

Twice Exceptional Titans: Unleashing Brilliance with Understanding

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Brilliance Blueprint

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What is Twice
Exceptionality (2e)?

02

Executive Function
and Sensory Sensitivities
in the Classroom

03

Additional Support

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Questions and Closing





Todd

About Todd

Grade	Entering 4 th
Gender	Male
IEP/504?	Neither
Some incidents from Kindergarten to 3rd grade:	<ul style="list-style-type: none">• Tricked students into bringing their pets to school, resulting in chaos• Acquired student bike lock combinations, changed all the locks<ul style="list-style-type: none">• Let a snake loose in a classroom• Set off a small explosion under his teacher's chair• Sent home many times

Other Details:

- Does not do well with authority or being told what to do
- Loves electronics, reading, and practical jokes
- Parents think the school is a big part of the issue, not him

You are Todd's new 4th grade teacher...

What do you do? How do you feel starting the school year?



Who is this person?

Steve Jobs

- ❖ Founder of Apple and Pixar
- ❖ 4th Grade: IQ tested to be at 10th grade level
 - ❖ Estimated IQ: 160
 - ❖ Genius

Why does Steve Jobs matter?

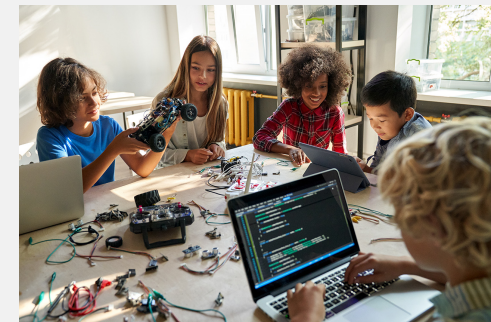
- ❖ Well... Todd is not Todd
- ❖ Todd was really the K-3 educational experience of Steve Jobs
- ❖ Steve's 4th grade teacher, Mrs. Hill, understood him

Mrs. Hill completely changed his life.

"You should have seen us in third grade. We basically destroyed our teacher. We would let snakes loose in the classroom and explode bombs. Things changed in the fourth grade, though. One of the saints in my life is this woman named Imogene Hill, who was a fourth-grade teacher who taught this advanced class. She got hip to my whole situation in about a month and kindled a passion in me for learning things. I learned more that year than I think I learned in any year in school."

Steve Jobs, 1985

What about our students?

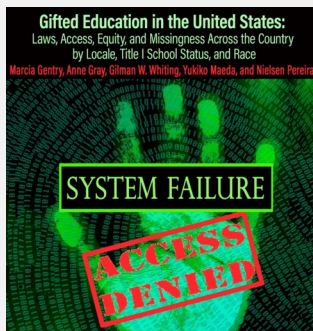


+ 3.6
million

Children missing from gifted
education nation wide

23%-43%

Children missing from gifted
education in Indiana



Marcia Gentry et al., "System
Failure: Access Denied"

66%-77%

Black children missing from
gifted education in Indiana

+ 01

What is Twice
Exceptionality (2e)?

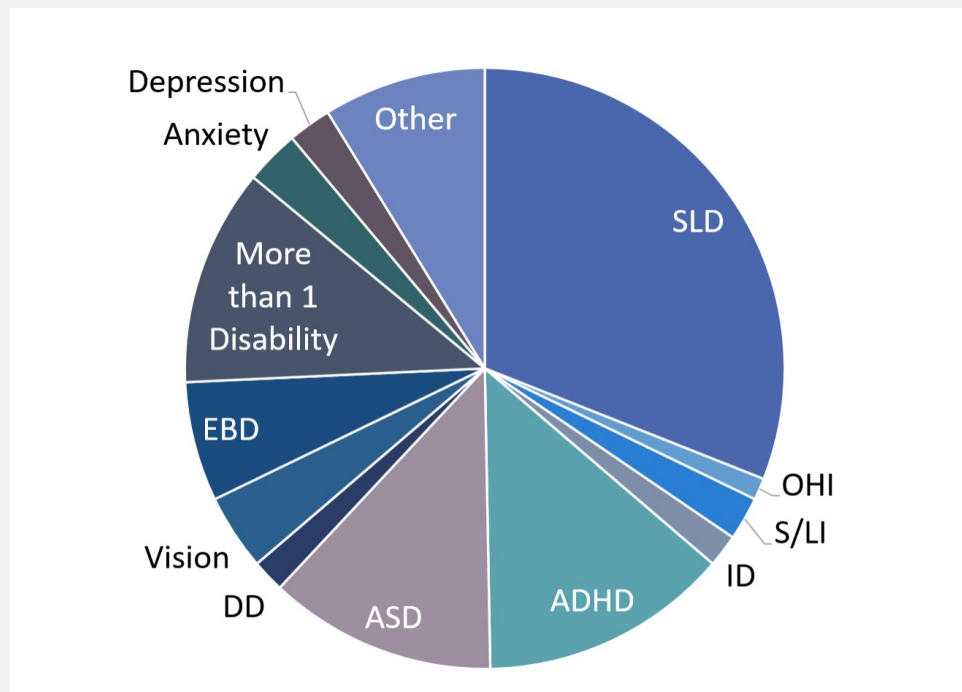


National Definition

“A term used to describe a student who is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism.”

— NAGC’s definition of twice exceptional (2E)

What about...?



State Definition

“[2e] describes gifted children who, have the characteristics of gifted students with the potential for high achievement and give evidence of one or more disabilities as defined by federal or state eligibility criteria.”

— IAG’s definition of twice exceptional (2E)



"Eligibility Criteria"

Masking Effect

- Disability masks giftedness.
- Giftedness masks disability.
- They both mask each other.



Examining 2E Experiences



2e Student Experiences



Student A

“And whenever it's in, like, these classrooms that have like all the bouncy balls and stuff like that. I feel like that's more towards people who have like ADHD or like people who need to fidget. And that's like, not me, I need everything. Everything to be not moving.”

- Describing how they prefer more “common classrooms” compared to “classrooms on Pinterest”



Student B

“It would be nice if I could, like, sit on the floor, or off to the side and some classes instead of having to sit up the entire time.”

“I just kind of have to provide that for myself in the classes that don't do it.”

- Describing desire for flexible seating and having to make their own visual or tactile elements if a teacher is just talking



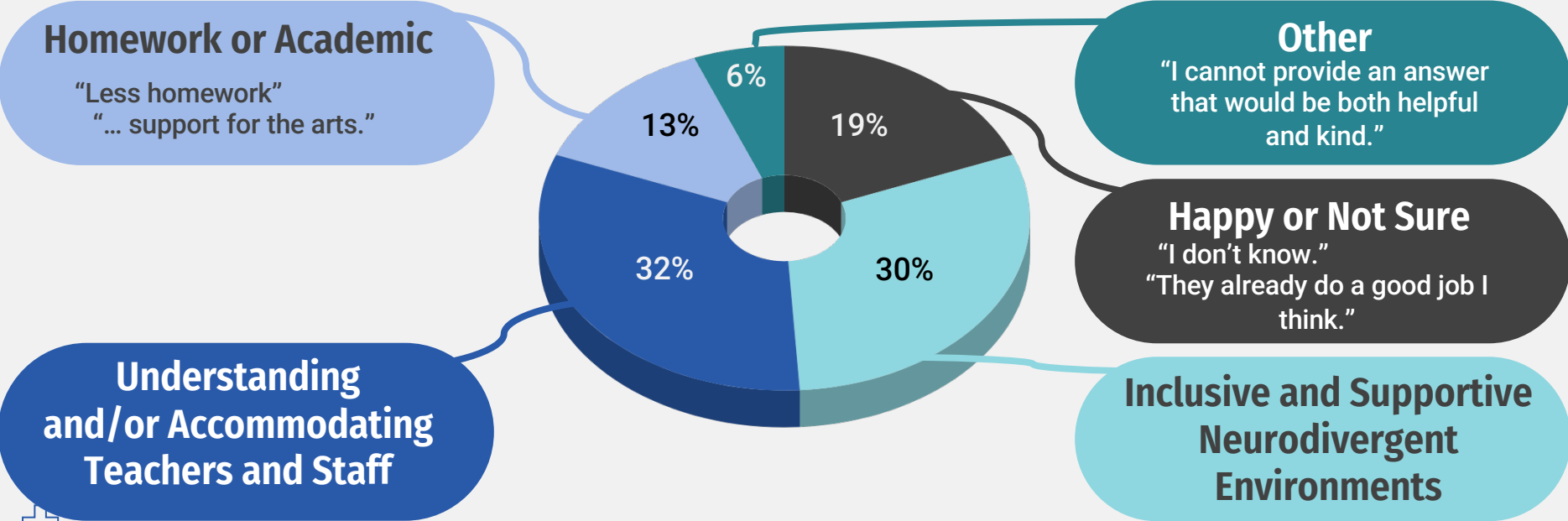
Student C

“The classics, like fidgety, not really having the ability to hold like be attentive for a long amount of time. Being rather impulsive.”

“It was, I was pretty much, I was as stated in the eyes of the school, a very gifted child doing well. Being able to just [get by] with minimal effort on my part as well.”

- Describing what led their 5th grade teacher to push for an ADHD diagnosis & their school aiding their giftedness, not their disability

What could [student school] do to better support the needs of students that are neurodivergent?





02

Executive Function and Sensory Sensitivities in the Classroom



Executive Functioning Skills







Student C

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 Planning and Organization	Managing and prioritizing tasks or routines
 Self-Control	Controlling impulses and emotions
 Sustained Attention	Keeping focus on stimuli even if distracted, bored, or tired
Meta-Cognition	Awareness of how you think and learn
Working memory	Remembering and storing information so you can easily use and recall it
Time Management	Understanding of time and procrastination
 Self-Regulation	Reducing frequency and intensity of impulses





Executive Functioning, Sensory Systems, and 2e



Executive Function Skills

Executive Function differences can be present in gifted students

A lot of disabilities also see executive function differences



Sensory Systems

Sensory sensitivities can be present in gifted students

A lot of disabilities are also affected by sensory input



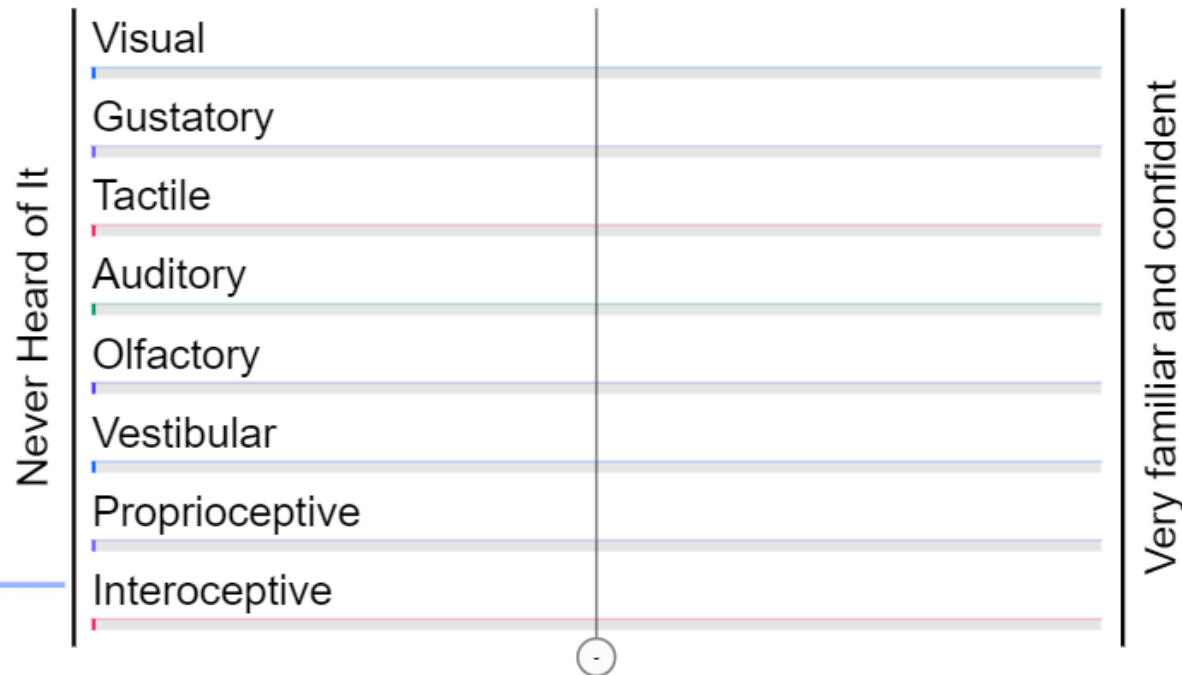
Twice Exceptional

Strong relationship between children's sensory processing and executive functioning

Statistically significant relationship between their sensory processing scores on the SP-2 and BRIEF-2



How familiar are you with these different sensory systems?



Results are hidden

8 Sensory Systems



Visual
(Sight)



Auditory
(Hearing)



Olfactory
(Smell)



Gustatory
(Taste)



Tactile
(Touch)



Vestibular
(Awareness of
movement, balance,
and coordination)



Proprioceptive
(Awareness and
position in space
around us)



Interoception
(Internal sensory
system)



Visual System ⁺ ₊

Gathers information through sight, influencing how you interact in your environment



- **Potential Problem:** Fluorescent and LED lights too bright
- **Potential Accommodation:**
 - Sunglasses in class, natural lighting, lamps

- **Potential Problem:** Circle time
- **Potential Accommodation:**
 - Teach child to look at hands or floor, provide seat not facing someone



Auditory System +



Hearing determines how you respond and process sounds in your environment

- **Potential Problem:** School wide assemblies or event
- **Potential Accommodation:**
 - Zoom into event from a classroom
- **Potential Problem:** Cafeteria
- **Potential Accommodation:**
 - Ipod shuffle, ear plugs, noise cancelling headphones



Olfactory System ⁺ ₊



Manages sense of smell

Potential Problem: Candles or spray

Potential Accommodation:

Talk to students prior to see if anyone has difficulty, keep classroom neutral smelling

Potential Problem: Cleaning products

Potential Accommodation:

Clean student's area after leaving, weak smelling cleaner



Gustatory System ⁺

Sense of taste including flavor and texture reactions



- **Potential Problem:** Pizza Party
- **Potential Accommodation:**
 - Discuss in advance and provide equal alternatives
- **Potential Problem:** Missing lunch due to food offered
- **Potential Accommodation:**
 - Snacks available, alternative meals from cafeteria



Tactile System



Oversees sense of touch
Process information for temperature, pressure,
and texture



- **Potential Problem:** Nail biting or picking when dirt under the nails
- **Potential Accommodation:**
 - Provide a nail kit, teach self-care
- **Potential Problem:** Room too hot/cold
- **Potential Accommodation:**
 - Work with parent to have extra sets of clothes, classroom blankets, clip on fans for desks



Vestibular System⁺

How your body is moving

Leads to coordination and movement

Watch for movement they like dysregulating them

- **Potential Problem:** Kid's leaning back on two legs of chair or knee bouncing
- **Potential Accommodation:**
 - Flexible seating or a band for chair
- **Potential Problem:** Restlessness or will not stay seated
- **Potential Accommodation:**
 - Weighted blanket, weighted stuffed animal



Proprioception System



Knowing where your body is in space
Process information for stiffness, force, and heaviness

- **Potential Problem:** Touching or running into everything
- **Potential Accommodation:**
 - Fidget toys, stress balls, wall push-ups
- **Potential Problem:** Holding pencils with too much pressure, writing heavily
- **Potential Accommodation:**
 - Liquid gel pen, mechanical pencil, hand exercises



Interoception System



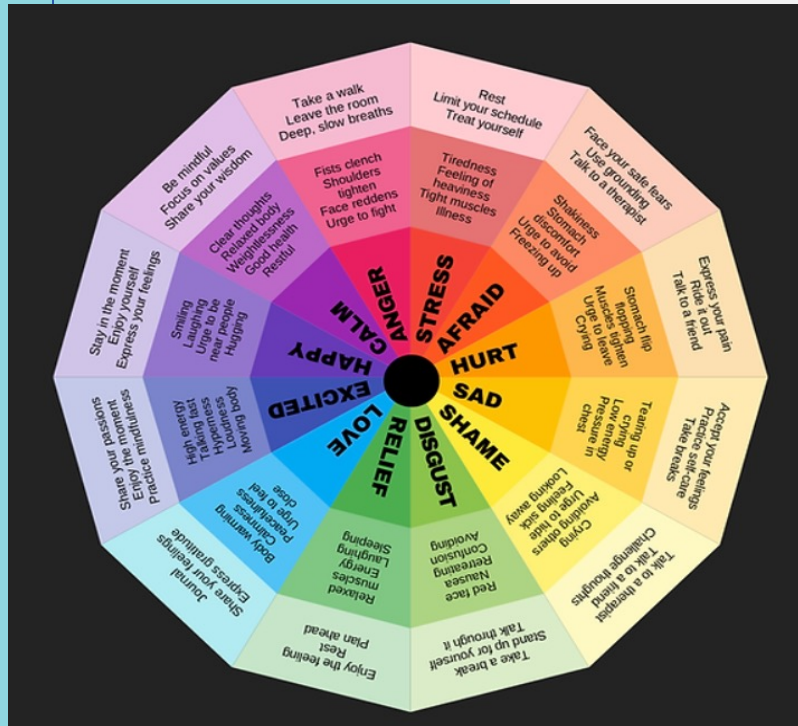
Internal body sensations
 Ex. Why does my stomach hurt? Am I nervous? Did I eat?

Potential Problem: Limited number of bathroom passes available

Potential Accommodation:
 Nonverbal signal, visual timer for them, work with OT and parents

Potential Problem: Emotional outbursts for unknown reasons

Potential Accommodation:
 Visual chart, teaching mindfulness & emotional regulation, have a safe space



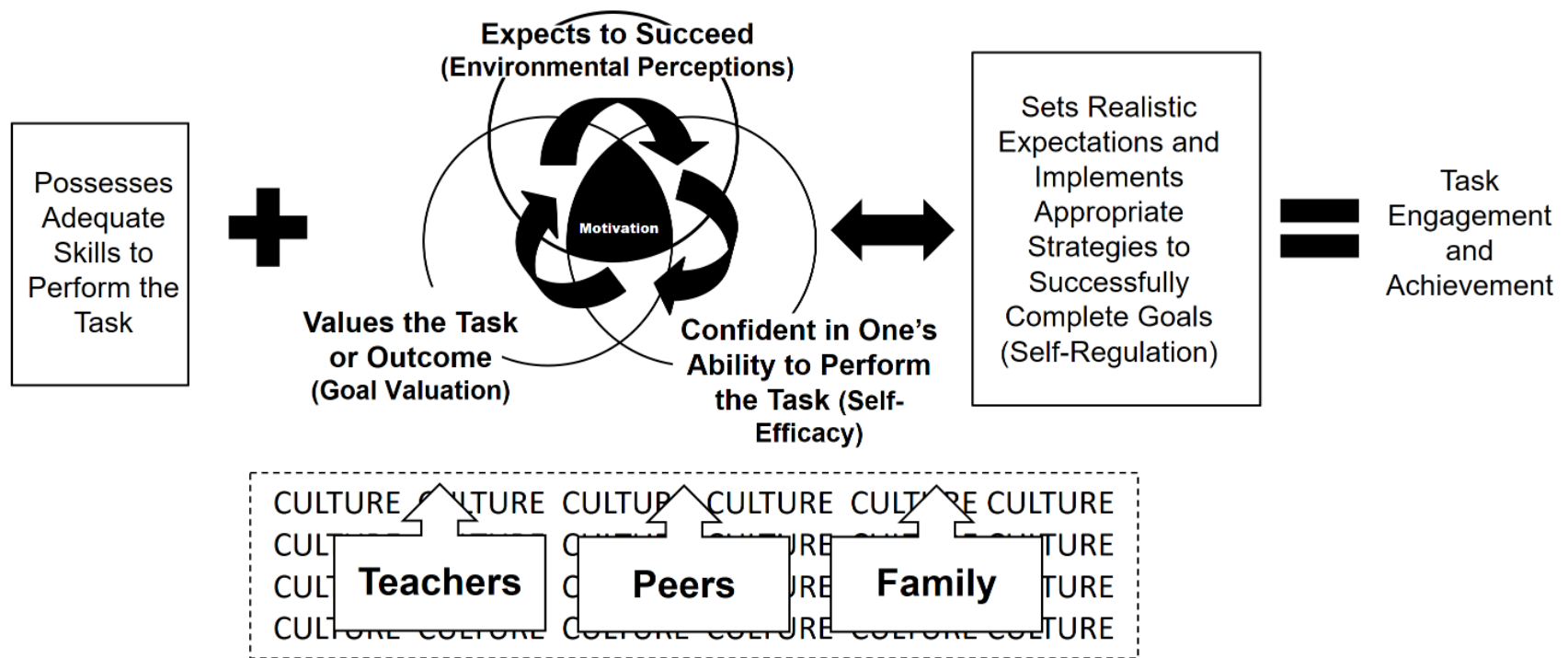


03

Additional
Support



Achievement Orientation Model (Siegle & McCoach)



Achievement Orientation Model (Siegle & McCoach)



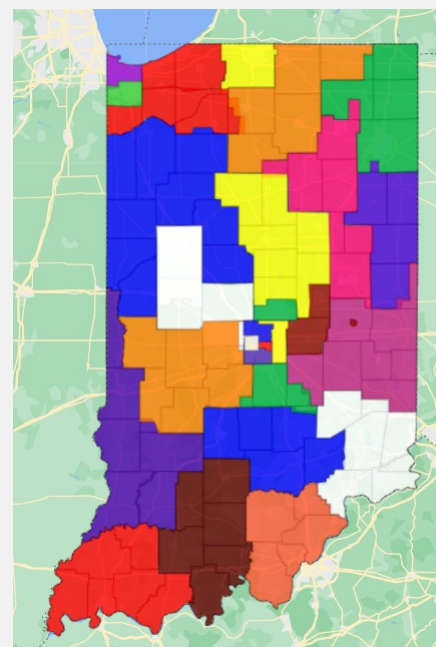
Possesses
Adequate
Skills to
Perform the
Task



- Identifying both strengths and deficits.
- Identifying the cognitive processes behind their work.
- Providing IEPs/504s even if they are "at grade level."

Insource Special Education Support

- Helps guardians, school employees, and students be able to advocate
- Sample letters to help with communication
- YouTube and webinar training videos
- Locate special education liaison for your area
- Assist youth as they transition to adulthood



Insource Special Education Support

GET HELP | RESOURCES

IEP/CASE CONFERENCE HANDOUTS

[CADRE website](#)

- [Dear Colleague Letter - Guidance on FAPE](#)
- [Case Conference Reminders](#)
- [Who Must Be Invited?](#)
- [Worksheet for Concerns About School-Related Problems](#)
- [Editable Worksheet of Parent Concerns About School Related Problems](#)
- [The Home File](#)
- [Article 7 and the IEP Timeline](#)

Case Conference/IEP Internet Resources

- [The IEP Team](#)
- [When the IEP Team Meets](#)
- [Understanding IEP Team Meetings](#)
- [Before You Go to an IEP Meeting](#)
- [8 Insider Tips on Navigating IEP Meetings](#)
- [IEP Resource Center](#)
- [I Can't Take Off Work to Go to the IEP Meeting, What Should I Do?](#)

Difference Between IEPs and 504s

[From understood.org](#)

EARLY CHILDHOOD

Early childhood resources related to developmental delay guidance, designing and implementing an effective childhood transition from Part C to Part B, early learning literacy, and evaluation.

- [Indiana First Steps](#)
- [Indy's Child Magazine](#)
- [The First 3 Years of a Child's Life are the First Steps to Success](#)
- [Building the Legacy for Our Youngest Children with Disabilities](#)
- [Importance of Early Intervention](#)
- [Indiana Effective Evaluation Resource Center](#)
- [Zero to Three](#)
- [IDEA Early Intervention Family Guides](#)




In collaboration with schools and community providers, we are pleased to offer this program to students ages 14-22 **at no cost**. Students will learn the basics of a case conference meeting, the contents of an IEP and why it is important to participate in their own case conference. They will explore self-advocacy, learn about planning for the future and so much MORE!



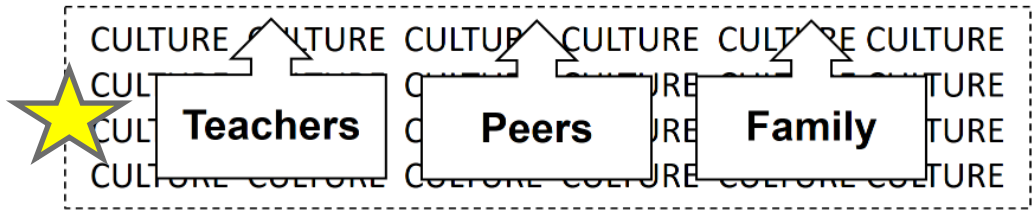
Achievement Orientation Model (Siegle & McCoach)


Expects to Succeed
(Environmental Perceptions)

Possesses Adequate Skills to Perform the Task



- Bringing involved members together to establish goals, common understandings, and shared timelines.
- Ensuring the student recognizes these expectations and supports.
- Sensory system consideration.



Teachers, Students, and Guardians see different things!
This is an advantage!



Table 5. Correlations Among the ADHD Hyperactivity and Inattention Scales at Home and at School and the Three Modified SAAS Subscales.

	Home hyper	School hyper	Home inattentive	School inattentive	Self-regulation	Goal valuation	Self-efficacy
Home hyper	1.00						
School hyper	.30	1.00					
Home inattentive	.66	.13	1.00				
School inattentive	.25	.45	.33	1.00			
Self-regulation	-.15	-.14	-.39	-.22	1.00		
Goal valuation	-.18	-.14	-.25	-.17	.63	1.00	
Self-efficacy	.01	.00	-.18	-.19	.39	.54	1.00

Note. $N = 126$. These correlations are based on the subgroup of students for whom parent, student, and teacher scales were available. ADHD = attention-deficit/hyperactivity disorder; SAAS = School Attitude Assessment Survey

Communication

- All involved need to be on the same page to meet student needs.
- ALL** involved need support, not just the student.
- Some guardians might need guidance on how to help their child.
- Some guardians may provide valuable insight to teachers.
- Student should be involved in accommodation planning.

Team Support

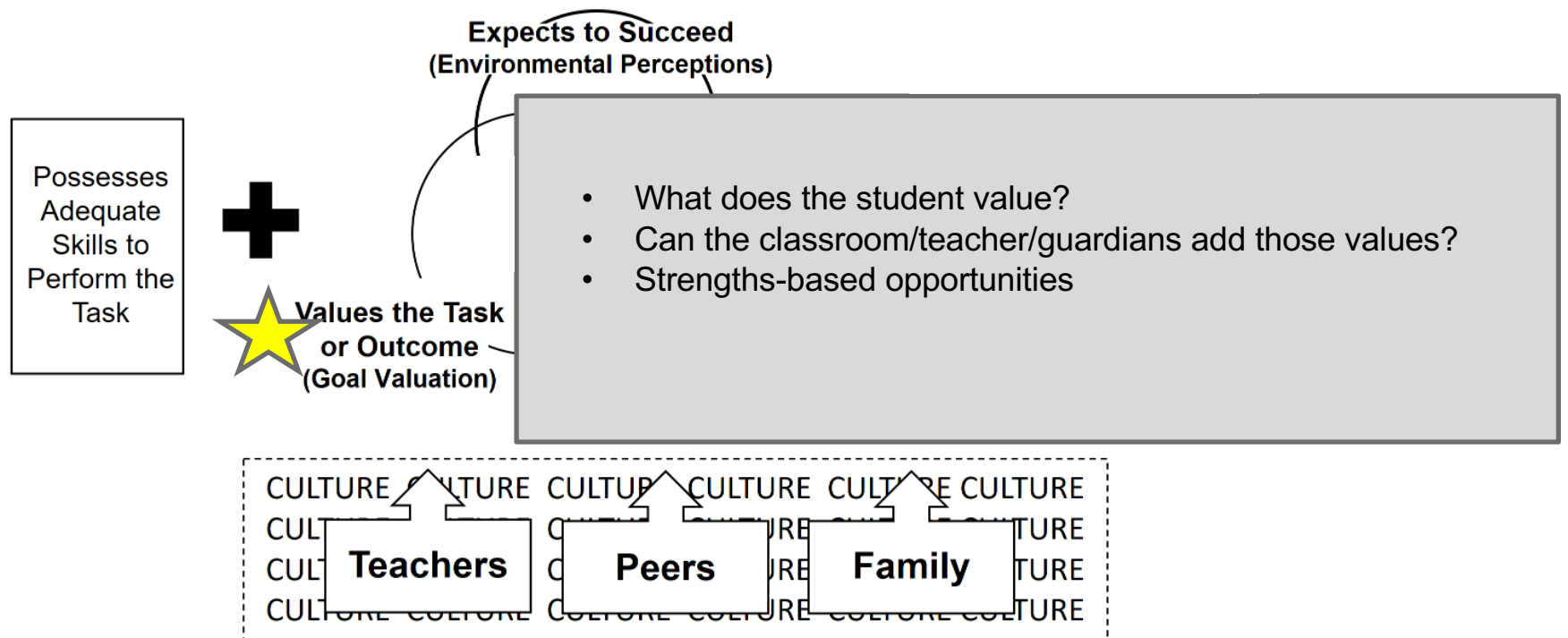
Facebook Support Groups

- Twice Exceptional/ 2E Network International
- 2e Twice Exceptional: Parents & Professionals Support Tribe
- The Neurodiversity Podcast Advocacy & Support Group

The Neurodiversity Podcast



Achievement Orientation Model (Siegle & McCoach)



IAG Resources



WHAT IS GIFTEDNESS?

While it is difficult to identify precisely what giftedness is, or even to define it in a single statement, there are a handful of perspectives that may be used to gain a better overall understanding of the concept

[Learn More at NAGC](#) →



IDOE CURRICULUM UNITS

Access IDOE Curriculum Units for high-ability students on Moodle. If you not have a login, please use this [instructional video](#).

[Units on Moodle](#) →



IDOE HIGH ABILITY

Review materials and information for the IDOE Office for High Ability.

[Learn More](#) →



SOCIAL EMOTIONAL RESOURCES

Review materials and information for the IDOE Office for High Ability.

[Learn More](#) →



GIFTED EDUCATION STRATEGIES FROM NAGC

[Learn More](#) →

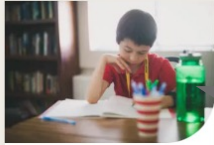


ACCELERATION INSTITUTE

The Acceleration Institute was first established under the name, "Institute for Research and Policy on Acceleration" in 2006 at The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development at the University of Iowa through the generous support (2006-2012) of the John Templeton Foundation.

[Learn More](#) →





**Twice Exceptional:
Definition,
Characteristics, &
Identification**



**A Strengths-Based
Approach for Children
Who Are 2e**



**Meeting the Needs of
Twice Exceptional
Children**



**Clarification of Federal
Law as It Applies to
Twice Exceptional
Students**



**Twice-Exceptionality:
An In-Depth Resource
Guide for Parents**



**Finding the Appropriate
Educational
Environment for 2e
Children**



**Parenting Twice
Exceptional Children
Through Frustration to
Success**



**Developing Life Skills
for Twice Exceptional
Students**

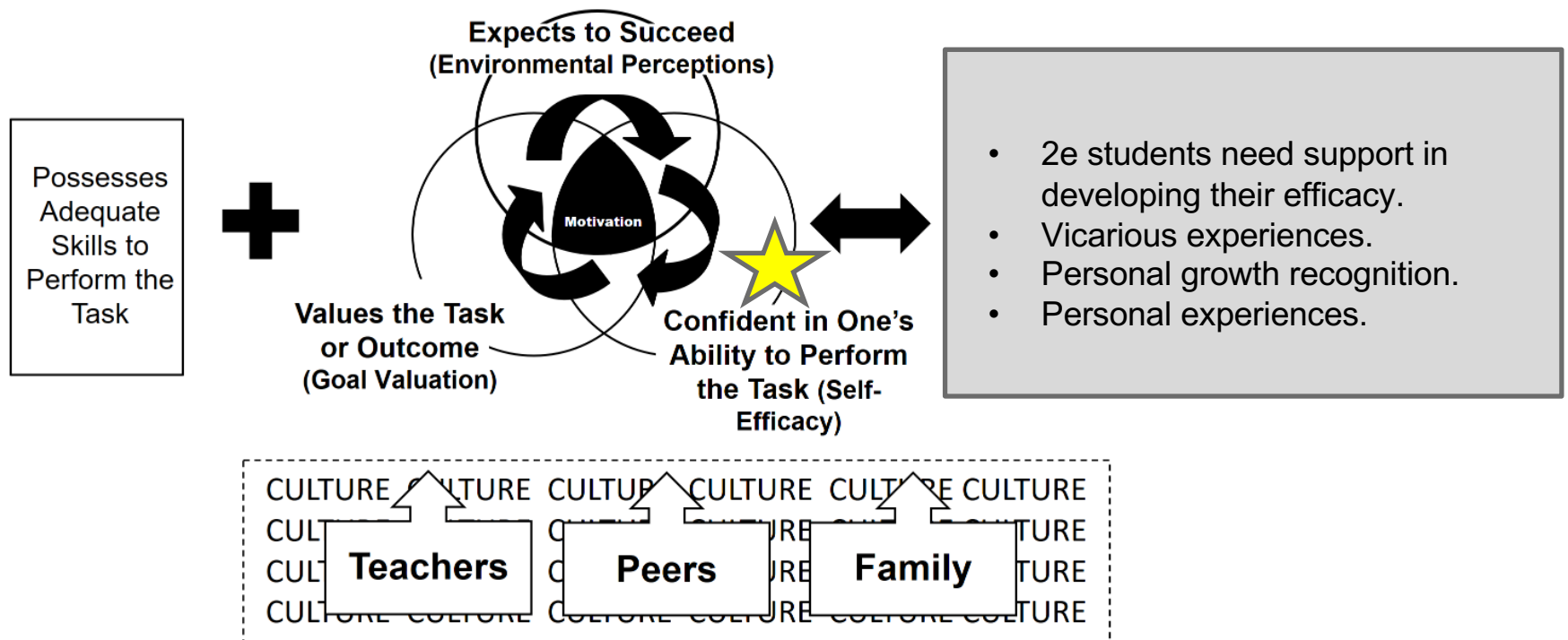


**The Challenge of
Transitions for PG and
2e Profiles**

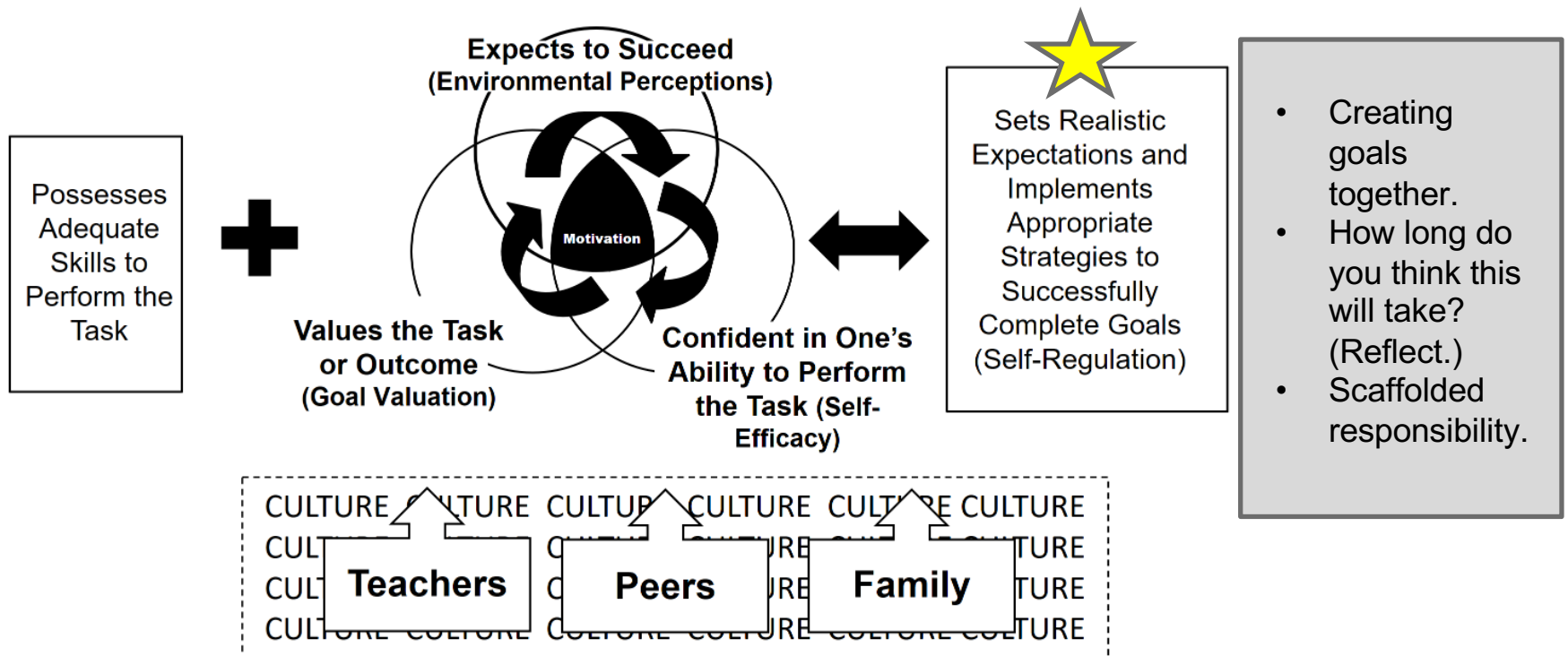
Davidson Institute



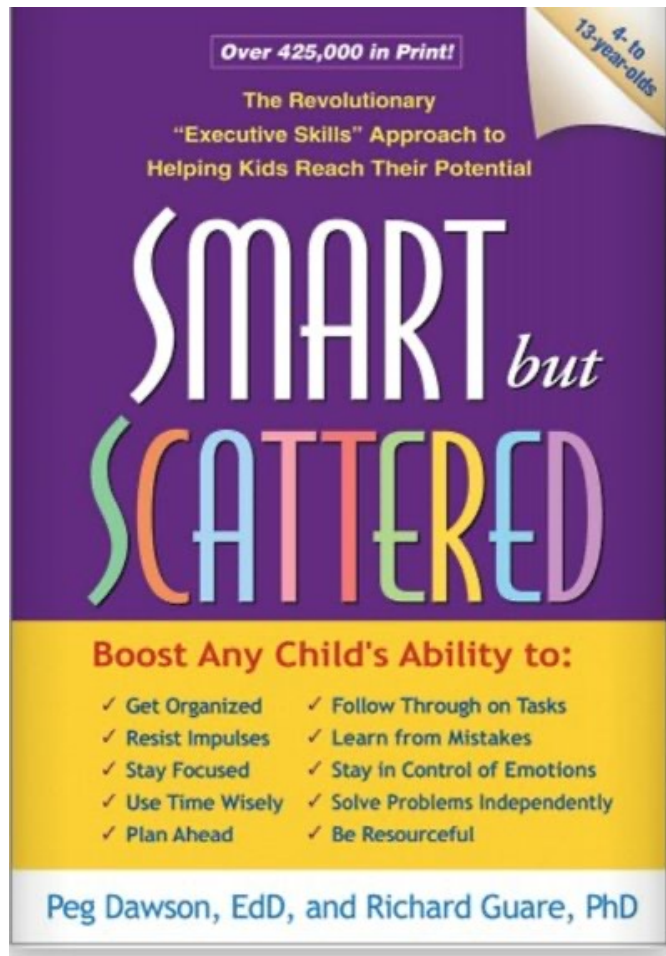
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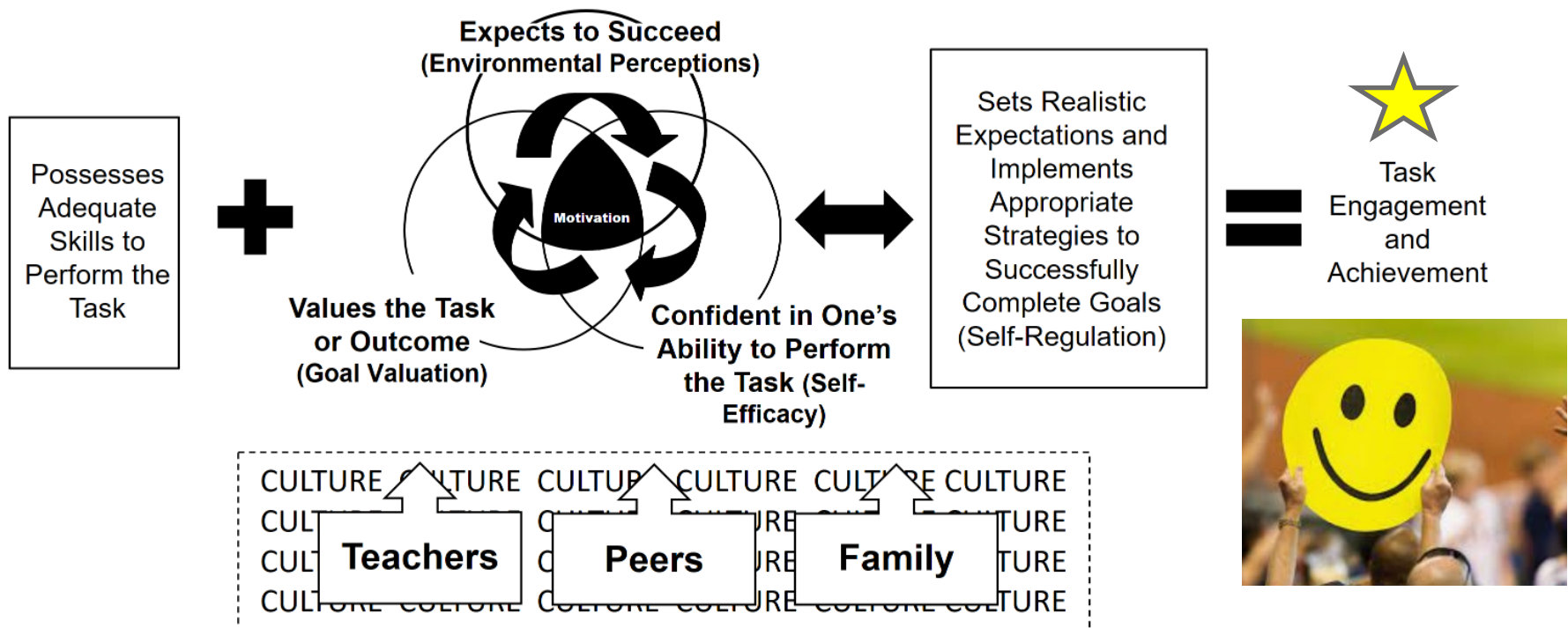
- Creating goals together.
- How long do you think this will take? (Reflect.)
- Scaffolded responsibility.



SETH PERLER

Executive Function, ADHD & 2e Coach

Achievement Orientation Model (Siegle & McCoach)





04

Questions and
Closing



What
questions do
you have?



Thank You!



If interested... Other members of our team have presentations today on leadership and creativity

Leadership: JW Grand Ballroom 4 at 2:50pm

Creativity: JW Grand Ballroom 3 at 1:40pm



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You can access the PowerPoint here:



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