very laborious task because there are so many subcomponents needed.
- Processing difficulties.

Reasons Students Avoid Writing:

- Difficulty getting started.
- Feeling overwhelmed by the task.
- Writing is not an automatic process.
- Organizational problems.
- Mechanics of writing and spelling.
- Processing.
- Inability to express ideas.

Determine Where the Writing Process Is Breaking Down:

- Signs of dysgraphia:
 - Generally illegible writing despite appropriate time and attention
 - Inconsistencies:
 - ✓ Mixture of print and cursive
 - ✓ Upper and lower case
 - ✓ Irregular sizes, shapes, or slant of letters
 - ✓ Spaces between words and letters
 - Position on paper with respect to lines
 - Unfinished words or letters, omitted words
 - Cramped or unusual grip
 - ✓ Holding writing instrument too close to paper
 - ✓ Holding thumb over two fingers
 - ✓ Writing from wrist

Remediation:

- Build handwriting instruction into the student's schedule.
- Occupational therapy may be helpful.
- Continue to work on handwriting and other written language skills.

Accommodations:

- Allow more time for written tasks.
- Provide outline or graphic organizer so students can fill in details under major headings.
- Allow students to dictate some assignments or parts of tests.
- Do not grade for neatness or spelling.

Compensation:

- Use techniques to bypass the problem and reduce the negative impact on learning. This is accomplished by avoiding the difficulty, changing the assignment expectations, or using strategies to aid a particular aspect of the task.
 - Encourage keyboarding skills.
 - Encourage the use of spell checkers.

Writing for Purpose:

Multi-exceptional students can develop many creative strategies to avoid writing. Persuasive writing is one way to encourage students to write for a purpose.

| | |
|---|---------------------------------------|
| P | — Plan the paper |
| O | — Organize the ideas and elaborations |
| W | — Write the draft |
| E | — Edit the draft: look for errors |
| R | — Revise the paper and enhance |

1. Preplanning — Use multiple intelligences

- Encourage students to visualize the situation, action, or a specific character
- Have students role-play the situation prior to organizing the information to be included
- Encourage students to draw their ideas prior to organizing the words and phrases
- Compose a song that describes the events or characters

2. Organizing

- Provide graphic organizers
- Encourage mind mapping or clustering

3. Writing the draft

4. Editing (looking for errors) and rewriting

a) COPS Strategy

| | |
|---|--|
| C | — Capitalization |
| O | — Organization |
| P | — Punctuation |
| S | — Spelling (different types: Franklin and word processing) |

b) Peer editing

5. Revising

6. Writing the final paper

When Writing Is Slow and Laborious

Slow, laborious writing can be very frustrating to a student trying to complete assignments in a timely fashion. These students tend to procrastinate in an attempt to avoid the frustration that writing brings.

- Writing difficulties need to be managed with great sensitivity and caring. Help students understand the complexity and the benefits of writing. When students understand the metacognitive processes involved in writing (the kinds of memory, language ability, motor skills, and organization skills required), they realize it can be difficult to master.
- Reward significant writing effort and encourage writing activities like keeping a personal journal or writing a newsletter. Help students understand that writing skills will improve with practice, and be careful not to be too critical. Use a cumulative portfolio to document student progress.
- Students should experiment using a variety of mechanical pencils and pens to find what works best for them. Pencils are better than ballpoint pens because there is more friction on the paper, which provides proprio-kinesthetic feedback.
- Encourage students to use the normal tripod pencil grip, holding it one-half inch from the point. The services of an occupational therapist can help students when graphomotor dysfunction is severe.
- Teachers need to make accommodations for students, at least for a time, by allowing extra time on tests and reducing the amount of written homework. Allow students to tape lectures instead of taking notes. Provide written copies of outlines, overheads, and items on the board. Use report and story developers to help students organize writing assignments.
- Allow students to demonstrate their knowledge by submitting a project instead of a written report or by giving an oral or recorded report. Utilize cooperative writing projects where one student is a researcher, another is the proofreader, and another the illustrator so students can contribute from a strength area.
- Encourage the use of computers and word processing because they make the writing process easier. The motor memory required is less critical and complex because they do not have to recall how letters are formed. This enables students to focus on what they are writing. Revisions are much easier and the finished product looks good.

*Adapted by Beverly Trail
from Educational Care
by Dr. Mel Levine*

Written Language

Instructional Area:

- Thought organization and processing
- Spelling
- Handwriting

Academic Performance:

- Difficulty with handwriting (copying from board, legibility, uncomfortable grip on pencil).
- Difficulty with letter formation and legibility.

Interventions:

- Hand out copies of notes that will need to be copied from the overhead.
- Provide partially completed handouts for the student to fill in while listening.
- Allow the student to copy in stages.
- Read the material aloud as the student copies it.
- Make sure that material to be copied is legible; highlight key points in a different color.
- Provide the student with a pre-shaped pencil grip to help secure a correct grip.
- When possible, break up writing tasks into smaller tasks.
- Provide activities in which students can brainstorm.
- Discuss ideas prior to writing.
- Use graphic organizers to assist with idea organization; use advanced graphic organizers.
- Use visual approach to spelling instruction.

Behaviors:

- Awkward pencil grip that makes writing difficult.
- Difficulty getting started with writing assignment due to attention, sequencing, creativity, and organization.

Strategies for Students:

- Practice tracing shapes and letters, especially similar letters such as l, j, t, etc.
- Introduce creative writing activities where the student can have fun while practicing correct letter formation.
- Practice to improve visual motor control with activities where students coordinate what they do with what they use (e.g., use of easels, chalkboards, playing jacks, pick-up sticks).
- Encourage students to pursue their areas of interest for writing.
- Keep an idea journal.
- Brainstorm by drawing pictures, sharing ideas with a partner, or dictating their ideas into a tape recorder.

Accommodations:

- Give the student the choice of printing or using cursive.
- Provide keyboards and word processing programs.
- Create a safe environment in the classroom that is conducive to risk taking and promote innovative thinking.
- Allow students to create products using different formats, such as comics, TV scripts, magazine articles, and song lyrics.
- Use story starter activities.
- Collect students' favorite books to look through for ideas.

*Information synthesized by Melissa Cooper
Intervention Resource Team
Jeffco Public Schools*



Executive Functioning

Processing Area:

- Planning
- Organizing, prioritizing
- Speed of processing
- Simultaneous processing

Academic Performance:

- Difficulty coordinating multiple tasks simultaneously.
- Difficulties organizing/prioritizing information read/listened to.
- Unable to generalize from one situation to another (e.g., math skills to science experiment).
- Unable to plan.
- Unable to task-analyze.

Behaviors:

- Inability to predict consequences.
- Tends to copy others' behavior.
- Rigidity in approach.
- Slower to grasp a concept.
- Requires repetition.
- Difficulty self-monitoring/self-correcting.
- Difficulty with reflective thinking.

Interventions:

- Create flow-chart graphs, cognitive webs to represent multi-task processing.
- Chunk new learning into manageable subtasks.
- Highlight, color-code to prioritize new information; tell rationale for prioritization.
- Obviously integrate new info with what has previously been learned.
- Teach organizational strategies.
- Model, demonstrate, and paraphrase.

Strategies for Students:

- Use self-talk/metacognitive cues to accompany processing.
- Prioritize using another's point of view.
- Use strategies to group/categorize.
- Anticipate/predict when and where difficulties may occur.
- Reflect on/evaluate outcomes.
- Use strategies to reduce anxiety/frustration.

Accommodations:

- Prioritized content.
- Clearly segmented instruction.
- Cue sheets to represent multi-step processes.
- External structure (e.g., study guides, graphic organizers).
- Opportunities to express frustration appropriately.
- Extended time for assignments.

*Adapted from:
Lyon, Frames of Reference for the
Assessment of Learning Disabilities, 1994
Lyon, Attention, Memory and the Executive Function, 1995*

Long-Term Research Project

| Long-Term Research Project | | Target Date | In Progress | Date Completed |
|--|---|-------------|-------------|----------------|
| Name: | | | | |
| Target Grade _____ | Due Date _____ | | | |
| 1. Brainstorm Possible Topics/Problem | | | | |
| 2. Develop Grading Rubric | | | | |
| 3. Conduct Preliminary Research | | | | |
| 4. Select a Topic/Problem | | | | |
| 5. Complete Comprehensive Research - List Sources | | | | |
| 6. Organize Information (Outline, Web, or Story Board) | | | | |
| 7. Complete Rough Draft, Illustrations, Charts, and Graphs | | | | |
| 8. Rewrite and Refine | | | | |
| 9. Edit | | | | |
| 10. Complete Project | | | | |
| 11. Evaluate Project | <ul style="list-style-type: none">• I feel this project deserves a ____ grade• I received a ____ grade | | | |
| 12. Reflection | <ul style="list-style-type: none">• What did I do just right?• What could I do better?• What will I do differently next time? | | | |

Organizational Skills

Grade Level: All

Time Requirement: Ongoing

Materials/Resources Needed: None

Descriptor:

Teachers especially need to encourage twice-exceptional students with organizational skills and strategies. Organizational skills are key ingredients for academic success; however, twice-exceptional students require even more support than many of their peers.

Strategy:

Effective strategies for encouraging students to be organized include the following:

- Provide structure and routine with understanding and tolerance for the individual's inability to live within the structure. Twice-exceptional students generally have a terrible time with organization. They need gentle reminders of coping strategies for their disorganization.
- Provide directions both orally and visually in a clear, concise manner. Check for understanding and allow time for re-clarification.
- Allow students to use folders and binders in a way that works best for them. Encourage color-coding and multiple ways to be organized.
- Especially in elementary school and often in middle and high school, provide a box or special area of the classroom for the twice-exceptional student's supplies and materials. These students often misplace their materials.
- Encourage twice-exceptional students to use a planner. Syllabi could be provided in advance along with copies of weekly lesson plans, graphic organizers, and lecture outlines. Assignments and deadlines for long-term projects can be recorded on the teacher's voice mail and websites. Encourage the student and his parents to access this communication and other school-wide use of technology for information gathering. Students should also be encouraged to use the latest technology around personal organization such as palm pilots, AlphaSmarts, and voice recorders.
- Twice-exceptional students can find long-term assignments overwhelming. Help your students prioritize the steps to get started and help them with the various steps needed to complete the project. Twice-exceptional students especially need a realistic schedule of when they need to

be working on each step of the project. For long-term projects, set up interim due dates for each part of the project. You may provide extra points for completion of each section on time.

- Provide a clearly designated spot in the classroom to turn in papers. Crates or expandable folders are popular options.
- Provide time for organization and clutter clean-up for desks, backpacks, and lockers within the school day.
- Use metacognition techniques, memory aids, and student-to-student sharing of organization ideas. Twice-exceptional students can often benefit from peer tutoring or classroom buddies.
- Unfortunately, twice-exceptional students typically have had significant opportunities with the consequences of being disorganized. They need encouragement and positive reinforcement of their organization, not negative reinforcement of their disorganization. Praise and reward them whenever they are organized.

Adapted by Susan Leviker, Cheryl Franklin-Rohr, and Judy Hensley

Source: Excerpts from Special Kids Problem Solver:

*Ready-to-Use Interventions for
Helping Students with Academic,
Behavioral and Physical Problems*

by Kenneth Shore, Psy.D.

1998 Prentice Hall Direct



Tips for Teaching Social Skills

While all students benefit from practice in social skills, twice-exceptional students may need *more* practice to master and generalize a skill.

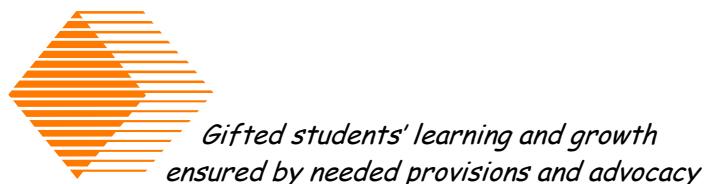
Direct Instruction for Elementary Students Should Include the Following:

- Greeting others.
- Joining in.
- Waiting your turn.
- Sharing.
- Offering help.
- Asking to play a game.
- Playing a game.

Older Students Need to Know How to:

- Introduce themselves.
- Begin a conversation.
- End a conversation.
- Join in.
- Play a game.
- Ask a favor.
- Offer to help.

Look for resources for teaching social skills in the Resources section at the back of this book.



Teaching Social Skills

Grade Level: 2 - 10

Time Requirement: Ongoing - 30 minutes

Materials/Resources Needed: Behavior Chart and Logs for Student Behavior

Directly Teach Social Skills:

- Identify which skill the student lacks. Discuss with the student how having the skill will make interaction with others more positive.
- Model how the skill should be used or have other kids model it.
- Ask the student to describe the components of the skill as modeled correctly.
- Have the student role-play the skill with you or another student as you coach her through it.
- Have the student role-play the skill as she verbally coaches herself through it.
- Have the student role-play the skill as she whispers the self-talk.
- Provide numerous opportunities for the student to continue practicing the skill.
- Each time you notice the student using the skill correctly, go to her and say, "I noticed that you were (describe the skill) correctly. Good work!" Consistent, immediate, positive feedback is essential to having the student form the habit of using the skill.
- Whenever the student lapses into inappropriate behavior, ask her to think out loud all the ways in which she could have behaved appropriately. Then, to add a little humor, have the student wonder aloud why, in this situation, she was so "silly" as to not have chosen the correct way to behave. Have the student end this little exercise with a plan for how to make a better choice the next time.

*Submitted by Terry Wise
Adapted from: Teaching Kids with Learning
Difficulties in the Regular Classroom
by Susan Winebrenner*

| | | |
|---|--|--|
| Student Name: Student Number: | | School/Schools: Date: |
| Suggested accommodations and strategies for twice-exceptional learners in addressing common areas of challenge or disability. See the student's Advanced Learning Plan for gifted programming. | | |
| Instructional Accommodations | | |
| Strengths & Interests | <input type="checkbox"/> Focus attention on the development of strengths, interests, and intellectual capabilities rather than disabilities. <input type="checkbox"/> Provide a stimulating educational environment where there are opportunities for critical/creative thinking and problem solving. <input type="checkbox"/> Encourage the development of strength area by allowing time and resources to explore interests. <input type="checkbox"/> Offer options for acquiring information and communicating what is learned using multiple intelligences and learning styles. <input type="checkbox"/> Provide connections to real world connections and build on student's intrinsic motivation. <input type="checkbox"/> Ask student to become residential expert for the class in his area of strength. <input type="checkbox"/> Pretest and compact the curriculum when student has mastered concepts. <input type="checkbox"/> Encourage awareness of individual strengths, weaknesses, interests, and learning style. | |
| Social/ Emotional | <input type="checkbox"/> Assist students in developing positive coping strategies such as seeking support, positive reappraisal, and accepting responsibility. <input type="checkbox"/> Help student deal with fear of failure, fear of success, procrastination, and paralyzing anxiety. <input type="checkbox"/> Provide a nurturing environment that values and respects individual difference. <input type="checkbox"/> Have a positive attitude and high expectations. | |
| Perfectionism | <input type="checkbox"/> Help student view mistakes as a valued part of the learning process. <input type="checkbox"/> Seek opportunities to complement student on effort rather than ability. <input type="checkbox"/> Encourage students to equate effort with success. | |
| Organization | <input type="checkbox"/> Incorporate organizational activities into classroom. <input type="checkbox"/> Team unorganized student with a well-organized peer for collaborative project; be sure each student can contribute from a strength area. <input type="checkbox"/> Guide students through long-term projects designed to demonstrate good planning and time allocation. <input type="checkbox"/> Provide time for students to organize their desks and lockers. <input type="checkbox"/> Emphasize time management in the classroom; give notice for deadlines, tests, etc. <input type="checkbox"/> Allow time at the end of the day for students to get organized before they leave school. | |
| Study Skills | <input type="checkbox"/> Teach students how to study, prepare for tests, and organize reports and projects. <input type="checkbox"/> Encourage students to start a homework session by planning what will be accomplished during the session. <input type="checkbox"/> Ask students to jot down how long they think an assignment will take and ask them to record how long it actually took them. <input type="checkbox"/> Encourage students to learn compensation strategies to bypass their disabilities. | |
| Goal Setting | <input type="checkbox"/> Celebrate effort, completion of homework, and attainment of goals. <input type="checkbox"/> Help the student learn to break down and chunk projects into steps with realistic short-term goals. <input type="checkbox"/> Promote success as the ability to achieve realistic short-term goals. <input type="checkbox"/> Provide opportunities for students to explore career and college opportunities. <input type="checkbox"/> Encourage students to be independent autonomous learners. | |
| Assignments | <input type="checkbox"/> Allow student to vary assignments and use alternative ways to demonstrate knowledge such as give an oral presentation, tape recorded or video response, create a poster or book jacket, etc. <input type="checkbox"/> Use "most difficult first" strategy and "pre-testing" to allow students to demonstrate mastery of concepts. <input type="checkbox"/> Provide a grading rubric or show an example of what is expected. <input type="checkbox"/> Incorporate high interest topics or activities to enhance the likelihood they will initiate and sustain work on assignments. | |
| Homework | <input type="checkbox"/> Record homework on voice-mail or website so students can access assignments from home. <input type="checkbox"/> Assist student in creating a "To Do List" and help prioritize homework. <input type="checkbox"/> Make sure student understands the homework by having him retell the assignment. <input type="checkbox"/> Encourage student to talk through the steps he will use when completing assignments and projects. <input type="checkbox"/> Help him break down tasks into manageable segments and use a calendar to plan steps needed to complete project. <input type="checkbox"/> Emphasize mastery of concepts and minimize home practice. | |
| Writing | <input type="checkbox"/> Provide graphic organizers to help students process and communicate information. <input type="checkbox"/> Use technology to help with written work and promote productivity. <input type="checkbox"/> Encourage the development of computer skills (word processing, graphic organizers, spell and grammar checker). <input type="checkbox"/> Provide jump-starts to help students begin assignment. For example, provide the first sentence of the paragraph. <input type="checkbox"/> Integrate writing in ways that make them an important means to accomplishing the desired goal. | |
| ADHD | <input type="checkbox"/> Provide opportunities for structured movement with a purpose such as sharpening a pencil or running an errand. <input type="checkbox"/> Use hands-on experiences to teach concepts. <input type="checkbox"/> Provide clear, concise directions, expectations, and rules that are limited in number. <input type="checkbox"/> Provide a great deal of structure and consistency in daily schedule with clearly defined rules and consequences. <input type="checkbox"/> Chunk assignments into segments like six five-minute segments or 10 sets of two problems rather than 20 problems in a 30-minute period. <input type="checkbox"/> Provide frequent positive feedback and re-direction. | |
| Auditory Processing | <input type="checkbox"/> Preferential seating near the front of the class away from distracting noise (window or door). <input type="checkbox"/> Watch for signs that the student does not understand the auditory message. <input type="checkbox"/> Alert student when important information is being shared. <input type="checkbox"/> Allow short breaks during the day to give student's inefficient auditory system a rest and decrease possibility of fatigue. <input type="checkbox"/> Give student a conceptual framework or overview of new material, use overheads, visual aids, and hands-on instruction. | |
| Other | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |

If I ran the school

AN INTEREST INVENTORY

developed by
Sally M. Reis &
Del Siegle
designed by Del Siegle

Name _____

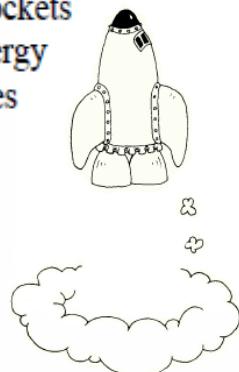
Grade _____ Teacher _____

If I ran the school, I would choose to learn about these ten things. I have thought about my answers very carefully and I have circled my best ideas for right now.

I am really interested in:

Science

1. The Weather
2. Birds
3. Fish
4. Ocean and Life in the Ocean
5. Trees, Plants and Flowers
6. The Human Body
7. Animals and Their Homes
8. Space, Astronauts, and Rockets
9. Electricity, Light, and Energy
10. Volcanoes and Earthquakes
11. Insects
12. Reptiles
13. Rocks and Minerals
14. Machines and Engines
15. Medicine and Diseases
16. Chemistry
17. Inventing/Invention Process
18. Dogs, Cats, and Pets



Technology/Audiovisual

1. Learning Something on the Web
2. Finding Information You Need on the Web
3. Designing a Web Page
4. Creating a Presentation for Others on the Web (Hyperstudio, Powerpoint, etc.)
5. Writing a Computer Program
6. Using a Digital Camera
7. Computer Animation
8. Editing Video on the Computer
9. Photography
10. Making a Film/Videotape
11. Creating or Editing Electronic Music
12. Designing Posters on the Computer

Reis & Siegle, 2002

Social Study

1. My Family History
2. The Revolutionary War
3. The Civil War
4. World War I and II
5. The Korean War
6. The Vietnam War
7. United States History
8. The History of Other Countries
9. The beginning of Our Life on Earth
10. Famous Men
11. Famous Women
12. Explorers
13. History of My Town/City
14. Problems in Our Town/City
15. History of My School
16. Transportation in the Present, Past, or Future
17. Communication
18. Different People (Hispanics, Native Americans)
19. Cultural Differences (Language, Holidays, Food, Stories)

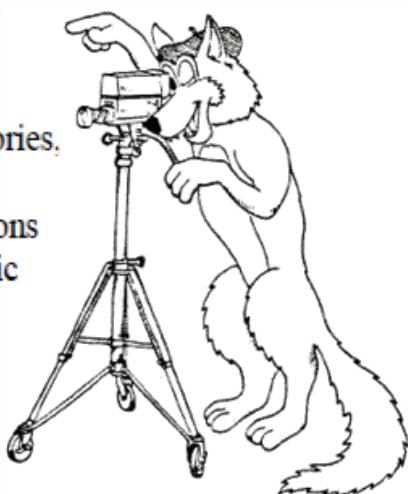


Language Arts

1. Writing Stories
2. Writing a Book
3. Writing Poems
4. Writing a Newspaper
5. Writing Stories About Someone's life (Biography)
6. Writing the Story of Your Life (Autobiography)
7. Giving a Speech
8. Reading Favorite Books
9. Reading Challenging, New Books
10. Telling Stories
11. Making Cartoons or Comics
12. Learning Different languages (Spanish, French)
13. Learning Sign language
14. Creating a Game or Puzzle
15. Learning About Authors and Poets
16. Reading poetry
17. Drawing/Illustrating Stories or Poems
18. Writing Plays
19. Reading True Stories
20. Reading Biographies or Autobiographies
21. Reading to Learn How to Do Something

Arts

1. Drawing
2. Illustrating Stories, Books, Poems
3. Making Cartoons
4. Creating Comic Strips
5. Painting
6. Sculpture
7. Digital Art



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You forgot to list some of my very special interests. They are: _____

Rais & Siegel, 2002

Secondary

Interest-A-Lyzer

Thomas P. Hébert
The University of Alabama

Michele F. Sorensen
Farmington, Connecticut Public Schools

Joseph S. Renzulli
The University of Connecticut

This is an informal interest inventory which will serve as a foundation for developing your specific areas of interest throughout the school year. The information you provide is completely confidential. As a result of this survey, we hope to provide you with meaningful educational experiences that will further develop your interests, nurture your talents, and challenge your learning potential.

Read each question carefully and provide us with as much detailed information as possible so we may obtain a clear understanding of your interests.

Name _____

Grade _____ Date _____

School _____

1

You are fed up with the course offerings at your high school. Your principal has asked you to design the perfect course for people with your same interests. What would the course be called? What would be taught?

2

Rather than provide money for a class trip, the board of education has decided to give money to each individual student for a trip of his or her choice! Where would you go? List three (3) places you would visit and explain what you would do while visiting there. Why?

3

You have written your first book which you are ready to submit for publication. What is the title? What is the book about?

4

You have been asked to plan a concert for your high school. You have an unlimited budget! List three (3) choices of musical performances that you would schedule for that evening's program.

5

The science teachers at your high school are planning a Speakers' Bureau for their department based on a variety of special topics. Sign up for the **1st, 2nd** and **3rd choices** of presentations you would be interested in attending from the topics listed below:

- | | |
|---|--|
| <input type="checkbox"/> toxic waste | <input type="checkbox"/> nuclear energy issues |
| <input type="checkbox"/> health issues for teenagers | <input type="checkbox"/> green house effect |
| <input type="checkbox"/> genetic engineering | <input type="checkbox"/> environmental issues |
| <input type="checkbox"/> endangered species | <input type="checkbox"/> volcanic erosion |
| <input type="checkbox"/> weather mapping | <input type="checkbox"/> meteorology |
| <input type="checkbox"/> forensic medicine | <input type="checkbox"/> rain forests |
| <input type="checkbox"/> robotics | <input type="checkbox"/> astronomy |
| <input type="checkbox"/> insecticide applications in our environment | <input type="checkbox"/> ecology |
| <input type="checkbox"/> entomology | <input type="checkbox"/> medicine and medical issues |
| <input type="checkbox"/> scientific research and methods | Other: _____ |

6

In connection with a Law Day celebration, a conservative and a liberal attorney in your community have been invited to your high school to debate a topic. What are your three preferred choices for possible debate topics? Why are they important issues?

7

You are a photographer and you have one picture left to take on your roll of film. What will it be of? Why?

8

Teenagers in your community have been asked to prepare individual time capsules for future generations. You are allowed to include 10 personal possessions that are representative of you. What would you include in your capsule?

9

You have the opportunity to work with an editor of your choice on the local newspaper staff. Which department would you work for? Rank order your choices 1 through 3 and feel free to prioritize beyond your third choice.

- | | |
|--|---|
| <input type="checkbox"/> national events | <input type="checkbox"/> household management and improvement |
| <input type="checkbox"/> culinary arts and nutrition | <input type="checkbox"/> movie reviews |
| <input type="checkbox"/> political cartoons | <input type="checkbox"/> crossword puzzles |
| <input type="checkbox"/> local history | <input type="checkbox"/> horoscopes |
| <input type="checkbox"/> stock market analysis | <input type="checkbox"/> music |
| <input type="checkbox"/> fashions | <input type="checkbox"/> consumer reports |
| <input type="checkbox"/> personal advice | <input type="checkbox"/> business |
| <input type="checkbox"/> humor and cartoons | <input type="checkbox"/> editorials |
| <input type="checkbox"/> celebrity column | <input type="checkbox"/> math puzzles |
| <input type="checkbox"/> children's page | <input type="checkbox"/> book reviews |
| <input type="checkbox"/> travel | <input type="checkbox"/> sports |
| <input type="checkbox"/> economics | <input type="checkbox"/> political commentary |
| <input type="checkbox"/> local events | <input type="checkbox"/> gossip column |
| <input type="checkbox"/> economics | <input type="checkbox"/> international events |
| <input type="checkbox"/> legal issues | Other: _____ |

10

You have had a dream in which you have been transported back in time and have become an active participant in that historical time period. Which period has this dream taken you to? Who did you meet while you were there?

11

If you could conduct an interview with a man you admire, past or present, who would it be? What three (3) questions would you ask him?

12

If you could conduct an interview with a woman you admire, past or present, who would it be? What three (3) questions would you ask her?

13

If you could be an exchange student in any other country for half a school year, what country would you like to be in as a student? Why?

14

You have the opportunity to learn foreign languages from native speakers. What three foreign languages would you want to learn? Explain your selections.

15

An after school group has been planned to meet and discuss important issues facing young people. Select the 1st, 2nd, and 3rd choices of seminars you would be interested in attending.

- | | |
|---|--|
| <input type="checkbox"/> contemporary moral issues | <input type="checkbox"/> peer relationships |
| <input type="checkbox"/> national security | <input type="checkbox"/> world peace |
| <input type="checkbox"/> career opportunities & choices | <input type="checkbox"/> family structure |
| <input type="checkbox"/> gender issues | <input type="checkbox"/> issues in ethnicity |
| <input type="checkbox"/> death and dying | Other: _____ |

16

The school board is sponsoring a school-wide Olympiad. Any and all physical related activities will be featured. If you were to participate, what three (3) events would you like to compete in? Specify if your preference for being judged would be based on individual or group performance.

17

Have you ever designed a computer program? If you have, describe your program. If you could design a computer program, what would it be?

18

A mentorship program is being arranged to allow you to work with a person in the community involved in a profession/occupation you are interested in. List three (3) occupations that you would like to explore in a mentorship.

19

List the titles/authors of your three (3) favorite books. State the type of book (science fiction, poetry, non-fiction, etc.) and briefly explain what it's about.

20

List 5 magazines that you enjoy reading. Rank order your choices.

21

Do you collect anything? Briefly describe your collection(s). What would you like to collect if you had the time and money?

22

You have been asked to participate in producing the film of your choice. What type of film will this be? List your favorite three (3) choices.

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> documentary | <input type="checkbox"/> science fiction |
| <input type="checkbox"/> musical | <input type="checkbox"/> classic |
| <input type="checkbox"/> biographical | <input type="checkbox"/> foreign |
| <input type="checkbox"/> travelogue | <input type="checkbox"/> comedy |
| <input type="checkbox"/> fantasy | <input type="checkbox"/> a popular release for teenage audiences |
| <input type="checkbox"/> mystery | <input type="checkbox"/> adventure |
| <input type="checkbox"/> horror | <input type="checkbox"/> general drama |

23

You have been asked to be a member of a social action committee in your town. Your task will be to work with elected officials to work on issues of importance. What three issues do you think need to be discussed? Why?

□ Respond to the following questions by checking all of the responses that might apply:

| Yes, I would do this. | No, I would not do this. | I might be interested in doing this. | I have had experience with this activity. |
|-----------------------|--------------------------|--------------------------------------|---|
|-----------------------|--------------------------|--------------------------------------|---|

Would you enjoy...

submitting one of your original writings for publication? _____

repairing a car, stereo or household appliance? _____

conducting a scientific experiment? _____

establishing a school newspaper? _____

being a photographer for a magazine? _____

starting an astronomer's nighttime observation group? _____

studying the stock market? _____

organizing a new school club or team? _____

starting a musical group/band? _____

acting in a theatrical production? _____

starting your own business? _____

creating your own comic strip? _____

painting or sketching people, objects and landscapes? _____

| Yes, I would do this. | No, I would not do this. | I might be interested in doing this. | I have had experience with this activity. |
|-----------------------|--------------------------|--------------------------------------|---|
|-----------------------|--------------------------|--------------------------------------|---|

working on a political campaign? _____

learning a handicraft such as jewelry making, pottery, or silkscreening ? _____

designing costumes, clothing or furniture? _____

designing a building? _____

designing your own invention? _____

having your own photo lab and developing your own photography? _____

visiting a museum or historical site? _____

keeping a personal journal or diary? _____

organic gardening? _____

being involved in a neighborhood project? _____

belonging to a social action group like the Sierra Club? _____

developing & maintaining a computer bulletin board? _____

voluteering your time to a charitable organization? _____

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Technology Tools for Students

- Kurzweil Educational Systems is a print-to-speech reading software for sighted persons with reading disabilities, as well as a new reading machine for blind people. The reading disabilities version, called the Kurzweil 3000, scans a printed document, displays the page just as it appears in the original document (e.g., book, magazine), with all of the color graphics and pictures intact. It then reads the document out loud while highlighting the image of the print as it is being read. It essentially does what a reading teacher does — reading to a pupil while pointing out exactly what is being read. <www.kurzweiledu.com/>
- Dragon NaturallySpeaking is a speech recognition software package developed by Dragon Systems and sold by Nuance Communications for Windows Personal Computers (PCs). It was among the first programs to make speech recognition practical on a PC.

NaturallySpeaking uses a minimal visual interface. Dictated words appear in a floating tooltip as they are spoken and, when the speaker pauses, the program transcribes the words into the active window at the location of the cursor. Like other speech recognition software, NaturallySpeaking has three primary areas of functionality: Dictation, whereby spoken language is transcribed to written text; Commands That Control, whereby spoken language is recognized as a command to click widgets (controls); and finally, Text-to-Speech, whereby written text is converted to synthesized audio stream.

<<http://www.nuance.com/naturallyspeaking/>>

- Read&Write GOLD, award-winning literacy support software, is designed to provide literacy support for users of all ages and abilities who need support with reading, writing, and learning by making support tools available right at their fingertips. Support is provided through features such as: Speech Feedback, Spell Checking, Homophone Support, Word Prediction, Talking Dictionary, and PDFaloud (accessibility solution for reading PDF documents and scanning). <<http://www.texthelp.com/page.asp>>



Independent Study Agreement for Study Guide With Extensions Menu

Read each condition as your teacher reads it aloud. Write your initials beside it to show that you understand it and agree to abide by it.

Learning Conditions

- I will learn independently all the key concepts described on the Study Guide. I will not have to complete the actual assigned activities as long as I am working on an independent project.
- I will demonstrate competency with the assessments for the Study Guide content at the same time as the rest of the class.
- I will participate in designated whole-class activities as the teacher indicates them — without arguing.
- I will keep a Daily Log of my progress.
- I will work on an independent project and complete an Evaluation Contract to describe the grade I will choose to earn.
- I will share a progress report about my independent project with the class or other audience by _____ (date). My report will be 5–7 minutes long and will include a visual aid. I will prepare a question about my report to ask the class before giving my report.

Working Conditions

- I will be present in the classroom at the beginning and end of each class period.
- I will not bother anyone or call attention to the fact that I am doing different work than others in the class.
- I will work on my project for the entire class period on designated days.
- I will carry this paper with me to any room in which I am working on my project, and I will return it to my classroom at the end of each session.

Student's Signature: _____

Teacher's Signature: _____

*Adapted from Teaching Gifted Kids in the Regular Classroom
by Susan Winebrenner, © 2001. Used with permission of Free Spirit Publishing Inc.,
Minneapolis, MN: 800-735-7323; www.freespirit.com. All rights reserved.*

Daily Log of Extension Work

Student's Name: _____

Project Topic: _____

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Social- Emotional

Provided in this section is an overview of some of the social-emotional characteristics exhibited by twice-exceptional students and resources for addressing the needs of these students.

For additional training on the social-emotional needs of gifted students, consider taking the online course *Affective Guidance: Addressing the Social-Emotional Needs of Gifted Students*. Information is available at <<http://www.cde.state.co.us/gt/PDM.htm>>.

Social-Emotional Factors

Often, gifted children struggle with feeling different than their classmates because their interests are different than their peers' interests, their vocabularies are significantly different than those of others their age, or from a variety of other factors. Twice-exceptional students have an even greater struggle to fit in. They do not seem to fit in with the gifted child, with students with disabilities, or with age peers.

Social-Emotional Risk Factors:

- Asynchronous development
 - Uneven ability really creates problems for twice-exceptional students. They can be verbally gifted and can't get those thoughts down on paper; or, they may be great problem solvers in math and have a difficult time learning math facts. They can appear to not be trying or to be lazy.
- Feeling different
- Intensity, sensitivity, emotionality
 - Twice-exceptional students can be very intense; can get involved in a project and not want to transition; can be very sensitive to criticism and to world events (disasters); can have emotional outbursts or crying in school; or experience extreme frustration. They may be overly sensitive to sounds such as the hum of a fish tank; to sensations such as the feel of clothing labels and seams; to smells; or to fluorescent lights.
- Overexcitability
- Perfectionism
 - Perfectionism can produce either positive or negative outcomes. Perfectionism that translates into persistence leads to success. However, perfectionism that results in avoidance, anxiety, and withdrawal guarantees failure.
 - Characteristics of dysfunctional perfectionism:
 - ✓ Mistakes not seen as part of learning.
 - ✓ Critical of self.
 - ✓ Fear of failure.
 - ✓ Procrastination.
 - ✓ Paralyzing anxiety.
 - ✓ Perceived parental expectations.
 - ✓ Unreasonable goals.

Curricular Accommodations: Social Interaction

With a history of difficulty in school, twice-exceptional students often see themselves as failures. “Why can’t I do what others are doing?” “Why don’t I have friends?” Often their learning disability interferes with knowing how to use appropriate social skills in given situations — saying the wrong things at the wrong times to the wrong people, problems with language pragmatics and how to use language in social contexts, not being able to read social cues and body language of others including teachers and administrators. Many twice-exceptional students need to be explicitly taught social skills.

Hidden Curriculum:

Hidden curriculum refers to those things that everybody knows, but no one ever verbalizes or writes down. For example, “Don’t have significant eye contact in elevators. People will think you are rude or weird and may even say something rude to you like, ‘What are you looking at?’”

Twice-exceptional students need to be directly taught specific skills. This can be done by showing a clip from a video or movie that shows poor social instances and then conducting a discussion about the behavior. Then, practice doing the skill appropriately.

The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations, by Myles, Trautman, & Schelvan is an excellent resource. *The Hidden Curriculum* provides guidance on teaching topics such as friendships, social situations, school, etc.

Example: When two people are standing close to each other and speaking very softly, they are having a private conversation. Generally, do not join the conversation without asking first.

Example: If a classmate of the opposite sex is nice to you, this does not mean that he/she is your boyfriend/girlfriend. Going around telling your classmates this information will make it very hard for you to have relationships in the future.

Lunch Bunch:

Organize small-group meetings with students for a specific focus. This provides a relaxed conversation time to assist students through directed discussion led by an adult professional. One example focus is, “How to join a group of peers.”

Parents

Parents are an important link in the collaborative process to create an educational plan for the twice-exceptional student. Resources within this section will provide guidance for parents.



*Gifted students' learning and growth
ensured by needed provisions and advocacy*

How to Have a Good Relationship with Your Child's Teacher

The classroom teacher is the single most important person affecting your child's education. The teacher has tremendous influence on your child's happiness at school and is the person that spends one-on-one time with your child on a daily basis. It is extremely important for parents and teachers to work together to provide a good school experience for each child.

Most teachers welcome the involvement of parents and want to hear your ideas. In fact, many teachers report that they are more motivated to teach a child whose parents are actively involved than one whose parents never seem to care. If the teacher does not want you to be involved, you need to put into practice positive, constructive communication. Praise the teacher for the good things going on and keep the lines of communication open by writing notes, making classroom visits, attending conferences, etc. Remember, you have the right to be involved, but exercise that right in a constructive way. Communication needs to be on a regular, on-going basis, not once or twice a year.



Some pointers that may help:

1. Make a list of what you want to discuss with the teacher.
2. When appropriate, praise the teacher for specific things you feel good about. For example, "Mrs. Brown, thank you for spending extra time with Johnny and working on behavior. We really see results."
3. If you have a problem, discuss the specific things that bother you as they relate to your child. Do not generalize. In other words, you do not say to the teacher, "You are not teaching my child. This is going to be a wasted year." Instead, you say, "The math program does not seem to be working for Johnny. Is there a way we can change it to better meet his needs?"
4. Approach the teacher to discuss these concerns in a positive, non-threatening way.
5. Keep the focus on your child, not the teacher's shortcomings. For example, relate specifically how and why a particular behavior modification practice will not work with your child, instead of complaining about the teacher's bad application of a behavior modification program.
6. Offer your time and talent. For example, when possible volunteer to be a grade parent, help with a field trip, tape a textbook chapter for a child with a learning disability, etc.
7. Offer assistance in the classroom when possible. Decide with the teacher if this involvement is appropriate for your child.
8. When you make requests or suggestions, illustrate very specifically to the teacher how your suggestions can be implemented. Follow up your request with a letter of thanks.
9. **Participate** in all meetings and conferences.

~ We hope these tips will help make this a good year for you and your child! ~



ecac (Exceptional Children's Assistance Center)
907 Barra Row, Suites 102/103, Davidson, NC 28036
Davidson, NC 28036 • 704-892-1321 • 800-962-6817 • www.ecac-parentcenter.org

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Homework

Instructional Area:

- Time management
- Organization
- Sustaining attention
- Goal setting

Academic Performance:

- Fails to turn in assignments on time.
- Has difficulty keeping written record of assignments and due dates.
- Does not understand directions.
- Forgets to bring home needed materials.
- Forgets to turn in assignments after completion.

Behaviors:

- Difficulty focusing and sustaining focus.
- Difficulty organizing and prioritizing.
- Difficulty getting started.
- Easily distracted.
- “Daydreams.”
- Unrealistic goals.
- Perfectionism.
- Poor concept of time.

Parenting Strategies:

- Create routines.
- Schedule a quiet time when the TV is off and all family members do homework, read, or work quietly on projects.
- Begin with a short time span and gradually increase time.
- Assist child in creating a “To Do” list and prioritizing tasks.

- Encourage child to start a homework session by planning what will be accomplished.
- Make sure child understands homework by having him/her retell the assignment.
- Encourage child to talk through the steps he/she will use to complete the assignment.
- Help child learn to chunk projects into manageable segments.
- Attention sustainers: listening to music using headsets, underlining, doodling, silly putty.
- Provide and keep organized a study area with all necessary supplies.
- Teacher assignment voice mails and Internet access for homework assignments are helpful.
- Celebrate effort, completion of homework, and attainment of goals.
- Promote success as the ability to achieve realistic short-term goals.

Information synthesized by Beverly Trail

Written Expression

Instructional Area:

- Letter formation (graphomotor ability)
- Speed of writing
- Typing on computer keyboard
- Generating and organizing ideas
- Concentration/attention

Academic Performance:

- Writing is not legible.
- Letter formation is inconsistent.
- Difficulty writing letters quickly and easily.
- Difficulty learning to type.
- Difficulty copying from board.

Behaviors:

- Avoids writing.
- Awkward or uncomfortable grip.
- Poor fine motor ability.
- Cannot hold mental picture of what letters should look like.
- Handwriting is slow and laborious.
- Difficulty focusing and sustaining attention.
- Cannot organize ideas and writing.
- Difficulty getting started.

Parenting Strategies:

- Have child practice tracing shapes and letters.
- Encourage writing to a pen pal or writing to request an autograph, etc.
- Use technology to help with written work and promote productivity.
- Provide keyboard and word processing programs with grammar and spell checker.
- Use games to build keyboarding skills.
- Provide voice-activated word processing programs.
- Encourage use of a tape recorder to record lectures and assignments.
- Pencil grips and larger diameter pencils or pens with rubber grip can be helpful.
- Pencils provide more friction and can be erased.
- Brainstorm writing ideas with child.
- Ask student to tell story and then begin the writing process.
- Utilize graphic organizers to help child organize ideas and information.
- Inspiration software can be used to create a web and then convert to an outline.
- Many colleges and universities require their students to have laptop computers (this would be helpful for many high school and middle school students).

Information synthesized by Beverly Trail



Compensating for and Coping With Disorganization

Descriptor:

Students need to be aware of their own level of organization. For example, in the book *Becoming an Achiever: A Student Guide, Steps to Success* by Carolyn Coil, on page 46 students can do their own assessment of their organizational skills. Once students are aware of their need for help with their personal organization skills, they can learn to self-advocate for teacher assistance and guidance. Effective strategies for compensating and coping with disorganization include the following:

At Home:

1. Allow yourself a snack and a short down time before doing homework. Prioritize your assignments in the order which helps you best. For example, some students need to finish the easier assignment first whereas others benefit from completing the harder assignments first. Decide which is best for you. A "To Do" list is helpful because it gives you a sense of completion when you check off each item.
2. Decide on a location for completing assignments. Workplaces should be quiet for most students; however, do you need music or movement for thinking? If so, discuss your individual needs with your parents.
3. Once you start your homework, keep distractions to a minimum. This means no phone calls, no television, etc.
4. Keep your supplies in one location. This keeps you from wasting time looking all over the house for your stuff.
5. Be sure to place your finished assignments in the correct folder or notebook before placing them in your backpack. Do this before you go to bed because mornings can be hectic.
6. Every week go through your backpack, notebook, and work area. Separate graded assignments from unfinished assignments, discard scrap paper, and place loose papers into the appropriate notebook or folder. Clutter needs to be turned into an organized environment so that you don't waste time on papers.
7. Discuss with your parents activities on the family calendar. This will help you to balance your family activities with schoolwork.

Synthesized by Judy Hemsley, Cheryl Franklin-Rohr and Susan Leviker

Source: Excerpts from Special Kids Problem Solver:

*Ready-to-Use Interventions for Helping Students
With Academic, Behavioral, & Physical Problems*

by Kenneth Shore, Psy.D.

Developing a Plan for Collaboration: Bringing Educators and Parents of 2e Students Together

By Susan Baum, PhD, and Robin Schader, PhD

Some time ago, the two of us began to compare notes about twice-exceptional (2e) students – children who exhibit remarkable gifts and talents in specific areas but simultaneously experience deficits and difficulties in learning, attending, or meeting social and emotional expectations. Our combined professional and personal experience with these students prompted us to address the problems of identifying them and the challenges of developing programming for them.

As we talked, we were struck by how often one particular issue surfaced – the persistent absence of clear communication between home and school. Unfortunately, the two major groups of adults in a position to provide the best possible learning opportunities for these children – educators and parents – rarely collaborate in discussing and designing appropriate plans. Why doesn't it happen?

We speculated that the answer might stem, at least in part, from the distinct responsibilities of each group. Although both share a common goal of helping children succeed, they each have their own focus, exclusively directed at the issue(s) of concern within the realms of home and school. Concerns like disruptive behavior in the classroom, lack of organization skills, increasing disengagement with school, or a variety of other common concerns can easily be viewed from completely different vantage points and given quite different levels of emphasis. As a

result, many potentially productive conversations between educators and parents are derailed (or simply never take place). Instead, the two groups pursue their parallel paths without reaching out to compare notes and without acknowledging the multi-dimensionality of the situation.

Our combined research and field experience have shown that effective communication and shared planning between educators and parents is a powerful combination for positive change. Yet, we are also acutely aware that the swirl of emotions surrounding situations with high stakes and few guarantees makes it hard for both parties to maintain equilibrium when working together. Therefore, we decided to create a format to facilitate collaborative discussions that could serve to untangle and clarify the perplexing behaviors of students who fail to thrive in school.

A Process for Facilitating Collaboration

The result of our work is called the TLC Process, an informal way to draw on input gathered from parents, teachers, and the individual student. The process involves collecting information about the child's strengths and interests, as well as about areas of concern. More importantly, the TLC Process helps each person involved articulate, from his or her perspective, the circumstances in which the student can find success. In discussing the sections of the TLC forms, we'll use an example to illustrate how the process can work.

Putting the TLC Process to Work

Halfway into the school year, Eric's parents were confused, anxious, and highly concerned about their first-grade son's increasingly glaring problems in the classroom. They were also worried about his behavior at home. Eric was clearly showing signs of anxiety, with facial tics and repetitive motions. Most pencils in the house were snapped in half or had the erasers chewed off.

Eric's teacher had met with the parents on several occasions and was recommending further psychological testing. Eric had already been tested numerous times in his young life because he wasn't fitting the norm within the classroom. Originally, he was referred for speech problems. At various times, as he moved from professional to professional and teacher to teacher, it was suggested that he was

Why Collaborative Planning Between Educators and Parents Matters

The April, 2007, issue of 2e: Twice-Exceptional Newsletter reported that when teachers were asked what they need most from parents of 2e students to help the students succeed, 69 percent of survey responses included "support by, participation of, and communication with parents." From the parental point of view, less than half of those surveyed felt that their child's current teacher had an understanding of how to effectively address the complex learning needs of twice-exceptional students.

- SB, RS



Collaboration, continued

hyperactive, had attention deficit, had spatial awareness and sensory issues, and/or was unable to read social cues. Now, administrators at Eric's school informed his parents that their young child needed more remediation.

Only one professional, the last, suggested that Eric was gifted. His parents suspected that he might have high abilities because he had taught himself to read prior to the age of five. Eric had also exhibited early artistic abilities and had perfect pitch. When his parents tentatively suggested the possibility of giftedness to school personnel, teachers and administrators acknowledged the boy's academic abilities only within math; however, they stated that this narrow area of achievement was overshadowed by other deficits. Therefore, Eric would not be allowed any enrichment opportunities at school until he could demonstrate sufficient appropriate classroom behavior.

When we were first brought in as consultants, each person involved in Eric's situation was uneasy. The child's accumulated litany of diagnoses and host of symptoms presented a daunting issue for school personnel and parents alike. The dynamic between home and school was severely strained, and Eric was unintentionally caught in

the middle. At this point, we began to explore workable solutions using the TLC Process.

Using the TLC Planning Framework

At the heart of the TLC Process is a planning framework used to clarify concerns in a way that allows all participants a voice and a vision for future steps. While the TLC Planning Framework is most successful when filled out collaboratively, it was designed in a way that would allow either school personnel or parents to initiate the procedure in a non-confrontational manner. In this case, it was Eric's parents who began the process.

In a meeting with the parents, we discussed what prompted them to seek help. Then, using the first column of the form shown below as a guide, we asked for a list of no more than three distinct concerns. After much discussion, Eric's parents proposed the three shown under Reasons for Plan.

Eric's parents found it difficult to distill these three concerns from the many they felt they faced. Once they did so, however, the short list helped them find specific areas to focus on rather than



The TLC Planning Framework

| Reason(s) for Plan | Taking Stock | Times of Personal Best | Hopes and Dreams (parent, teacher, child) |
|--|--|---|--|
| Eric is unable to focus in school. | <ul style="list-style-type: none"> Decodes at 6th-grade level Is 3 yrs above grade level in math and spelling | Teacher input: <ul style="list-style-type: none"> Working w/adults one-on-one Completing challenging math assignments | <ul style="list-style-type: none"> Eric learns something new each day. – <i>input from Eric</i> Eric develops friendships. – <i>Eric's mother's perspective</i> |
| Eric shows stress-related symptoms. | <ul style="list-style-type: none"> Loves to draw and build with Legos Has a superb visual memory Shows preference for non-fiction Has passion for gourmet cooking Is drawn to music | Parent input: <ul style="list-style-type: none"> Cooking Discussing non-fiction material Drawing Singing in church Student input: <ul style="list-style-type: none"> Doing science Cooking Drawing | <ul style="list-style-type: none"> Eric has talent development opportunities. – <i>from Eric's mother</i> Eric learns to stay focused and becomes self-regulated. – <i>from the teacher</i> Eric is happy and stays eager to learn. – <i>from Eric's father</i> |
| Eric has problems fitting in socially. | | | |

The Learning Concern™(TLC) Program: Baum & Schader, 2005

Collaboration, continued

feeling overwhelmed and discouraged by the enormity of Eric's current school failures.

The second column in the framework, called *Taking Stock*, is a place to list the child's learning experiences, achievements, and other markers. This column is also the place to record the child's interests and learning preferences. Because it's essential to maintain a holistic view of twice-exceptional learners like Eric, the child's learning history beyond traditional measures, such as tests, report cards, or teacher checklists, should be included here. We use information from instruments such as My Learning-Print (Schader & Zhou, 2003). Information on this instrument is available at www.gifted.uconn.edu.

Eric, as the second column shown here notes, is drawn to music. He has always had a superb visual memory and, once he could draw, would keep notes of where he was and what he was doing through his drawings. When being read to, and when reading by himself, he showed a strong preference for nonfiction, wanting material that would inform him more deeply about his current area of passion. Over the years, he had exhausted information about dinosaurs, trains, and rockets. As a first grader, his decoding skills were at a sixth-grade level, and he was three years above grade level in math and spelling.

The third column, *Times of Personal Best*, asks a simple question – but one rarely voiced within school walls: When is the student at his or her personal best? It's helpful to consider the question with regard to the concerns documented in the first column. In other words, when are the concerns in column 1 least likely to be present? Teacher, parent, and student input should be included here.

In Eric's case, the first-grade teacher reported that he was focused and on-task when he was working on challenging math problems and when working one-on-one with adults. His parents saw little evidence of any stress-related symptoms when he was cooking with them, or drawing, or talking about the books he had been reading. Eric, as noted in column three, said he was happiest when he was cooking, doing science, or drawing.

Finally, the last column, *Hopes and Dreams*, lists all parties' short-term expectations for the child – their hopes and dreams within a specific timeframe. This information provides a way to gauge markers of success in terms of the concerns listed in column 1.

In Eric's case, each person responded with a marker

of success by the end of the current school year. As shown in the Framework, Eric's teacher wanted him to stay focused and become self-regulated in the classroom. His father hoped Eric would be a happy child who was still eager to learn. His mother had two wishes. She was quite concerned about Eric's social development and wanted him to make friends. She also wanted him to have opportunities for enrichment within his talent areas. Eric's dream was simple and to the point; he wanted to learn something new each day.

Notice how the discussion about hopes and dreams allows the meeting to conclude on a positive note, with each participant having his or her voice heard. Indeed, stating hopes and dreams for a youngster is identifying outcomes with a clear and positive image of what is possible. Eric's parents and teacher were smiling as they set the date for the next session.

Creating a Working Design

Ending the meeting by looking forward in recognition of individual hopes provides a transition to the next stage of the TLC process, translating a shared vision of possibilities into relevant and thoughtful practice. One week later, when the team reconvened, they made use of another planning tool, the Working Design, shown on the next page. This four-column document serves as a basic guide for writing and implementing a short-term intervention based on the information col-



Specifying Hopes and Dreams

Parents may be reluctant to push for talent development when their child is struggling with the core subjects. However, the basis for an effective plan is the creation of an optimal learning environment (intellectual, emotional, and physical) in which a student can thrive. In such an environment we need to consider talent development opportunities and intellectual challenge along with academic support that includes differentiation in the classroom, accommodations, and remediation. Such plans should be devised using a team approach. Members of the team should include the classroom teacher, learning support specialist, teacher of the gifted and talented, the parent(s), and the child, all acting as partners.

– SB, RS

Collaboration, continued

lected in the Planning Framework. The Working Design, shown below, combines needs with solutions to be field tested over a six- to eight-week period.

The first column, *Grade-level Benchmarks*, invites discussion about the appropriateness of regular classroom curriculum – an issue not generally considered when bright students are underachieving or acting out. In Eric's case, we noted that he was functioning above grade level in all subject areas except reading comprehension, particularly when dealing with fiction. He clearly preferred reading and talking about non-fiction books that pertained to his areas of interest. Acknowledging this information is critical to establishing an appropriate learning environ-

ment – one that does not restrict learning.

The second column of the Working Design form provides a structure for creating the least restrictive environment in terms of intellectual, physical, and social/emotional needs. Too frequently, learning plans fail to address *all three* of these areas simultaneously. Focusing on one area without considering the others compromises the effectiveness of any program.

Because Eric is advanced in most content areas, restricting him to grade-level materials will not encourage intellectual growth. We learned from the Planning Framework that Eric's behavior is much better when he is engaged in more challenging



The TLC Working Design

| Grade-level Benchmarks | Least Restrictive Learning Environment | Talent Development Options | Necessary Support |
|--|---|--|---|
| Is above grade level in all academic areas, with the exception of reading comprehension, especially with fiction | <p>Intellectual:</p> <ul style="list-style-type: none"> Needs above-grade-level materials and appropriate assignments Will be accelerated in math using computer software programs in problem solving Will use science fiction for reading comprehension. <p>Physical:</p> <ul style="list-style-type: none"> Needs quiet, things to manipulate, and movement Will have an office in the corner of the room with a laptop, headphones, and manipulatives (Any child can sign up to use the office when they need quiet.) <p>Emotional:</p> <p>Needs time with multi-age interest peers (The school is beginning an after-school engineering program. Eric will be invited to join.)</p> | <p>Cooking: weekend cooking school (Parents will enroll Eric.)</p> <p>Drawing:</p> <ul style="list-style-type: none"> Participation in middle school weekly studio art program Parents to enroll Eric in Exploratorium Museum once-a-month weekend classes in engineering and design | <p>Parent:</p> <ul style="list-style-type: none"> Resources (travel, time, private lesson funding) Sensory integration program <p>School:</p> <ul style="list-style-type: none"> Transportation to middle school (Eric is excused from regular classroom without penalty.) Advanced math curriculum materials Literacy specialist for support in reading comprehension Support for developing social skills with age-mates (counselor in classroom, working in context) |

Collaboration, continued

material. We also know that he has a passion for nonfiction, especially topics involving science. Based on this information, the suggestion is made to use science fiction to help him with his challenges in reading comprehension.

Attention to the physical environment is essential for Eric. His sensory issues demand an environment where distractions are minimized. Having an "office," or quiet area of the room where he can work when necessary, provides Eric with the respite he may need to function and gives him the opportunity to self-regulate his behavior. Allowing other children access to the "office," through use of a sign-up sheet, will ease feelings of alienation or separation by showing Eric that other students, as well, might prefer a quiet space to concentrate.

In terms of Eric's social/emotional needs, the Planning Framework revealed concerns about his stress and social disconnectedness. In fact, a hope and dream was that Eric have friends. As all of us understand intuitively, social relationships often occur around common interests, not chronological age. Because a multi-age engineering club was forming as part of an after-school program, this setting offered an opportunity for Eric to interact with other students with similar interests and abilities, no matter their age or grade. All of the options selected for Eric were documented in column 2 of the Working Design, as shown on the opposite page.

Column 3 is notable because of the powerful role talent development plays in the lives of 2e students. It has

been shown to be the most effective strategy in raising self-esteem, self-efficacy, and self-regulation for this special population of students. Talent development is an area where parents can work with the school to provide experiences that nurture their children's talents and interests.

In Eric's case, his parents were willing and financially able to enroll him in cooking classes and a monthly weekend program in engineering and design held at a local museum. The school agreed to have Eric participate in the middle school's weekly studio art program. By this point in the process, the parents and teachers were beginning to contribute suggestions, offer creative ideas, and openly share possible resources as they discussed different options.

Column 4 of the Working Design notes any additional support needed to implement the ideas suggested for talent development, as well as provisions for targeted remediation and attention to deficit areas. In Eric's case, his parents were able to provide specific talent development opportunities. They also agreed to enroll him in a sensory integration program. The school was willing to transport Eric to the middle school art program, and his teacher agreed that Eric would not need to make up missed assignments, nor be penalized for the time he was out of the classroom. In addition, the school gave Eric's teacher advanced curriculum materials to use in offering him higher-level instruction. Finally, the school counselor agreed to be available in the classroom at certain times during the day to help Eric



The Need for Collaboration in Finding Strength-based Solutions

A comprehensive educational plan for twice-exceptional students must address multiple, complicated issues. Focusing only on deficits, or denying possible problems, greatly compromises the effectiveness of any program for these students.

The barriers to designing a balanced plan are two-fold. First, there may be misinformation and misunderstanding about the needs of the 2e child, which adversely affect identification and programming. Second, when difficulties arise with a child's educational progress, the ensuing process typically becomes very diagnostic and prescriptive. The focus shifts from dealing with the child's needs to finding a label to explain the child's problem. Only when a label has been attached are strategies put in place. Many times the process that results is a formal, rigid, mechanized one whereby parents are given information rather than included in what should be a collaborative decision-making process. It's a process that generally precludes discussion of what is *right* with the child.

- SB, RS

Collaboration, continued

develop appropriate social skills.

The two-month plan created for Eric was evaluated in early January. The outcomes were noted in a section at the bottom of the Working Design form, as shown below.

Eric's stress-related behaviors had diminished substantially. He was not only successfully working on challenging material, his attention within the classroom had increased. He was now willing to explore fiction, and he was showing more awareness of how to interact socially with age peers.

As the small successes began to accumulate, Eric's teacher suggested teaming him with a few other children, also advanced in math, to work on a web quest that applied math concepts. In addition, she asked if the counselor could accompany Eric on the playground during recess for a few days to help him relate in less structured contexts. All agreed to the adjustments and planned to meet again in March to continue the collaboration.

Conclusion

The successes in Eric's story show what can happen when professionals and parents approach concerns about a student with flexibility and work together to combine their knowledge. The tools of the TLC process – the Planning Framework and the Working Design – help to facilitate productive collaboration that can recognize and honor individual strengths, interests, and talents. The positive results are evident to anyone who meets Eric now. He's excited about going to school – especially on those days when he goes to the engineering club and studio art!!!

*Susan Baum, Ph.D., is an educator and author. She is co-director of the International Center for Talent Development, Director of Professional Development at Bridges Academy, and Professor Emeritus at the College of New Rochelle. Among her many publications are the books *To Be Gifted and Learning Disabled: Strategies for Bright Students with LD, ADHD and More* and *Multiple Intelligences in the Elementary Classroom: A Teacher's Toolkit*. She travels the world spreading the word about talent development, differentiation, twice-exceptional students, and the social/emotional needs of students. She is co-founder of AEGUS (Association of the Education of Gifted Underachieving Students) and is a past secretary and board member of the National Association for Gifted Children.*

Robin Schader, Ph.D., is an assistant research professor in the Neag Center for Gifted Education and Talent Development at the University of Connecticut, where she teaches courses such as "Parenting for Talent Development" and "Collaborating with Parents and Community in Gifted Education." She welcomes the opportunity to put time and energy into developing materials for parents and teachers of gifted children so that they can make choices based on sound research and the real-life experiences of others. She serves as the parent resource specialist for the National Association for Gifted Children (NAGC), writes a regular column in NAGC's magazine Parenting for High Potential, writes the newsletter Connecting for High Potential, and presents at regional, national, and international conferences.

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The TLC Working Design

Outcomes

- Eric's stress-related behaviors have disappeared.
- He is successfully working on challenging material.
- His willingness to explore appropriate fiction has increased.
- He shows more awareness of how to interact socially with age peers.

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RESPONSE TO INTERVENTION

Response to Intervention (RTI): A Primer for Parents



By Mary Beth Klotz, PhD, NCSP, and Andrea Canter, PhD, NCSP
National Association of School Psychologists

A major concern for parents as well as teachers is how to help children who experience difficulty in school. All parents want to see their child excel, and it can be very frustrating when a child falls behind in either learning to read, achieving as expected in math and other subjects, or getting along socially with peers and teachers. Response to Intervention (RTI) is a multi-step approach to providing services and interventions to struggling learners at increasing levels of intensity. RTI allows for early intervention by providing academic and behavioral supports rather than waiting for a child to fail before offering help.

Some new federal laws have directed schools to focus more on helping all children learn by addressing problems earlier, before the child is so far behind that a referral to special education services is warranted. These laws include the No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. Both laws underscore the importance of providing high quality, scientifically-based instruction and interventions, and hold schools accountable for the progress of all students in terms of meeting state grade level standards. RTI is a process designed to help schools focus on these high quality interventions while carefully monitoring student progress. The information gained from an RTI process is used by school personnel and parents to adapt instruction and to determine the educational needs of the child. ☺

What Are the Essential Components of RTI?

“Response to Intervention” refers to a process that emphasizes how well students respond to changes in instruction. The essential elements of an RTI approach are: providing scientific, research-based instruction and interventions in general education; monitoring and measuring student progress in response to the instruction and interventions; and using these measures of student progress to shape instruction and make educational decisions. A number of leading national organizations and coalition groups, including the National Research Center on Learning Disabilities and the 14 organizations forming the 2004 Learning Disabilities (LD) Roundtable coalition, have outlined the core features of an RTI process as follows:

- High quality, research-based instruction and behavioral support in general education.
- Universal (school-wide or district-wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need.

| Continued on page 2

*Ensuring a
healthy start.*



*Promoting a
bright future.*



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The National Mental Health & Education Center for Children & Families

As one of many NASP public service programs, the Center fosters best practices in education and mental health by providing information on topics affecting today's youth, families, and schools. The Center's goal is to improve outcomes for children and youth by helping parents, teachers, and other related professionals work more effectively together to promote healthy learning and development. The Center offers free or low cost resources, programs, and services that promote effective strategies, greater collaboration, and improved outcomes on a wide range of psychological, social/emotional, and academic issues. Resources can be downloaded or ordered from the Center website or ordered directly from the Center.

For materials or further information contact the Center by phone at (301) 657-0270; by e-mail at center@nasppublications.org; or on the web at www.nasponline.org/families.

What Are the Essential Components of RTI?

Continued from page 1

- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.
- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
- Documentation of parent involvement throughout the process.
- Documentation that any special education evaluation timelines specified in IDEA 2004 and in the state regulations are followed unless both the parents and the school team agree to an extension. ☀

What Are the Key Terms?

Response to Intervention (RTI) is an array of procedures that can be used to determine if and how students respond to specific changes in instruction. RTI provides an improved process and structure for school teams in designing, implementing, and evaluating educational interventions.

Universal Screening is a step taken by school personnel early in the school year to determine which students are "at risk" for not meeting grade level standards or those who have behavioral or emotional problems that may interfere with their learning. Universal screening can be accomplished by reviewing recent results of state tests, or by administering an academic or behavioral screening test to all students in a given grade level. Those students whose test scores or screening results fall below a certain cut-off are identified as needing more specialized academic or behavioral interventions.

Student Progress Monitoring is a scientifically based practice that is used to frequently assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individual students or an entire class.

Scientific, Research-Based Instruction refers to specific curricula and educational interventions that have been proven to be effective—that is, the research has been reported in scientific, peer-reviewed journals. ☀

What Role Does RTI Play in Special Education Eligibility?

IDEA 2004 offers greater flexibility to school teams by eliminating the requirement that students must exhibit a "severe discrepancy" between intellectual ability and achievement in order to be found eligible for special education and related services as a student with a learning disability. This increased flexibility has led to a growing interest in using RTI as part of an alternative method to traditional ability/achievement discrepancy comparisons. IDEA 2004 addresses RTI procedures within several contexts.

Effective instruction and progress monitoring. For students to be considered for special education services based on a learning disability they first must have been provided with effective instruction and their progress measured through "data-based documentation of repeated assessments of achievement." Furthermore, results of the student progress monitoring must be provided to the child's parents.

Evaluation procedures. The law gives districts the option of using RTI procedures as *part of* the evaluation procedures for special education eligibility. Comprehensive assessment is still required under the reauthorized law, however. That means that schools still need to carefully examine all relevant aspects of a



student's performance and history before concluding that a disability does or does not exist. As before, schools must rule out learning problems that are primarily the result of factors such as poor vision, hearing, mental retardation, emotional disturbance, lack of appropriate instruction, or limited English proficiency.

Early Intervening Services. IDEA 2004 allows districts the option of using up to 15% of federal special education funds for "early intervening services" for students who have not been identified as needing special education, but who need additional academic and behavioral support to succeed in the general education setting. The types of services that can be included are central to the RTI process, and include professional development for teachers and school staff to enable them to deliver scientifically based academic and behavioral interventions, as well as educational evaluations, services, supports, and scientifically based literacy instruction. ☺

How Can Parents Be Involved in the RTI Process?

The hallmarks of effective home-school collaboration include open communication and involvement of parents in all stages of the learning process. Being informed about your school's RTI process is the first step to becoming an active partner. Both the National Center for Learning Disabilities and the National Joint Committee on Learning Disabilities advise parents to ask the following questions:

- Does our school use an RTI process? If not, are there plans to adopt one? Be aware that your child's school may call their procedures a "problem solving process," or may have a unique title for their procedures, e.g., Instructional Support Team, and not use the specific RTI terminology.
- Are there written materials for parents explaining the RTI process? How can parents be involved in the various phases of the RTI process?
- What interventions are being used, and are these scientifically based as supported by research?
- What length of time is recommended for an intervention before determining if the student is making adequate progress?
- How do school personnel check to be sure that the interventions were carried out as planned?

- What techniques are being used to monitor student progress and the effectiveness of the interventions? Does the school provide parents with regular progress monitoring reports?
- At what point in the RTI process are parents informed of their due process rights under IDEA 2004, including the right to request an evaluation for special education eligibility? ☺

What Are the Potential Benefits of RTI?

Perhaps the most commonly cited benefit of an RTI approach is that it eliminates a "wait to fail" situation because students get help promptly within the general education setting. Secondly, an RTI approach has the potential to reduce the number of students referred for special education services while increasing the number of students who are successful within regular education. Since an RTI approach helps distinguish between those students whose achievement problems are due to a learning disability and those students whose achievement problems are due to other issues such as lack of prior instruction, referrals for special education evaluations are often reduced. RTI techniques have been favored for reducing the likelihood that students from diverse racial, cultural or linguistic backgrounds are incorrectly identified as having a disability. Finally, parents and school teams alike find that the student progress monitoring techniques utilized in an RTI approach provide more instructionally relevant information than traditional assessments. ☺

What Are Next Steps in Implementing RTI Approaches?

There are many issues that must be addressed in order to effectively implement RTI approaches. Strong leadership and effective collaboration are essential ingredients in implementing RTI. Schools must be prepared to offer a variety of proven instructional strategies; staff must be trained to measure student performance using methods that are sensitive to small increments of growth; parents must be kept informed of these new procedures and made partners in the process. RTI is an educational approach that has the potential to help all students reach their full potential and to successfully meet the state grade level standards. ☺



References and Web Resources

Building the Legacy: IDEA 2004 website—
<http://idea.ed.gov>

The U.S. Department of Education, Office of Special Education Programs website provides access to the IDEA 2004 statute, regulations, and helpful information.

National Association of School Psychologists—
www.nasponline.org

NASP has a variety of resource materials and helpful fact sheets for parents. See collection of papers addressing the role of parents and school teams in RTI models: *New Roles in Response to Intervention: Creating Success for Schools and Children* <http://www.nasponline.org/advocacy/rtifactshheets.aspx>.

National Center for Learning Disabilities—
www.ld.org

NCLD offers parents helpful information and resources on RTI and other school-related topics and advocacy information.

National Joint Committee on Learning Disabilities (NJCLD)—
www.Idonline.org/njclld

The NJCLD is comprised of 13 organizations committed to the education and welfare of individuals with learning disabilities. See the paper: *Responsiveness to Intervention and Learning Disabilities* http://www.Idonline.org/pdf/rti_final_august_2005.pdf

National Research Center on Learning Disabilities—
www.nrclld.org

The NRCLD engages in research, develops recommendations, and provides training. See the article: *Understanding Responsiveness to Intervention in Learning Disabilities* <http://www.nrclld.org/publications/papers/mellard.pdf>

National Center on Student Progress Monitoring—
www.studentprogress.org

The National Center on Student Progress Monitoring provides information and technical assistance to implement progress monitoring techniques.

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The National Association of School Psychologists (NASP) offers a wide variety of free or low cost online resources to parents, teachers, and others working with children and youth through the NASP website www.nasponline.org and the

NASP Center for Children & Families website www.nasponline.org/families. Or use the direct links below to access information that can help you improve outcomes for the children and youth in your care.

About School Psychology—Downloadable brochures, FAQs, and facts about training, practice, and career choices for the profession.
www.nasponline.org/about_sp/spsych.aspx

Crisis Resources—Handouts, fact sheets, and links regarding crisis prevention/intervention, coping with trauma, suicide prevention, and school safety.
www.nasponline.org/resources/crisis_safety

Culturally Competent Practice—Materials and resources promoting culturally competent assessment and intervention, minority recruitment, and issues related to cultural diversity and tolerance.
www.nasponline.org/resources/culturalcompetence

IDEA Information—Information, resources, and advocacy tools regarding IDEA policy and practical implementation.
www.nasponline.org/advocacy/IDEAInformation.aspx

Links to State Associations—Easy access to state association websites.
www.nasponline.org/about_nasp/links_state_orgs.aspx

NASP Books & Publications Store—Review tables of contents and chapters of NASP bestsellers.
www.nasponline.org/publications/booksproducts.aspx
Order online. www.nasponline.org/publications

Position Papers—Official NASP policy positions on key issues.
www.nasponline.org/about_nasp/position_paper.aspx

Success in School/Skills for Life—Parent handouts that can be posted on your school's website.
www.nasponline.org/resources/toolkit

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Online Resources for Parents

2e Twice-Exceptional Newsletter:

Website and newsletter provide information and resources on raising twice-exceptional children, educating them, and meeting their social and emotional needs.

[<http://www.2eNewsletter.com>](http://www.2eNewsletter.com)

Hoagies' Gifted Education Page:

Website has information for parents, educators, kids, and teens about all topics pertaining to giftedness, including twice-exceptionality.

[<http://www.hoagiesgifted.org>](http://www.hoagiesgifted.org)

Gifted Development Center Website:

Contains articles and resources on the topic of twice-exceptional children.

[<http://www.gifteddevelopment.com/What_is_Gifted/2echildren.htm>](http://www.gifteddevelopment.com/What_is_Gifted/2echildren.htm)

National Association for Gifted Children (NAGC):

NAGC provides resources for teachers, parents, administrators, and policymakers on how to develop and support gifted children. The national organization provides publications; information on advocacy, legislation, and research; and presents seminars and an annual convention.

[<http://www.nagc.org>](http://www.nagc.org)

Council for Exceptional Children (CEC):

CEC is an international professional organization dedicated to improving educational outcomes for individuals with exceptionailities, students with disabilities, and/or the gifted. They provide professional development resources, journals and newsletters, and conventions and conferences.

[<http://www.cec.sped.org>](http://www.cec.sped.org)

Transitions

Recommendations for successful transition planning and helpful tips are provided in this section.



*Gifted students' learning and growth
ensured by needed provisions and advocacy*

Transition Planning for Twice-Exceptional Students

Because so many twice-exceptional students have difficulty making transitions on a daily basis, it is particularly important to assist them with the bigger transitions from grade to grade and school to school. Many of these students begin to worry about the change during the winter, at least four to six months before it is ever going to happen. The anxiety becomes obvious in some of their behaviors. It is important to let them know that, as parents and school personnel, you are aware of the upcoming transition and will be working closely with them to make sure that it goes smoothly and that they are adequately prepared. The following are some of the important steps to be taken to assure that the change goes smoothly:

- Meet with the parents no later than February to discuss the next steps and to begin making a transition plan for the spring and the new school year. Because this is an initial meeting it will not be as thorough and comprehensive as a later meeting but it will help to assure the parents as well alleviate their anxiety. Keep good notes and distribute them to all parties involved so that everyone knows what steps and activities they are responsible for completing before the next meeting.
- Begin implementing the plan. This may include talking to the school administrator if he/she was not at the meeting, exploring which receiving teacher would best meet the needs of the child, and having the parents reassure the student that the “team” is working on the process so that they can concentrate on the current school year rather than stressing out about the next school year. If the student is working with a psychologist (or “special” teacher) he/she should assist the student with stress relieving strategies.
- The second meeting should occur at least a month before the end of the school year. At that time it should be determined who will be the receiving teacher (for middle and high school that can be the homeroom teacher or the case manager — even with a case manager such as a social worker or psychologist, a “head” teacher needs to be assigned).
- The plan should now include a date to meet the new teacher as well as a tour of the building if the child is changing schools. It is frequently helpful to have a trusted student take the twice-exceptional child for the tour. If the parents do accompany the child that day, have the staff take the parents for the tour and a current student take the child, particularly for middle and high school. It’s important to leave plenty of time to answer questions and to discuss procedures and expectations.
- During the week before school begins, it is very helpful and reassuring to have the student visit the classroom and the teacher again. Knowing exactly where to go and who they will meet when they get off the bus on the first day can eliminate some problems.

A word of caution — high school seniors who are feeling insecure and whose plans are not firmly settled may try to sabotage their last year of school by failing courses in order to remain in a location where they feel safe. It is important to work with them closely. Many of the steps described above can be implemented with colleges, particularly since most have programs for students with disabilities.

Transition Tips for Twice-Exceptional Students

- Meet with parents no later than February to make a transition plan.
- Communicate with school administrator to explore which receiving teacher(s) would best meet the needs of the student.
- Provide an introduction letter for receiving school/teacher.
 - Gifted with _____.
 - Description of gifted area(s) (e.g., reading, math, creativity, visual or performing arts, or musical).
 - Definition/description of label (e.g., dyslexic or Asperger's Syndrome).
 - List of strengths and challenges (these will change and will need to be done for each grade level).
 - Parents' hopes for the year.
 - How parents would like to communicate with the school (e.g., email, communication log).
- Include copies of all testing information and reports.
- Provide medication information.
- Add a description of physical needs (e.g., sensory). These will change and will need to be updated each year.
- Schedule a transition meeting within one month of the end of the school year to determine receiving teacher(s) and to establish dates for student to:
 - Visit and tour the new school (if going to a new school).
 - Meet the new teacher(s) and principal.
 - Sit in on classes to get a feel for class environment.
 - Ask questions and discuss procedures and expectations.
- Find organizational tools that work for your student (e.g., planner, cell phone, calendar, PDA, laptop calendar, or personal recorder). Practice using them!

Other Helpful Tips:

- Multiple school visits may be necessary for the student that is on the Autism Spectrum.
- Schedule an appointment with the counselor to discuss which teachers would work well with your student.
- In addition to the classroom visit, also visit the various floors in the building, wings of the school, PE room, cafeteria, bathrooms, etc.
- Discuss the differences between elementary and middle school, including having multiple teachers, lockers, schedule changes, 7+ periods, and explain that teachers now have 120+ students.
- Lockers can be a problem and the student needs to practice opening his/her locker and become proficient in order to ease stress in school times. If your child needs access to books on tape, teachers can provide the list of books that your child will be using during the year so you can get those ordered from RFBD or whatever source you are using.
- Discuss differences between middle and high school, such as: there are more students in the building, off-campus lunch options, more opportunities to select strength-area classes, and college preparation.
- Develop a routine and expectations.

Note: Older students should be able to address and talk about their strengths and challenges. This understanding of oneself and how he/she can best accomplish tasks needs to be taught, discussed, and practiced. The student should know what tools he/she needs in order to be successful.





Continuum of Services

A continuum of services is necessary in order to ensure an appropriate education for the multidimensional nature of twice-exceptional students. No single programming method can possibly address each gifted student with disabilities. Both the giftedness and the disabilities manifest in many different ways and to many varying degrees.

The information within this section will provide assistance for practitioners as they consider the teacher qualities that are needed, the classroom climate that works for these children, an example of how one school district provides services, implications for small/rural districts, and more.



*Gifted Students'
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Continuum of Services for Twice-Exceptional Students

A continuum of services option for gifted students with disabilities is supported by research and by the National Association for Gifted Children's Gifted Program Standards. Often these students fail to achieve at appropriate levels given their exceptional abilities and potential. Although these students have often been provided with either gifted programming or special education services, few have been provided with services to both enhance their strengths and develop their areas of weakness.

There are five critical components that must be integrated into service delivery:

1. Programming for both elementary and secondary twice-exceptional students must focus on students' strengths as opposed to their deficits.
2. Classroom and instructional accommodations to address the student's talents and disabilities should be written into the IEP and the ALP (Advanced Learning Plan).
3. Opportunities for learning skills and content areas must be provided within the student's classroom and content area classes, not just by the LD specialist or GT teacher.
4. Out-of-school extracurricular options should be suggested to allow the student opportunities in areas of interest.
5. Counseling and personal support must be provided depending on the needs of the student.

Three different service delivery models that both build upon student strengths and remediate their weaknesses are highlighted on the following pages: Interventions in the Regular Classroom, Partial Pull-Out Programs, and Self-Contained Programs.

*Information adapted from:
Services and Programs for Academically
Talented Students With Learning Disabilities
by Sally Reis and Lilia Ruban, 2005
Theory Into Practice, Volume 44, Issue 2 May 2005*

Interventions in the Regular Classroom

| Goals | Benefits | Interventions |
|--|--|--|
| To both recognize and develop areas of student's strengths and provide appropriate strategies to compensate for weaknesses. | Allow the student to participate fully in the mainstream classroom with peers. | Design curriculum that recognizes multiple intelligence and learning styles; focus on student's interests and strengths; allow self-directed choices; allow student to conduct investigations in an interest area; modify assignments; differentiate instruction; allow for multiple ways of assessment. |
| To ensure balance between attending to strengths and compensating for weaknesses within an appropriately challenging curriculum. | Allow student to participate in decision-making. | Teach effective note-taking strategies; test-taking preparation; library skills; word processing; use of computers; written expression; focus upon reading comprehension and high-interest reading material (avoid use of worksheets); mathematical processing. |
| | Allow the student to become a self-regulated and self-directed learner. | Monitor daily, weekly, and monthly assignments and activities; use weekly and monthly organizers to maximize use of time; chunk assignments into workable parts. |
| | | Teach planning and sequencing of an individual plan for success; self-assessment; adaptation of an individual plan of study skills, time management, and self-advocacy; improve thinking skills; enhance working memory. |
| | | Create an emotionally safe environment where student feels supported; develop student's leadership skills and peer interaction skills. |
| | | Provide student with opportunities for academic, personal, and career-related counseling. |

Partial Pull-Out Programs

| Goals | Benefits | Interventions |
|--|--|--|
| To allow student to capitalize on areas of strengths and develop areas of weakness in supportive environments with peers who share a similar learning profile. | More positive attitudes and commitment toward school. | Encourage participation in an enrichment program based on student's strengths and weaknesses; encourage development of independent projects; participate in summer mentorship programs; participate in extracurricular activities; encourage student to explore career interests through hobbies and work experiences; assess student's interests and learning styles using interest and learning style inventories. |
| Participate in the regular classroom, while also allowing time to explore the student's interests. | Gains in self-concept and self-efficacy. | Implement strategies listed under Interventions in the Regular Classroom (chart above); allow student to solve real-world problems in which student uses authentic methods of the practicing professional to investigate problems in specific domains and create original products intended to communicate the results to authentic audiences; shift role of teacher from provider to facilitator of knowledge. |
| | Increase in the commitment to long-term creative-productive work (as evidenced in high-quality projects). | Use of inquiry methods; alternate ways to access information; provide options for communication of the results and products; allow creative production; facilitate integration of basic skills; and promote freedom to succeed. |
| | Increase in motivation, self-esteem, and commitment to pursue and complete long-term advanced projects in an area of interest. | Help student develop personalized repertoire of compensation strategies; incorporate multisensory instruction; change the format of assignments; use direct instructional techniques to promote self-regulated learning; help student develop a general understanding of the nature of one's own learning disability; foster self-determination. |
| | Enhance creativity. | Stress the importance of education and raise the child's aspirations; help adolescents avoid associating the use of compensation strategies with a negative stigma; provide student with opportunities to learn and use stress management skills; create a calming environment. |

Self-Contained Programs

| Goals | Benefits | Interventions |
|---|---|--|
| To provide an environment that is specifically designed to meet individual needs of twice-exceptional learners. | Students thrive in a flexible classroom environment focusing on inquiry-based thinking and supported by professionals who have expertise in recognizing and addressing the needs of twice-exceptional students. | Implement strategies as noted in above tables; use a gifted education program that includes a socio-emotional component; accelerate the student in his or her areas of strength; provide real-world, problem-based learning experiences; provide student with opportunities to work on independent study projects, attend mainstream classes, and use resources suited to student's needs. |
| To allow students to attend a special class or school with other students who have a similar profile and with teachers who recognize their needs. | Parents report greater success of the curriculum and counseling components of school. | Implement differentiation strategies noted in above tables; allow student to demonstrate integration of basic skills in subject areas (e.g., in science, compare and contrast, evaluate, classify). |
| | | Implement compensation and self-regulation strategies listed in above tables; encourage use of technology aids and supports to compensate for areas of weakness; provide direct instruction on basic reading and decoding skills if needed; directly teach the use of specific graphic organizers. |
| | | Help the student develop appropriate coping strategies; provide a consistent and predictable environment; help the child avoid associating learning disabilities with a negative stigma; foster the child's fragile self-concept and self-esteem. |
| | | Develop, implement, and use a behavior management plan; use weekly and daily schedule. |

Albuquerque Public Schools Continuum of Services for Gifted Students With Disabilities and/or Factors

1. **General education.**
2. **General education with supplemental aids and materials.**
3. **General education with special education consultation service for less than 10% of the day** (gifted students with very mild disabilities).
4. **General education with direct special education services for up to 49% of the day** (gifted students with mild to moderate disabilities).

This approach would take the form of “blended” program services (e.g., gifted education resource room service combined with general education or both gifted and special education resource room combined with general education).

5. **QUEST Program. Special education services within a small class setting (12-15 students) for 50% or more of the school day** (designed for gifted students with factors).

Gifted students with mild to moderate disabilities are served in a new factors program which includes students with other factors such as low socioeconomic factors, cultural factors, and/or linguistic factors. (Appropriate for gifted students with disabilities whose primary exceptionality is gifted.)

6. **VENTURE Program. Special education services within a small class setting (7-8 students) for a time period approaching a whole school day** (designed for gifted students with disabilities).

Gifted students with severe disabilities (excluding those with severe emotional disturbance) are served in this program. This program would not include gifted students with any other factors.

Severely emotionally disturbed (ED) – No program currently exists.

*from Albuquerque Public Schools Gifted Handbook
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Qualities of Teachers of Twice-Exceptional Students

It is imperative to realize that no teacher alone can adequately meet the needs of the twice-exceptional student. Most teachers of the gifted don't have the training to address the disability, and most special education teachers are not equipped to meet the needs of a student who has exceptional potential yet does not respond to repetitive practice. Therefore, it takes a partnership between the gifted teacher, general education teacher, special education teacher, and the parents. In addition, the support services of other professionals such as the counselor, psychologist, and principal are also necessary.

The student will be most successful if placed in the teacher's class who:

- Understands the characteristics and needs of twice-exceptional students.
- Teaches to the student's strengths.
- Gives the student alternative ways to demonstrate knowledge.
- Creates a partnership with the parents to get input about the child and to participate in the collaborative educational planning.
- Addresses the student's disability.
- Allows the student to utilize appropriate technology in his area of challenge (e.g., computers, recorded books, online options).
- Addresses social-emotional needs of the student and ensures that counseling support is provided.
- Uses differentiated instruction routinely (e.g., flexible grouping, tiered assignments, curriculum compacting).
- Allows additional time for assignments when needed.
- Creates an accepting atmosphere in the classroom.
- Remains flexible and positive.



*Gifted students' learning and growth
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School Climate: What Works/What Doesn't Work

| What Works | Less-Effective Strategies |
|--|--|
| <p>Understanding of students' unique strengths and needs</p> <p>Promoting self-advocacy skills</p> <p>Comfortable yet challenging classroom where there is a stimulating environment — posters, collections, products</p> <p>Highly visible student/teacher class standards and expectations for performance</p> <p>Student freedom of movement within classroom</p> <p>Interactive participation</p> <p>Flexibility</p> <p>High standards</p> <p>Cooperative groups</p> <p>Individualized programming</p> <p>Active listening instruction</p> <p>Conflict resolution instruction</p> <p>Multimedia resources</p> <p>Technological tools — word processors, calculators, spell checkers</p> <p>Respect</p> <p>Encouragement</p> <p>Connecting to students through strengths/interests</p> <p>Focusing on strengths, analyzing successes, and applying to areas of weakness</p> <p>Establishing belief in "self" system</p> <p>Teaching self-efficacy</p> <p>Teaching self-advocacy</p> <p>Offering choices</p> <p>Offering alternative ideas and options</p> <p>Extracurricular enrichment activities</p> <p>Teaching students to channel frustrations</p> <p>Easing and removing barriers and planning for the future</p> <p>Using nonverbal strategies to support students</p> | <p>Routine and remedial drill and practice, with focus on students' disabilities</p> <p>Lowering standards</p> <p>Confrontational communication</p> <p>Inflexible expectations that diminish student individuality</p> <p>Disrespect</p> <p>Sarcasm</p> <p>Limiting options and choices</p> <p>Stressing the importance of the weakness</p> <p>Using negative consequences only</p> <p>Using one instructional method</p> <p>Denying access to positive learning experiences</p> |

I-4 Twice Exceptional Students – What Works/What Doesn't Work
from A Guidebook for Twice Exceptional Students:
Supporting the Achievement of Gifted
Students with Special Needs
Montgomery County Public Schools
Rockville, Maryland
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Implications for Small/Rural Districts

Small and/or rural educational settings offer many benefits and strengths in the delivery of educational services to students. Yet, those very strengths can also create limitations and barriers to service delivery. Practitioners, who include individuals with varied expertise (special education, gifted education, general education, parents, administration, counselors/psychologists) in the problem-solving, planning, and programming delivery for twice-exceptional students, will glean many effective approaches to meet the complex needs of these students.

Strengths of Small/Rural Districts:

- Smaller schools can make it easier to meet student needs.
 - Individual student needs are more apparent in smaller classes.
 - Obtaining approval for new accommodations may be easier due to administrator accessibility.
 - Teachers have fewer students, thus accommodating individual differences is often easier.
 - Students can participate in more interest and strength area extracurricular opportunities due to less competition from other students.
- Rural communities are typically supportive and close.
 - School staffs, students, and their families often socialize outside of school, thus giving more opportunities to observe a student's strengths.
 - Community members are accustomed to being utilized as a resource for schools.
 - Community residents are typically stable, thus students remain in schools with peers throughout their school years. As a result, relationships are strong.
- School staffs are accustomed to serving in many capacities.
 - Participation on a collaborative problem-solving (RtI) team to develop an educational plan for a twice-exceptional student is more readily accepted.
 - Many educators with different areas of expertise work together to deliver the instructional and social-emotional/counseling services the students will need. For example, the special education teacher and staff member with gifted expertise may work with the general education teacher to address the student's dual differentiation needs.



Potential Barriers in Small/Rural Districts:

- Schools may not have a gifted teacher to include on the collaborative problem-solving (RtI) team.

Suggestion: Include a teacher or staff member who has some measure of gifted training and experience on the team. Seek to develop this expertise through staff development opportunities and by identifying a staff member who is interested in opportunities to attend state conferences, etc.
- Small schools have lower incidences of twice-exceptionality among their students.
 - Staff may have less experience with recognizing and addressing the needs of twice-exceptional students.
 - Providing homogeneous classes for highly impacted twice-exceptional students is not feasible.

Suggestion: Seek mentors who can work with students in their area of strength and/or interest; connect the student with another twice-exceptional student in the school or community who is realizing success; utilize literature or movies that feature characters with dual exceptionalities who have learned to manage their disability while developing their strength.
- Some educational resources may not be available.
 - Counseling services may be limited.

Suggestion: Provide psychological and career counseling services through online counseling, cooperative arrangements with other districts and/or BOCES, or through teleconferencing.
- Traditional community careers and values may be expectations.
 - Students may have limited exposure to career opportunities.
 - Families and community members may discourage career pursuits that would precipitate leaving the community.

Suggestion: Provide/offer career education through Internet resources, guest speakers, career fairs at colleges or in larger communities, and career counseling.

Ways Parents Can Help:

- Participate with collaborative problem-solving for your child.
 - Be ready to offer information on your child's strengths, interests, and challenges.
 - Offer positive feedback and assistance to staff.
- Volunteer to mentor other students or offer to help locate mentors for children when teachers voice a need.

Ways Administration Can Help:

- The principal should encourage the use of collaborative problem-solving (RtI) teams for twice-exceptional students.
 - Include individuals from special education, gifted education, general education, counseling/psychology, parent, and YOU or your assistant principal.
 - If no gifted teacher is on staff, begin to develop this expertise in one or more individuals through sending them to state conferences, trainings, etc.
- Ensure that scheduling or barriers or preconceived attitudes are not an issue when a student needs acceleration in a subject area or even whole grade acceleration.

Information adapted from:

*Lewis, The Challenges of Being Gifted in a Rural Community
Duke Gifted Letter, 2007*

*Cruzeiro, Impact of Two Elementary School Principals' Leadership
on Gifted Education in Their Building, 2007*



Resources



*Gifted Students'
Learning and Growth*

Annotated Booklist for Kids

| Title | Author | Description |
|---|------------------|---|
| <i>Baj and the Word Launcher</i> | Pamela Victor | The story of an extraterrestrial with Asperger's who receives a magical communication kit that helps him learn the complex rules of the social world. |
| <i>Dawn of Fear</i> | Susan Cooper | A novel set in London during World War II that can help middle schoolers in their efforts to develop a sense of identity. |
| <i>Father's Arcane Daughter</i> | E. L. Konigsburg | A sophisticated mystery for middle schoolers. |
| <i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i> | E. L. Konigsburg | A Newbery award-winning book for upper elementary and older readers. |
| <i>The Gospel According to Larry</i> | Janet Tashjian | A novel for teens that considers big questions – materialism and idealism, celebrity worship and privacy, alienation and family loyalty – plus offers a complex plot and intelligent humor. |
| <i>Hannah</i> | Gloria Whelan | The story of a blind girl living in northern Michigan in the 1880s, for grades 3 through 5. |
| <i>Hattie Big Sky</i> | Kirby Larson | A 2007 Newbery Honor book that tells the story of an orphaned 16-year-old girl who becomes a homesteader in early 20 th century Montana. |
| <i>Haze</i> | Kathy Hoopmann | A mystery story about a teenage boy with undiagnosed Asperger's whose advanced computer skills and knowledge lead him to become suspected of international computer fraud. |
| <i>The Hello, Goodbye Window</i> | Norton Juster | A 2006 Caldecott Medal winner that tells the story from a child's point of view of the everyday, but wonderful, visits to her grandparents' house. |
| <i>House of Stairs</i> | William Sleator | A science fiction classic in which five sixteen-year-olds are involuntarily placed in a house of endless stairs as subjects for a psychological experiment on conditioned human response. |

| Title | Author | Description |
|--|------------------------------|--|
| <i>Joey Pigza Loses Control</i> | Jack Gantos | One of three delightful novels that describe the adventures and misadventures of a wonderful little guy who takes control of his life while attempting to deal with AD/HD and a rather dysfunctional family. |
| <i>Joey Pigza Swallowed the Key</i> | Jack Gantos | One of three delightful novels that describe the adventures and misadventures of a wonderful little guy who takes control of his life while attempting to deal with AD/HD and a rather dysfunctional family. |
| <i>Keeping a Head in School</i> | Mel Levine | A book that helps children 11 years and up understand and appreciate their own distinct learning profiles. |
| <i>Kira-Kira</i> | Cynthia Kadohata | A Newbery Medal winner set in the 1950s about a girl of 12 who moves with her Japanese-American family to Georgia in order for her father to find work. |
| <i>Kissing Doorknobs</i> | Terry Spencer Hesser | A story, based on the author's life, of a bright girl with obsessive-compulsive disorder that helps readers focus on the person first and the label only very secondarily. |
| <i>Leonardo: Beautiful Dreamer</i> | Robert Byrd | A lush presentation of the life of Leonardo da Vinci for children from seven to ten. |
| <i>The Lightning Thief</i> | Rick Riordan | Book 1 in the <i>Percy Jackson and the Olympians</i> adventure series, which places a new twist on dyslexia and Greek mythology. |
| <i>Millicent Min, Girl Genius</i> | Lisa Yee | The story of Millie, a profoundly gifted 11-year-old girl who learns that being smart is not the only important thing in her life: she must make room for friendship as well. |
| <i>Miranda's Last Stand</i> | Gloria Whelan | Historical fiction for grades 3 to 5 that suggests questions about how friendships are made. |
| <i>Niagara Falls, or Does It?</i> | Henry Winkler and Lin Oliver | One of an entertaining series of children's books that feature Henry Winkler, the "World's Best Underachiever". |
| <i>The Outcasts of 19 Schuyler Place</i> | E. L. Konigsburg | A prequel to <i>Silent to the Bone</i> for upper elementary and older readers. |
| <i>Ramona the Brave</i> | Beverly Cleary | A book for children in grades K through 2 that parents might use to explore the issues of peers and friendship and, for girls, spunkiness and independence. |

| Title | Author | Description |
|---|----------------------|---|
| <i>Rules</i> | Cynthia Lord | A Newbery Honor Book in which the 12-year-old protagonist wants a normal life but feels it's impossible because of her brother's autism. |
| <i>The Sea of Monsters</i> | Rick Riordan | Book 2 in the <i>Percy Jackson and the Olympians</i> adventure series, which places a new twist on dyslexia and Greek mythology. |
| <i>Silent to the Bone</i> | E. L. Konigsburg | A New York Times Notable Book and American Library Association Best Book for Young Adults. |
| <i>Surviving the Applewhites</i> | Stephanie Tolan | The story of how two young teens search for their own worth and identity amid the chaos of an artistic, temperamental, and wacky home schooling family. |
| <i>Thank You, Mr. Falker</i> | Patricia Placacco | Book for ages 5 and up that recounts the author's own experiences with dyslexia. |
| <i>The View From Saturday</i> | E. L. Konigsburg | A Newbery award-winning book for upper elementary and older readers. |
| <i>Vote!</i> | Eileen Christelow | An appealing cartoon presentation of the election process for children from 4 to 8. |
| <i>What Would Joey Do?</i> | Jack Gantos | One of three delightful novels that describe the adventures and misadventures of a wonderful little guy who takes control of his life while attempting to deal with AD/HD and a rather dysfunctional family. |
| <i>Whittington</i> | Alan Armstrong | A barnyard fantasy and Newbery Honor book that also tells the story of eight-year-old Ben's struggle to learn to read. |
| <i>The Worry Web Site</i> | Jacqueline Wilson | Connected short stories for the middle elementary grades that focus on a much loved teacher and the way he helps his students deal with their worries. |
| <i>Yolanda's Genius</i> | Carol Fenner | A book that provides middle schoolers with a chance to explore aspects of giftedness beyond academic ability. |
| <i>You Can't Take a Balloon Into the National Gallery</i> | Robin Preiss Glasser | A visual tale with a clever storyline about a young girl who visits the National Gallery in Washington D.C. with her grandmother and little brother; one of a series of three books that includes <i>You Can't Take a Balloon Into the Metropolitan Museum</i> and <i>You Can't Take a Balloon Into the Museum of Fine Arts</i> . |

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DVDs/Videos

Misunderstood Minds, Dirk Documentary Group, Ltd. and WGBH Boston Video, ISBN # 1-57807-819-9, <<http://www.pbs.org/wgbh/misunderstoodminds>>

"Misunderstood Minds is a deeply moving and personal look into the lives of five children and their families as they deal with the puzzling mysteries presented by their unique learning differences. See how bright, articulate Nathan masked his inability to read by memorizing. Find out why Lauren's social isolation provided experts with vital clues about her learning problem. See how undiagnosed learning problems led Adam on a downward spiral towards drugs, alcohol, and crime."

Intricate Minds — Understanding Classmates with Asperger Syndrome, <www.coultervideo.com>

"This video provides an excellent introduction to Asperger Syndrome for typically developing adolescents and children. Individuals with the disorder movingly describe their own experience of the condition. This video will serve as an excellent resource for teachers, school psychologists, speech pathologists, and guidance counselors in helping typically developing peers understand classmates with AS." Fred R. Volkmar, M.D., Yale University.

Brothers and Sisters with Asperger Syndrome, <www.coultervideo.com>

"Four programs for siblings of different ages and their parents."

Creative Brains — Gifted, Talented and Dyslexic, The Southwest Branch of The International Dyslexia Association and Togi Associates, <www.southwestida.com>

"This documentary displays the personal recollections and insights of ten accomplished people with dyslexia and what seemed to be a serious impairment that led to the development of their own special talents. Each weaves a story with memories of difficult moments of failure that eventually evolved into a life of success and of the transition from focusing on weaknesses to becoming aware of strengths."

Asperger Syndrome for Dad: Becoming An Even Better Father To Your Child With Asperger Syndrome, <www.coultervideo.com>

"This program shares ten secrets dads can use to help a child with Asperger Syndrome reach his full potential and have fun along the way. The program features Drew Coulter, a young man with AS now in college, and his dad, Dan. Through interviews, videos, and photos, the program

used Drew's experiences from early childhood through the present to offer practical advice on being the dad your son or daughter with AS wants and needs."

Manners In The Real World: Basic Social Skills, <www.coultervideo.com>

"This DVD features clear descriptions and demonstrations that help people with Asperger Syndrome master appropriate social skills for some of the most common interactions between people."

Time for School, <<http://www.modelmekids.com>>

"This DVD teaches social skills to children with Autism, Asperger Syndrome, PDD-NOS and Nonverbal Learning Disorders in the context of school. It features elementary school-aged children demonstrating appropriate social skills in the classroom, library, on the playground, and in the hallway. Topics include: Say Hello, Listen to the Teacher, Share, Take Turns, Keep My Hands to Myself, Say Sorry, Sit Quietly, Raise My Hand, and more."

Last One Picked . . . First One Picked On: Learning Disabilities and Social Skills, presented by Richard Lavoie, a PBS Video, <<http://www.pbs.org>>

"Playing with friends is a happy ritual for most children. But kids with learning disabilities are often isolated and rejected, lacking the social skills to make and keep friends. Richard Lavoie shows how to help these kids succeed in everyday situations. This program gives parents and teachers greater understanding of social skill deficits and strategies for developing skills and fostering social competence."

Asperger's Syndrome: Crossing the Bridge, Michael Thompson Productions,
<<http://www.asperger.net/bookstore.htm>>

"*Crossing the Bridge* presents Asperger Syndrome through the eyes of Dr. Liane Holliday Willey, an adult diagnosed with the disorder. Dr. Tony Attwood, a leading expert in the field, interviews Liane as they discuss her struggles and triumphs with Asperger Syndrome. Together, Attwood and Willey make it clear that those diagnosed as 'aspies' are not defective individuals but different thinkers who have many great traits to share."



Websites for Parents and Teachers

[<http://dww.ed.gov>](http://dww.ed.gov)

From the website: Doing What Works is a website dedicated to assisting teachers in the implementation of effective educational practices. The Doing What Works website contains practice guides developed by the Department's Institute of Education Sciences that evaluate research on the effectiveness of teaching practices described in the guides.

[<http://www.2eNewsletter.com>](http://www.2eNewsletter.com)

From the website: Our focus is twice-exceptional children, and we provide information and resources on raising them, educating them, and meeting their social and emotional needs. Our audience is the community of parents, educators, advocates, and other professionals who help 2e kids reach their potential.

[<http://www.aegus1.org>](http://www.aegus1.org)

From the website: For over 19 years, we have provided a forum for ideas and interventions aimed at helping these twice-exceptional students reach their full and considerable potential. With members worldwide, we use our newsletter, position papers, bibliographies, resource directory, and annual and regional conferences to further these educational goals.

[<http://www.aimsweb.com>](http://www.aimsweb.com)

From the website: Aims Web is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system to determine response to intervention.

[<http://www.alpineachievement.com>](http://www.alpineachievement.com)

From the website: Alpine Achievement Systems provides school district administrators, principals, and teachers with Internet-based tools that transform academic achievement data into useful information to guide instructional decision-making. Its ease of use, flexibility, and comprehensiveness will make the data management system from Alpine your tool of choice for data driven decision-making as you work to improve student achievement.

[<http://www.asperger-advice.com>](http://www.asperger-advice.com)

“Once you are able to understand those with Asperger Syndrome are unable to process information in their brain in the same way we do, you are more likely to understand their behavior and hopefully appreciate it,” Joy De Vries, author/owner.

[<http://www.disciplinehelp.com/>](http://www.disciplinehelp.com/)

“Discipline Help: You Can Handle Them All.” This website provides a reference for handling misbehaviors at school and home.

[<http://www.fcrr.org>](http://www.fcrr.org)

The Florida Center for Reading Research website provides research for teachers, coaches, administrators, parents, and other researchers.

[<http://www.futurehorizons-autism.com>](http://www.futurehorizons-autism.com)

This website provides books, conferences and other valuable information on Autism, Asperger’s Syndrome, and Pervasive Developmental Disorder (PDD).

[<http://ies.ed.gov/ncee/wwc/>](http://ies.ed.gov/ncee/wwc/)

The What Works Clearinghouse website is “a central and trusted source of scientific evidence for what works in education.”

[<http://www.interventioncentral.org>](http://www.interventioncentral.org)

From the website: Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth.

[<http://www.jonathanmooney.com>](http://www.jonathanmooney.com)

From the website: Jonathan Mooney, author of *Learning Outside the Lines* and *The Short Bus*, is a dyslexic writer and activist who did not learn to read until he was 12 years old. He is a graduate of Brown University’s class of 2000 and holds an honors degree in English Literature. Jonathan is founder and President of Project Eye-To-Eye, a mentoring and advocacy non-profit organization for students with learning differences. Project Eye-To-Eye currently has 20 chapters, in 13 states, working with over 3,000 students, parents, and educators nationwide.

[<http://www.maapservices.org>](http://www.maapservices.org)

From the website: MAAP Services for Autism and Asperger Syndrome is a nonprofit organization dedicated to providing information and advice to families of more advanced individuals with Autism, Asperger Syndrome, and Pervasive Developmental Disorder (PDD).

[<http://www.modelmekids.com/autism-documentary.html>](http://www.modelmekids.com/autism-documentary.html)

From the website: Model Me Kids shot a (free) documentary of a wonderful classroom of children with autism at the Kennedy Krieger Institute in Baltimore, MD. The children and their teacher welcomed us warmly, and we were given a bird's-eye view of their unique experiences. We are happy to share this with you, and think that you will be as moved in watching the video as we were in making it.

[<http://www.parentbooks.ca/Autism_Spectrum_Disorders.html>](http://www.parentbooks.ca/Autism_Spectrum_Disorders.html)

This website provides information and booklists on Autism Spectrum Disorders and other topics.

[<http://www.pbs.org/wgbh/misunderstoodminds/about.html>](http://www.pbs.org/wgbh/misunderstoodminds/about.html)

From the website: The Misunderstood Minds project consists of three elements: The PBS documentary, first airing March 27, 2002, this companion website on PBS Online, and the Developing Minds Multimedia Library.

[<http://www.pplsp.org>](http://www.pplsp.org)

The Pikes Peak Literacy Strategies Project website offers materials for literacy instruction.

[<http://www.sandrarief.com>](http://www.sandrarief.com)

This website provides tips for organization and social-emotional strategies, ADHD, and strategies to use in the general classroom.

[<http://www.sengifted.org>](http://www.sengifted.org)

From the website: SENG is dedicated to fostering environments in which gifted adults and children, in all their diversity, understand and accept themselves and are understood, valued, nurtured, and supported by their families, schools, workplaces, and communities.

[<http://www.twicegifted.net>](http://www.twicegifted.net)

A comprehensive website with links and strategies for working with twice-exceptional students.

[<http://www.udel.edu/bkirby/asperger>](http://www.udel.edu/bkirby/asperger)

Also known as O.A.S.I.S., this website has a wealth of information about Asperger Syndrome.

[<http://www.udel.edu/bkirby/asperger/education.html>](http://www.udel.edu/bkirby/asperger/education.html)

This website provides information and support with regard to Asperger Syndrome.

[<http://uniquelygifted.org>](http://uniquelygifted.org)

This website contains resources and articles and links to additional information about twice-exceptional students.

❖ ***Please see the CDE Introductory Resource Book for additional websites.***





Descriptors and Glossary

This section provides descriptors of disabilities as well as a glossary of terms.



*Gifted students' learning and growth
ensured by needed provisions and advocacy*

Diagnostic Criteria for ADHD

A. EITHER (1) OR (2):

1. Six (or more) of the following symptoms of *inattention* have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

INATTENTION:

- a. Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities.
- b. Often has difficulty sustaining attention in tasks or play activities.
- c. Often does not seem to listen when spoken to directly.
- d. Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions).
- e. Often has difficulty organizing tasks and activities.
- f. Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework).
- g. Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools).
- h. Is often easily distracted by extraneous stimuli.
- i. Is often forgetful in daily activities.

2. Six (or more) of the following symptoms of *hyperactivity-impulsivity* have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level.

HYPERACTIVITY:

- a. Often fidgets with hands or feet or squirms in seat.
- b. Often leaves seat in classroom or in other situations in which remaining seated is expected.
- c. Often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness).
- d. Often has difficulty playing or engaging in leisure activities quietly.
- e. Is often “on the go” or often acts as if “driven by a motor.”
- f. Often talks “excessively.”

IMPULSIVITY:

- g. Often blurts out answers before questions have been completed.
- h. Often has difficulty awaiting turn.
- i. Often interrupts or intrudes on others (e.g., butts in to conversations or games).

- B. Some hyperactive-impulsive or inattentive symptoms that caused impairment were present before age 7 years.
- C. Some impairment from symptoms is present in two or more settings (e.g., at school [or work] and at home).
- D. There must be clear evidence of clinically significant impairment in social, academic, or occupational functioning.
- E. The symptoms do not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or Personality Disorder).

*Source: Diagnostic and Statistical Manual of Mental Disorders
Fourth Edition, Text Revision (Copyright 2000)
American Psychiatric Association
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Asperger Syndrome

What Is Asperger Syndrome?

Asperger Syndrome is a neurological disorder on the Autism Spectrum which is characterized in the DSM IV as:

- Qualitative impairment in social interaction, as manifested by at least two features.
- Restricted, repetitive, and stereotyped patterns of behavior, interest, and activities, as manifested by at least one feature.
- No clinically significant delay in language.
- No clinically significant delay in cognitive development of self-help skills, adaptive behavior other than social, and curiosity about the environment in childhood.

Characteristics of Children With Asperger Syndrome:

- Marked deficiencies in social skills.
- Difficulty with transitions.
- Obsessive routines.
- Preoccupation with particular objects or subjects.
- Great difficulty reading nonverbal cues (body language) and proper personal space.
- Often overly sensitive sensory system.
- Often very talented in specific areas.
- Language well developed, but difficulty with pragmatics and prosody.
- Can be extremely literal.
- May have rich vocabularies, but will have difficulty using the language in social context.
- May appear to be extremely anxious.
- May demonstrate gaze-avoidance and may turn away when greeting others.

*from Kaan R. Ozbayrak, M.D., University of Massachusetts Medical Center
in Tool Kit for Students with Autism Spectrum Disorders
created by Denver Metro Autism Teams*

How Does Asperger Syndrome Differ From Autism?

It is believed that:

- Onset is usually later.
- Outcomes are usually more positive.
- Social and communication deficits are less severe.
- Circumscribed interests are more prominent.
- Verbal IQ is usually higher than performance.
- Family history is frequently positive.
- No significant delays in language.

Twice-Exceptional Resource Book
Office of Exceptional Student Services
Jeffco Public Schools
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Auditory Processing

Auditory Processing involves how well a student can understand auditory information. Can they “keep up” when people talk very fast? Can they tell voices apart easily (even on the phone?) Can they imagine the voices of familiar people in their head? Can they remember information that they hear?

Auditory Processing Includes:

- Hearing differences between sounds/voices.
- Remembering specific words or numbers.
- Remembering general sound patterns.
- Understanding even when they miss some sounds.
- Blending parts of words together.
- Music.

Students with a general auditory processing disability usually have most difficulty with **general reading, general writing, and language (understanding and expressing)**. Specific difficulties may include:

- Reading:
 - Poor decoding of new words.
 - Poor comprehension.
- Writing:
 - Poor spelling/mechanics.
 - Poor sentence structure.
- Communication:
 - Difficulty with expression.
 - Poor receptive language.
- General:
 - Difficulty following oral directions.
 - Difficulty learning in lectures.

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Jeffco Public Schools
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Submitted by Beverly Trail
Source: <http://ldinfo.com/process_areas.htm>

What Is Bipolar Disorder?

By Marcia McKinley

Bipolar disorder is a psychiatric condition in which the affected person swings between the two poles (or extremes) of mood: mania and depression. There are two forms of bipolar disorder.

- Bipolar I: Individuals experience at least one full-blown manic episode and at least one (but usually more) depressive episodes.
- Bipolar II: The manic episodes (called hypomania) are less severe and usually include irritability and explosions of temper.

In order to meet the criteria of the Diagnostic and Statistical Manual of Mental Disorders (the DSM-IV), depressive episodes must last for at least two weeks, and manic episodes for one week. Often, adults experience stability between episodes.

Until recently, many mental health professionals didn't believe that bipolar disorder could occur in childhood. One reason for this misperception is that children usually don't fit this same pattern. Instead, they cycle between moods very quickly, often several times within a day. In addition, the hypomanic stages of bipolar disorder in children (called pediatric or early-onset bipolar disorder) almost always involve rages and temper tantrums.

Diagnosing pediatric bipolar disorder is also complicated by the fact that it often occurs with other disorders. For example:

- Over 93 percent of children diagnosed as bipolar also meet the criteria for AD/HD, leaving researchers undecided about whether bipolar disorder and AD/HD are really separate disorders or different forms of the same disorder.

- Over 50 percent of children diagnosed with bipolar disorder are also diagnosed with multiple anxiety disorders.
- Approximately 50 percent meet the criteria for conduct disorder.
- Ten percent are on the autism spectrum.

Other disorders that may occur with pediatric bipolar disorder are Tourette's Syndrome, oppositional defiant disorder (ODD), borderline personality disorder, and obsessive-compulsive disorder (OCD).

If these difficulties aren't enough, diagnosing bipolar disorder in gifted children is even more difficult. Gifted children are often very intense by nature. As a result, gifted bipolar children may continue to pursue their interests until they are exhausted, which may lead to irritability, which they then express intensely. In addition, gifted children are often perfectionistic, and their failure to meet their high expectations may also cause irritability. Finally, gifted children who are placed in environments that cannot accommodate their intellect may also experience frustration and irritability or, alternatively, depression.

Adapted from

- Papilos, D., & Papilos, J. (2006). *The bipolar child: The definitive and reassuring guide to childhood's most misunderstood disorder*. New York: Broadway Books.
- Webb, J. T., Amend, E. R., Webb, N. E., Goerss, J., Beljan, P., & Olenchak, F. R. (2005). *Misdiagnosis and dual diagnoses of gifted children and adults: ADHD, bipolar, OCD, Asperger's, depression, and other disorders*. Scottsdale, AZ: Great Potential Press.

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<www.2eNewsletter.com>
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Symptoms of Pediatric Bipolar Disorder

By Marcia McKinley

The following symptoms are very common in children with pediatric bipolar disorder:

- Aggressive behavior
- Extreme anxiety
- Cravings for carbohydrates and sweets
- Deliberate destructiveness
- Difficulty regulating body temperature
- Distractibility
- Elation (e.g., periods of being extremely silly, giddy, or goofy)
- Periods of low energy and withdrawal
- Feelings of grandiosity (e.g., thinking that his/her beliefs are all-important and urgent, feelings of omnipotence)
- Hallucinations or delusions
- Hoarding or collecting objects or food
- Easily humiliated or shamed
- Hyperactivity
- Hypersexuality in the absence of sexual abuse
- Great imagination and creativity
- Impulsivity
- Lying
- Marked inflexibility
- Marked irritability
- Oppositional/defiant behavior (e.g., negativity, disobedience, hostility, refusal to comply with adult requests)
- Problems with peers (e.g., being very bossy or bullying)
- Racing or rapidly changing thoughts
- Rages and temper tantrums
- Rapid cycling between depression and elevated mood
- Rapid speech
- Restlessness/fidgetiness
- Risk-taking behaviors
- Low self-esteem
- Self-mutilating behavior
- Sensitivity to stimuli
- Separation anxiety
- Sleep disturbances (e.g., difficulties falling asleep, night terrors or nightmares, trouble waking in the morning)
- Suicidal thoughts
- Worsening of symptoms with antidepressants

Developed from

- Lombardo, G. T. (2006). Understanding the mind of your bipolar child: The complete guide to the development, treatment, and parenting of children with bipolar disorder. New York: St. Martin's Press.
- Papolos, D., & Papolos, J. (2006). The bipolar child: The definitive and reassuring guide to childhood's most misunderstood disorder (3e). New York: Broadway Books.

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Nonverbal Learning Disability: How to Recognize It and Minimize Its Effects

by Jean M. Foss

Available online: <[http://eric.ed.gov/ERICDocs/data/ericdocs2sql/
content_storage_01/0000019b/80/29/cd/fa.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/cd/fa.pdf)>

Laura doesn't like school because the other children don't want to socialize with her. She doesn't enjoy lunch anymore because she has no one to sit with, and now that she's going on 9, her academic work is not as good as it used to be. She has trouble with fractions and reading comprehension.

Laura's teacher has tried to talk with Laura, but Laura's response is a monologue of details with no point or purpose. She tries to help the girl with reading, but although Laura understands the words, she doesn't seem to comprehend the meaning of what she's read.

Problems like these are common for children with nonverbal learning disability (NLD), who often experience social rejection as well as academic difficulty because of the symptoms of their disability.

People with NLD have difficulty processing nonverbal, nonlinguistic information, yet they may be very good at processing verbal information. They often fail to monitor the reactions of a listener. Frequently, they are excessively verbal and expressive. They depend on verbal input, verbal mediation, and verbal self-direction in order to function. They may talk a great deal, yet use words in a narrow, rigid way. Other behaviors affecting communication and social interactions include interrupting people, perhaps by speaking out of turn or by moving back and forth between people engaged in conversation, standing too close, or touching too much. Consequently, other people may choose not to interact with them, may avoid them, or may even ostracize them.

Individuals of all ages may exhibit characteristics of NLD. The reactions of others tend to leave them feeling isolated, lonely, and sad. They usually want to learn appropriate social behaviors and they generally respond positively to instruction that leads to improved social behavior. This digest provides an overview of NLD and principles for designing and implementing instructional interventions to address its effects.

Performance Patterns in Assessment

The consequences of NLD for learning, life, and work cause concerned parents and teachers to seek a psychological, psychoeducational, or neuropsychological evaluation in order to understand the nature of the difficulties and possible remedies. Assessments usually reveal a pattern of strengths in verbal tasks and weaknesses in visual, spatial, and other nonverbal tasks. For example, on the Wechsler scale, the verbal IQ tends to be significantly higher than the performance IQ. Verbal abstract reasoning as measured by the Similarities subscale of the Wechsler is often a relative strength, while nonverbal reasoning as measured by Block Design is often weak, as are Object Assembly, Picture Arrangement, and Coding.

Achievement tests that measure oral reading, word identification, word decoding, and rote spelling yield relatively higher scores than measures of reading comprehension. In mathematics, computation is often stronger than conceptual understanding and applications. Individuals with NLD tend to focus on details rather than on the larger picture. Therefore, they may have great difficulty setting priorities, separating the main idea from details, developing outlines, taking notes, and organizing paragraphs based on topic sentences. Mathematics concepts based on part-whole relationships, such as fractions, decimals, and percentages, tend to be problematic. Because of difficulties perceiving spatial relationships, individuals with NLD may have trouble copying spatial designs and drawing these from memory. The inability to separate the essentials from the details also affects interpersonal and social communications, both receptive and expressive. For example, people with NLD might not be able to select and attend to the important points of a conversation, or they may ramble, providing a myriad of details without making clear points.

Improving Understanding and Performance

Effective educational interventions begin by addressing organizational difficulties, working with part-whole relationships, and working toward integrating verbal and nonverbal processes. Interventions use verbal strength to analyze and mediate information (e.g., by describing a scene or situation to oneself), and self-talk to provide direction for completing tasks (e.g., by sequencing the steps to a task and saying each step to oneself). Effective interventions include modifying academic and social environments and direct skills instruction. Direct instruction must include a clear explanation of the contexts in which the skill can be applied.

Modifying Environments

In the academic environment, it is important to address the student's difficulty in prioritizing tasks and organizing the steps necessary to accomplish those tasks. A student who is overwhelmed may become unable to function and thus unable to complete the task.

Modifications that contribute to a supportive academic environment for the person with NLD include:

- Ensuring that all the student's teachers know that the student has NLD and understand its implications.
- Establishing performance expectations based on observation and knowledge of what the student is able to complete or produce, given the nature of the tasks and the time available.
- Providing structure and directions about priorities for completing multiple tasks.
- Arranging with other teachers to stagger the demands for products (papers, projects, tests, etc.), so that they are not all due at the same time.

Modifications that facilitate socialization include the following:

- Being sensitive to situations that have high potential for the student to behave inappropriately and intervening to avoid behavior that might lead to criticism, teasing, or social ostracism.
- Engaging the student in a collaboration in which the teacher or parent signals when the student is making a social error and the student agrees to immediately stop the behavior.

- Arranging structured social activities for young children (through elementary school); coaching the child in how to participate; and signaling the child discreetly if he behaves in a manner that turns others away.

Providing Direct Instruction

Students with NLD generally respond to direct instruction and guided practice. Perception of spatial relationships, ability to copy and draw geometric forms and designs, handwriting, reading comprehension, mathematics concepts and skills, and social perception and communication skills can be improved by explicit instruction. This instruction, modified for the nature of the task or skill, incorporates the following underlying principles:

- Be clear and direct in addressing the difficulty.
- Gain a commitment from the learner to collaborate to improve the weakness.
- Begin the work with what is most familiar and simple — the more novel or complex, the more difficult the task.
- Rely heavily on the student's verbal and analytic strengths.
- Model verbal mediation of nonverbal information while teaching the learner how to use this strength. For example, use words to describe and analyze a scene or situation.
- Provide specific sequenced verbal instructions, teaching the learner to verbally self-direct and eventually to internalize this process.
- Provide instruction to directly associate and integrate verbal labels and description with concrete objects, actions, and experiences.
- Encourage the student to use multisensory integration, both receptively and expressively (read it, see it, hear it, touch it, say it, write it, do it).
- Teach in a sequential, step-by-step fashion.
- Identify opportunities to generalize newly learned skills to other situations and to practice in those situations.

Developing Social Competence

The interpersonal and social aspects of NLD have great significance for a student's life. The individual who does not attend to or accurately interpret the nonverbal communication of others cannot receive a clear message. Our concept of self is shaped in large measure by the reflection of how others view us. The person who has NLD, then, may not receive feedback from others and may suffer from a less clear concept of self. The diminished ability to engage with others greatly limits the possibility of defining himself based on such feedback.

Because of their verbal strengths, many individuals with NLD succeed in formal educational situations. However, if their social competence has not developed commensurately, they may not find and keep employment at the level for which their education has prepared them.

Because individuals with NLD make considerable progress in areas of weakness when instruction is appropriate, accurate diagnosis and appropriate instruction can have great benefit for their lives.

Resources

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Johnson, D., and Myklebust, H. R. (1967). Nonverbal disorders of learning. *Learning disabilities: Educational principles and practices*. New York: Grune and Stratton.

Rourke, B. P. (1995). *Syndrome of nonverbal learning disabilities*. New York: Guilford Press.

Thompson, S. (1997). *The source for nonverbal learning disabilities*. East Moline, IL: LinguiSystems.

ARK Foundation, Applied Research Knowledge, Allenmore Medical Center, 19th & Union, Suite A-311, Tacoma, WA 98405; e-mail: <ARKfan@aol.com>.

LD OnLine, website: <<http://www.ldonline.org/>>.

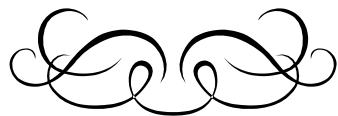
NLDA, Nonverbal Learning Disorders Association, P.O. Box 220, Canton, CT 06019-0220; e-mail: NLDResources@aol.com; website: <<http://www.nlda.org/>>.

Nonverbal Learning Disabilities, website: <www.nldline.com/>.

NLD On the Web, website: <<http://www.nldontheweb.org/>>.

Nonverbal Learning Disabilities, e-mail: <nld@aol.com>.

*Internet resources cited in this document were current at the time of publication.
Please note that web addresses are subject to change.*



What Is Sensory Integration Dysfunction (DSI)?

Dysfunction in sensory integration is the “inability to modulate, discriminate, coordinate, or organize sensation adaptively” (Lane et al., 2000, p. 2).

How efficiently we process sensory information affects our ability to:

- Discriminate sensory information to obtain precise information from the body and the environment in order to physically interact with people and objects. An accurate body scheme is necessary for motor planning, i.e., being able to plan unfamiliar movements. It involves having the idea of what to do, sequencing the required movements, and executing the movements in a well-timed coordinated manner.

Michael frequently bumps into others and drops items on the way to class because of his poor body scheme. He often hands in crumpled assignments that reflect the challenges of holding a pencil in his hand and making precise movements to achieve legible handwriting.

Concentrating on his schoolwork intensely may lead him to fall off his chair. To most people, Michael appears to be a sloppy, clumsy, and forgetful child.

In gym class, Michael cannot master jumping jacks, somersaults make him feel sick, and he has given up on ever being able to connect with a baseball. His timing is always off. He resorts to being the class clown to cover up for his difficulties. Michael certainly doesn't feel good about himself. He can't do what other kids seem to do so effortlessly — and then there is the teasing . . .

- Modulate sensory information to adjust to the circumstances and maintain optimum arousal for the task at hand. Sensory modulation is the “capacity to regulate and organize the degree, intensity, and nature of responses to sensory input in a graded and adaptive manner” (Miller & Lane, 2000).

Sensory defensiveness, a type of sensory modulation problem, is defined by Wilbarger and Wilbarger (1991) as “a constellation of symptoms related to aversive or defensive reactions to non-noxious stimuli across one or more sensory systems” (Wilbarger & Wilbarger, 2002a, p. 335). It can affect changes in the state of alertness, emotional tone, and stress (Wilbarger & Wilbarger, 2002a).

Michael demonstrates many symptoms of sensory defensiveness, which affect his attention, learning, and behavior. His teacher's instructions get lost in competition with a clock ticking and the echo of peers walking and talking in the hall. He is off task and he finds solace in humming or chewing on the end of his pencil: sensory seeking behaviors that help ease the discomfort. Fortunately, he has gym class before lunch. Running bases in gym class gives him a legitimate opportunity for the "heavy work" that his body needs. It sure makes him feel better and prepares him for the biggest challenge of all — eating lunch in the school cafeteria.

How Is DSI Identified?

DSI is identified through evaluation by an occupational therapist who has advanced training in sensory integration, using one or more of the following practices:

- Gathering information about the child's performance in daily life tasks within the context of the classroom, school, and/or home environment.
- Skilled observation of the child: the therapist sets up a play environment and observes the child's responses to different types of sensory input and motor planning ability.
- Parent/caregiver sensory questionnaires/standardized checklists, e.g., Sensory Profile (Dunn, 1999), non-standardized checklists.
- Parent/caregiver interview: the therapist identifies specific functional problems related to problems with sensory processing.
- Standardized tests of general development and motor functioning, e.g., Sensory Integration and Praxis Test Battery (SIPT) (Ayres, 1989).
- Clinical observations of posture, coordination, etc.

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The Sensory Integration Resource Center provides links to Internet resources and research about Sensory Integration Dysfunction (DSI) for parents, educators, occupational therapists, and physicians. Available online at <www.sinetwork.org>.

*Summarized from
Understanding Sensory Integration
ERIC EC Digest #E643
Authors: Marie E. Di Matties
and Jennifer H. Sammons
May 2003*



Tourette Syndrome

What Is Tourette Syndrome?

Tourette Syndrome is a neurological disorder which becomes evident in early childhood or adolescence before the age of 18 years. Tourette Syndrome is defined by multiple motor and vocal tics (brief, intermittent, repetitive, nonrhythmic, unpredictable, purposeless, stereotyped movements or sounds) lasting for more than one year. Although tics are involuntary, the urge sometimes can be suppressed for short periods with voluntary effort. A burst of tics often follows attempts of suppression.

Tourette Syndrome includes involuntary movements (tics) such as:

- Eye blinking
- Head jerking
- Shoulder shrugging
- Facial grimacing
- Throat clearing
- Sniffing
- Tongue clicking
- Grunting
- Shouting
- Barking
- Use of obscene or inappropriate words (uncommon)
- Obscene gestures (uncommon)

Tourette tics are often worse when the individual feels stressed or anxious.

How Is Tourette Syndrome Diagnosed?

According to the DSM-IV-TR, the diagnostic criteria are:

- Both multiple motor tics and one or more vocal tics must be present at the same time, although not necessarily concurrently.
- The tics must occur many times a day (usually in bouts) nearly every day or intermittently over more than one year, during which time there must not have been a tic-free period of more than three consecutive months.
- The age at onset must be less than 18 years.
- The disturbance must not be due to the direct physiological effects of a substance (e.g., stimulants) or a general medical condition (e.g., Huntington's disease or postviral encephalitis).

Visual Processing

Visual Processing involves how well a student can use visual information. When they see something, especially something complex, do they understand it quickly and easily? Can they “visualize” things (like pictures, shapes, words, etc.) in their head? Can they remember information that they see?

Visual Processing Includes:

- Seeing differences between things
- Remembering visual details
- Filling in missing parts in pictures
- Remembering general characteristics
- Visual-motor coordination
- Visualization and imagination
- Organization of one's room, desk, etc.
- Art

Students with a general visual processing disability often experience most learning difficulty in the areas of **math** and **spelling** because they have trouble “visualizing” words, letters, symbols, etc. Specific difficulties may include:

- Writing:
 - Poor handwriting
 - Poor spelling (cannot visualize the words)
- Math:
 - Difficulty visualizing problems
 - Difficulty with cluttered worksheets
- Reading:
 - Slow speed
 - Poor comprehension
- General:
 - Poor organization/planning/neatness
 - Difficulty rechecking work for accuracy
 - Difficulty learning by demonstration
 - Difficulty learning by video

Twice-Exceptional Resource Book
Office of Exceptional Student Services
Jeffco Public Schools
Used with permission

Submitted by Beverly Trail
Source: <http://ldinfo.com/process_areas.htm>

Glossary of Terms

Above Grade Level Assessment

Above grade level assessments are measures that do not create a ceiling for advanced or gifted learners.

Acceleration

Acceleration is an educational intervention that moves students through an educational program at a faster rate than usual or younger age than typical. Acceleration includes single-subject acceleration, whole-grade skipping, and Advanced Placement courses at an early age. There are 18 identified types of acceleration.

Accommodations

Accommodations are changes in how a student accesses information and demonstrates learning. Accommodations are used in classroom instruction and assessment. Accommodations do not change the content of the curriculum being taught. Rather, they change how the content is presented and/or how a student demonstrates mastery. Gifted learners may require accommodations dependent upon individual learning style, disability, or identified over-excitability.

Affective

The term *affective* refers to the social, emotional, and behavioral needs of students.

Assessments

Assessments are classroom, district, and state instruments used to collect data on student performance and instructional levels: screening or benchmark tests, diagnostic and pre-assessment, formative and summative. Assessment for gifted learners may need to be above grade level to determine and monitor the appropriate instructional level.

Body of Evidence

A collection of data from multiple sources and a variety of assessment tools used to make data-based decisions about identification, programming, and/or interventions.

Community Engagement

A two-way pathway where the school, families, and the community actively work together, creating networks and shared responsibility for student success. It is a means that promotes civic well-being and strengthens the capacity of schools, families, and communities to support young peoples' full development.

Data-Driven Decision Making

The process of planning tiered curriculum and instruction for student success (academic, affective, and behavioral) through the use of ongoing progress monitoring, analysis of data, and advanced learning plan.

Differentiated Instruction

Differentiated instruction is an approach to respond to learner needs through programming or modifications of content, process, and/or product, as well as learning environment. Differentiated instructional strategies are proven to significantly impact gifted student learning.

Duration

For the purpose of responding to gifted learner needs, *duration* is the length of time for which a programming option or strategy is implemented. Gifted learners may require a specific number of minutes per session multiplied by the number of sessions per year, or programming might be a standard protocol curriculum that is implemented for 9-15 weeks or all year.

Evidence-Based Research

Evidence-based research applies rigorous and objective procedures to obtain valid knowledge through systematic empirical methods. It also draws upon observation or experimentation and involves rigorous data analyses that are adequate to test hypotheses. Acceptance by a peer-reviewed journal or approval by a panel of independent experts through a comparably rigorous objective scientific review determines evidence-based research.

*There is a body of research that supports essential instructional strategies that significantly impact gifted student learning and growth.

Gap Analysis (Guiding Advanced Potential)

Gap analysis is a means to measure or think about the difference between the student's current level of performance and benchmark expectations. Some gifted learners will require progress toward proficiency or advanced performance on the state assessment; other gifted learners will require progress toward a two-years-or-more above grade level target in their area of strength.

Intervention or Programming Option

The systematic and explicit instruction provided to accelerate growth in an area of identified need and/or strength. Tiered programming and differentiated instructional strategies are evidence-based practices in gifted student education.

Keys to Community Engagement

Keys to community engagement include: 1) Know where you are going – create a vision representing the diversity of the community; 2) Share leadership with district, staff, and community resources; 3) Reach out – listen and learn about the interests and needs of students and families; respond to identified needs; 4) Face the hard issues – acknowledge and address issues of gender, ethnicity, culture, and socio-economics; provide opportunities for conversation and problem-solving; 5) Tell stories along the way to improvement; and 6) Stay on course – focus on specific goals; align activities and partnerships with goals; assess and celebrate progress; sustain long-term benefits. (Berg and Bland, 2006)

Modifications

Modifications are changes in what a student is expected to learn and/or demonstrate. Gifted learners may require modifications due to a disability or novel curriculum required to extend depth and complexity of learning.

Positive School Climate

A *positive school climate* refers to the “environmental factor” critical when viewing student needs. This factor emphasizes such variables as school rules, policies, behavior management, learning structures, affective needs, and relationships that may impact student success. “A positive school climate happens when children are provided appropriate instruction for their needs, not just academic needs.” (*Jim Delisle*)

Problem-Solving

A collaborative data-based decision making process that identifies interventions and/or programming options for students at risk of underachievement and above benchmarks (gifted learners). Decisions are made by an interdisciplinary, collaborative team of personnel qualified to make educational decisions and promote shared responsibility for student learning. Teams collect and review data and evaluate responsiveness to intervention.

- Process for problem-solving and analysis:
 - Define the problem (issue, strengths, and needs) using data.
 - Analyze the data and discuss alternatives.
 - Plan an intervention or programming options (determine duration, frequency, and intensity).
 - Implement programming and instructional intervention.
 - Progress-monitor the effect of the intervention on learning and growth; modify as necessary.
 - Evaluate the student's progress (the student's response to programming options/interventions).

Professional Development

Training and workshops delivered to increase the capacity of teachers to implement selected instructional and curricular strategies and materials. Data interpretation, fidelity of implementing interventions, problem-solving, and assessment methods are topics in RtI training.

Progress Monitoring

Progress Monitoring is the ongoing process that involves collecting and analyzing data to determine student progress toward specific skills or general outcomes and academic achievement. Progress monitoring generates the useful data for making instructional decisions based on the review and analysis of student data. Monitoring student progress, through collection and analysis of data, is an effective way to determine if the instruction being delivered is meeting the needs of the student.

Response to Intervention

An instructional approach that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction, programming, and interventions that are matched to students' academic, social-emotional, and behavioral needs.

Rigor

Rigor is helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging (*Strong, Silver, Perini, 2001*). Providing rigor is accomplished by consciously increasing the depth, complexity, sophistication, and novelty of thinking required by students as they acquire and process knowledge. Rigor can be attained through the curriculum content and/or the instructional approaches. In other words, the “what” and the “how” of classroom instruction can impact rigor.

Screening

Assessments administered to the entire classroom/grade/school/district, using either an individual or group format. Screening tools are capable of identifying students who are less than proficient or highly proficient in the learning expectations or benchmarks. Screening data are capable of identifying strengths and weaknesses to inform instruction.

Team

The problem-solving team or student intervention team that collaborates on the needs, tiered programming, and tiered interventions for individual students based upon student data and evidence-based practices. For gifted learners, the problem-solving team involves a specialist or staff trained in gifted education.

Tiered Programming

Providing differing levels of intensity (i.e., Universal [Tier I], Targeted [Tier II], Intensive [Tier III]) based upon student responsiveness to intervention, with ongoing progress monitoring and focused assessment.

- Tier 1: Core curriculum is foundational for all students.
 - Differentiated instruction meets the needs of many students. Schoolwide data are used to determine those students who are less than proficient or highly proficient gifted learners. A data-driven system supports instructional decisions.
 - Performance, discipline, and other data inform the design of programming and interventions.
 - Gifted students require Tier II and/or Tier III in strength areas.

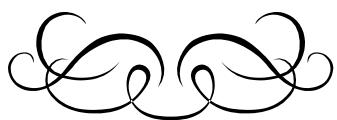
- Tier II: Supplemental instruction for individuals or small groups.
 - Frequency and duration of interventions are specific. Gifted students require supplementary materials for depth, complexity, and/or acceleration; individual or group intervention. Rule of thumb: one year above or below grade level. Diagnostic data are used to plan curriculum, instruction, and affective interventions. Progress monitoring or formative assessment guides pace, complexity, and instruction.
 - Interventions and supplemental programming are provided to students identified as above expectations or as at-risk of academic and/or social challenges who require specific supports to make adequate progress. Supplemental curriculum is aligned with core curriculum and designed to meet the specific needs of the targeted group.
- Tier III: Intensive interventions.
 - Intensive instruction for individuals or small groups. Instruction for students with greatest difficulties, or behavioral or acceleration needs: students who are significantly less than proficient or significantly highly proficient and a gifted learner. More frequent assessment to determine effectiveness of strategies, pacing, and student progress (e.g., radical acceleration, IB programming, specialized counseling). A rule of thumb: two years above or below grade level.
 - Individualized interventions are provided to students with intensive affective, accelerative academic and/or behavior needs.
 - Focused curriculum designed to meet the specific needs of the targeted group and/or individual. Consideration of replacement core curriculum.

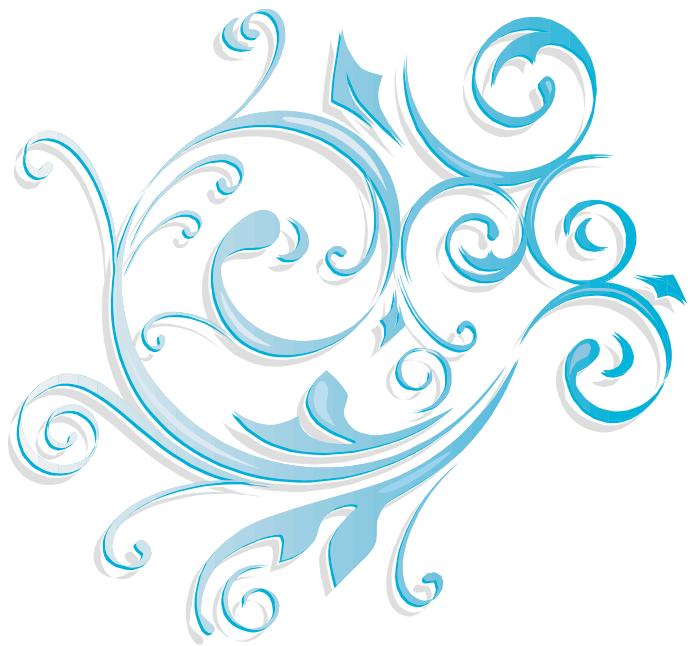
For gifted students at-risk of underachievement, tiered programming in the area(s) of strength must continue as the learning issue is being addressed; or, the instructional targets and pace gradually increase to a level matched to cognitive abilities (e.g., the gifted student who has potential but lacks learning experiences and expected academic performance).

Tools for Summative Learning

Assessments that measure overall learning of benchmarks at a grade level or a unit of learning.

Examples: CSAP, MAPS, NWEA, Scranton, curriculum-based assessments, and district assessments.





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National Research Center on Learning Disabilities: <www.nrclld.org>

NLDA - Nonverbal Learning Disorders Association: <<http://www.nlda.org/>>

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Index

| | |
|--|-----|
| Advanced Learning Plan | 38 |
| Albuquerque Public Schools Continuum of Services | |
| for Gifted Students With Disabilities and/or Factors | 153 |
| Annotated Booklist for Kids..... | 161 |
| Asperger Syndrome | 174 |
| Auditory Processing..... | 176 |
| Behavior Change Plan | 79 |
| Behavior Chart 1: The Need for Belonging, Attention, Friendship, and Love..... | 74 |
| Behavior Chart 2: The Need for Self-Worth | 75 |
| Behavior Chart 3: The Need for Freedom, Autonomy, and Choices | 76 |
| Behavior Chart 4: The Need for Fun and Enjoyment..... | 77 |
| Behavior Contract..... | 80 |
| Behavioral Area: Disruptive and Social Misbehaviors | 81 |
| Case Study Synopsis: Daniel | 24 |
| Checklist for the Start of School for Students With Asperger's Syndrome | 83 |
| Colorado Multi-Tiered Model of Instruction & Intervention..... | 23 |
| Compensating for and Coping With Disorganization | 129 |
| Continuum of Services for Twice-Exceptional Students | 149 |
| Contract and Behavior Change Plan | 78 |
| Contributors..... | 6 |
| Curricular Accommodations: Social Interaction | 122 |
| Daily Log of Extension Work..... | 117 |
| David's Success Story | 14 |
| Developing a Plan for Collaboration: | |
| Bringing Educators and Parents of 2e Students Together | 130 |
| Diagnostic Criteria for ADHD | 173 |
| DVDs/Videos..... | 164 |
| Educational Planning for a Continuum of Abilities | 34 |
| Examples of Student Activities/Questions With Rigor | 67 |

| | |
|---|-----|
| Executive Functioning..... | 95 |
| Glossary of Terms | 188 |
| Homework | 126 |
| How to Have a Good Relationship With Your Child's Teacher | 125 |
| If I Ran the School: An Interest Inventory..... | 103 |
| Implications for Small/Rural Districts | 156 |
| Independent Study Agreement for Study Guide With Extensions Menu..... | 116 |
| Individualized Education Program..... | 42 |
| Instructional Accommodations..... | 102 |
| Interventions in the Regular Classroom..... | 150 |
| Introduction | 7 |
| Learning Styles and Twice-Exceptional Students..... | 73 |
| Long-Term Research Project..... | 97 |
| Matthew's Success Story | 17 |
| Nonverbal Learning Disability: How to Recognize It and Minimize Its Effects | 179 |
| Online Resources for Parents..... | 140 |
| Organizational Skills..... | 98 |
| Parent-School Partnership..... | 29 |
| Partial Pull-Out Programs | 151 |
| PBS (Positive Behavioral Support) | 82 |
| Planning and Implementing Accessibility Strategies | 85 |
| Problem-Solving..... | 8 |
| Providing Rigor for Twice-Exceptional Kids..... | 57 |
| Qualities of Teachers of Twice-Exceptional Students | 154 |
| References | 197 |
| Response to Intervention (RTI): A Primer for Parents..... | 136 |
| Rigor..... | 66 |
| School Climate: What Works/What Doesn't Work..... | 155 |
| Secondary Interest-A-Lyzer..... | 105 |
| Self-Contained Programs..... | 152 |
| Sharon's Success Story..... | 11 |
| Social-Emotional Factors | 121 |
| Student Data Summary..... | 30 |

| | |
|---|-----|
| Students Who Struggle With Writing | 90 |
| Symptoms of Pediatric Bipolar Disorder..... | 178 |
| Teaching Social Skills | 101 |
| Technology Tools for Students..... | 115 |
| The Collaborative Problem-Solving Process for Daniel..... | 25 |
| The Surprising Things We Can Learn From Brilliant Dyslexics | 87 |
| Tips for Teaching Social Skills | 100 |
| Tourette Syndrome | 186 |
| Transition Planning for Twice-Exceptional Students | 143 |
| Transition Tips for Twice-Exceptional Students..... | 144 |
| Twice-Exceptional Problem-Solving Plan #1 | 36 |
| Twice-Exceptional Problem-Solving Plan #2 | 37 |
| Visual Processing | 187 |
| Websites for Parents and Teachers..... | 166 |
| What Is Bipolar Disorder? | 177 |
| What Is Rigorous Work? | 68 |
| What Is Sensory Integration Dysfunction (DSI)? | 183 |
| When Writing Is Slow and Laborious | 93 |
| Why the Difference?..... | 89 |
| Written Expression | 127 |
| Written Language | 94 |

