

The following slides included in this training PowerPoint provide guidance on identifying students who may be twice exceptional.

These slides may also be found within the Comprehensive Overview Training PowerPoint, which provides guidance on the eligibility categories for special education services.

It is recommended that these slides be used in advance of any of the training guidance PowerPoints on individual eligibility categories to set the stage for students who may qualify as a gift student with a disability.

Together We Can

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in a globally competitive workforce.

Mission

The mission of CDE is to shape, support, and safeguard a statewide education system that prepares all students for success in a globally competitive world.

Twice Exceptional Learner

Twice Exceptional Learner

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If there are any questions about the definition and eligibility criteria for learners who are Twice Exceptional, please be in contact with Jacquelin Medina or Wendy Learner in the Office of Gift Education under the Exceptional Student Services Unit.

If there are any questions about whether a specific child meets the established criteria for twice exceptional, please be in contact with the administrative unit's Special Education Director and the Gifted and Talented Director.

Twice Exceptional Learner

A gifted student with a disability is

- **Identified in one or more areas of giftedness,**

and

- **Identified with a disability according to federal disability eligibility criteria, or served through a 504 Plan.**

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Some students will meet eligibility criteria for both special and gifted education programming.

Students with disabilities may also have areas of exceptional potential. We call these students “twice exceptional.” The slides you are going to see cover three broad areas:

(1) Definition

(1) Typical characteristics and traits you may see in students that lead you to further response and questioning

(1) Information about the collaborative response that is called for if clues are observed or if data demonstrate exceptional potential **and** disability

This slide gives the state definition of twice-exceptionality. The student must be identified as both gifted and having a disability in order to be labeled twice exceptional. The twice exceptional student has both an Advanced Learning Plan, or ALP, *and* an IEP or a 504 Plan.

Categories of Giftedness

- **Gifted students are defined with exceptional potential in one or more of the following categories:**
 - Specific academics, such as Reading, Writing, or Mathematics
 - General intellectual ability
 - Creativity
 - Leadership
 - Visual, musical, or performing arts

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The Rules for the Exceptional Children's Educational Act tell us that giftedness is found in all subgroups of the population. In the state of Colorado, giftedness means exceptional **potential** in one or more of these areas. This high potential is identified through collection of a Body of Evidence, as we can see in the language of the Rules.

12.02 (1) (c) Identification procedure.

The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(12) and for identifying the educational needs of gifted students. The assessment process shall recognize a **student's exceptional abilities or potential, interests, and needs** in order to guide student instruction and individualized programming. The assessment process shall include, but need not be limited to:

12.02 (1) (c) (i) A method(s) to ensure **equal and equitable access for all students**. The program plan shall describe the efforts the AU will make to **identify gifted students from all populations**, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and **children with disabilities**;

The bold type indicates the language in the Exceptional Children Education Act Rules that lets educators know that looking for evidence to identify twice-exceptional children is part of what schools do for exceptional children.

12.02 (1) (c) (ii) Referral and screening procedures;

12.02 (1) (c) (iii) Multiple sources of data in a body of evidence (i.e., qualitative and quantitative);

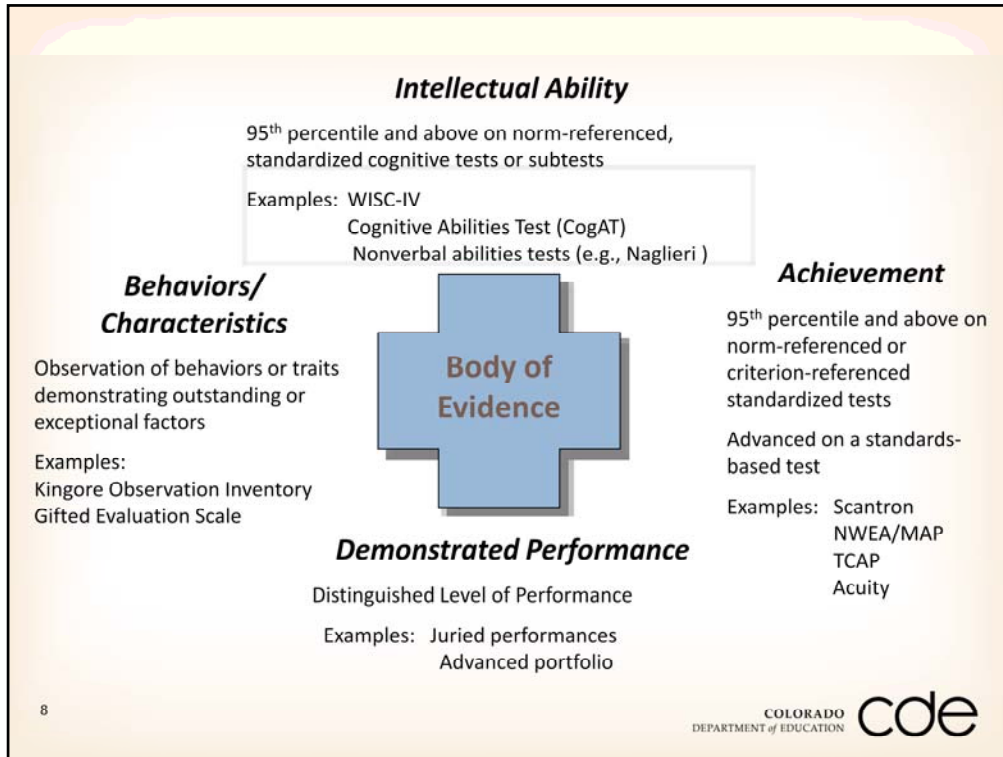
12.02 (1) (c) (iv) Criteria for determining exceptional ability or potential;

12.02 (1) (c) (v) A review team procedure; and

12.02 (1) (c) (vi) A communication procedure by which parents are made aware of the assessment process for their student, gifted determination, and development and review of the student's ALP [Advanced Learning Plan].

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The referral or screening process may give us clues about twice-exceptionality. A very important part of gifted identification is the use of multiple sources of evidence in a body of evidence. No one test score can be used to include or exclude a child from gifted identification. On the next slide, we'll see what a body of evidence for gifted identification might look like.



In order to be recognized as a student with exceptional potential, a body of evidence must be collected to determine area of strength(s) and interests. Identification also considers traits of learning like commitment, motivation and persistence. Typically, a student must have at least three pieces of evidence that meet the criteria in two or more of these four categories: Intellectual Ability, Academic Achievement, Behaviors and Characteristics, or Demonstrated Performance.

Meeting the criteria means that the data show advanced performance at or above the 95th percentile on a normed, standardized test, or a distinguished level of performance that is judged by experts to be two or more years above grade level for performance data. No one piece of data prevents identification, nor does one piece of data determine an area of giftedness.

Screening with a cognitive assessment can provide data about high reasoning ability and executive function to help make determinations about giftedness. Cognitive assessment results may also indicate high-potential students who need differentiated programming before a determination of giftedness can be made.

Paradoxical Characteristics	
Strengths	Challenges
Superior vocabulary	Written expression
Advanced ideas	Lack of organization
High level questioning	Argumentative
Problem solving ability	Difficulty with social interactions
Intense interest in topic(s)	Easily frustrated

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Generally speaking, twice exceptional students exhibit contrasting profiles of characteristics that we term “paradoxical.” When teachers describe twice-exceptional students, they often say that their traits seem to conflict with each other. It is common to find a twice-exceptional student who speaks like a “little professor,” but whose written work is of a much lower quality – a student who speaks well and understands well, but who struggles to demonstrate that understanding in writing. The twice-exceptional child may have any disability that is defined under federal criteria, except for an intellectual disability, so the paradoxical characteristics will vary. The contradiction for the child between what he or she knows and understands, and what that child is able to do, leads to tremendous frustration and, often, difficult behaviors.

What if ...?

- **A student exhibits very high performance in one area and low performance in another.**
- **A student exhibits extreme knowledge base and vocabulary, but output is minimal and of poor quality.**
- **A student demonstrates keen understanding but behavior and attention or sensory motor skills are poor.**

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In any one of these cases, the person noticing the paradoxical characteristics should seek help from other educators so the child does not get overlooked.

Twice Exceptional Learners
Discovery

Pathways to Recognizing Clues about Twice-Exceptionality

- Observation by parent, teacher, or specialist
- Student performance data
- Information collected through Response to Intervention
- IEP evaluation process
- Gifted evaluation process

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Twice-exceptional students may be recognized through a number of pathways. They may come to us identified as gifted, but with some significant learning or behavioral challenges. They might come to our attention through special education, where their difficulty has been identified, but their strengths are not being recognized or programmed for. But many twice exceptional students exhibit what is called “double masking.” Their strengths seem to partially compensate for their difficulties, and their learning challenges mask their strengths. Unless someone is attuned to that individual student, he or she may never get the appropriate educational supports.

<p>Twice Exceptional Learners Discovery</p> <p>12</p>	<h2 style="text-align: center;">Collaboration</h2> <p>When paradoxical characteristics are recognized through any one pathway, a collaborative response should be initiated among</p> <ul style="list-style-type: none">▪ Gifted education▪ Special education▪ General education▪ Families <p style="text-align: right;"><small>COLORADO DEPARTMENT of EDUCATION</small> cde</p>
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Twice exceptional students have been researched extensively. They respond best to a combination approach that combines gifted education strategies that nurture the strength and special education strategies that provide compensation skills.

Next Steps

- **Initiate consultation about the individual student's data collected through observations and assessment.**
- **Involve gifted, general and special education staff and family in collaborative problem solving efforts.**
- **Collect additional data and implement interventions or strength-based programming as needed.**
- **Initiate eligibility determination processes as appropriate for the individual student according to gifted and special education guidelines and criteria.**

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Rtl problem solving teams have in place the processes needed to address the needs of twice-exceptional students. They can help the classroom teacher begin interventions right away and can begin to gather additional data about the student that can lead to identification.

Thank You!

