



Walking the Path with the Twice Exceptional Learner: Section 2: Description of Materials

MODULE 1: Characterization of 2e Students

Opening Activities Reflections: Questionnaire

Activities to “experience” what it is like to be bright but face challenges in the classroom

Knowing the Learner: Characterization: Understanding the paradoxes

LEARNING OBJECTIVES

- Definitions/Diagnosis Handout:
- Vision of Excellence
- Continuum of Service
- Three types of 2E
- Characteristics of 2E
- Characteristics of Bored highly able students
- Reasons for Misdiagnosis
- Integrative Intelligence
- Strengths vs. Problems

Video Interviews: Characterization

- 1) *The Puzzling Paradox of Strengths and Weaknesses* (time 9:45)
- 2) *Characterization of Twice Exceptionality* Ideologies and myths (: 7:18)
- 3) *Masking of strengths and weaknesses* (time 5:26)
- 4) *Parents and the twice exceptional student* (time 6:49)

Discussion Questions

1. How can we use a ‘know the learner’ approach (see figure) to change some of the attitudes toward LD, Dyslexia and ADHD?
2. What is intelligence?
3. Discuss the notion of uneven performance or Asynchrony (see Lovecky, 2005)? What are some examples in your own life or with whom you work?
4. Twice Exceptionality is all about understanding children’s behavior along a ‘continuum’. We use the diagnostic criteria to help inform us about where a child might fall. What are the differences between ADHD, gifted behaviors, and Autism?
5. What are the different ways you might see masking in students?
6. What can we learn about parent-teacher conferences after hearing parents’ viewpoints about participating?
7. How is the notion of fear and anxiety discussed in the video?
8. Can you relate to this feeling from your experience with parents and meetings?
9. What can you do to dispel some of the anxieties expressed by teachers, parents and students in these meetings?

Power Point/ Slide Section:Characterization

Resources/Handouts:

Weinbrenner, Susan (2003) “Teaching Strategies for Twice-Exceptional Students” *Intervention in School and Clinic*. vol 38, No. 3 pp.131-137.

Flint, Lori (2001) “Challenges of Identifying and Serving Gifted children with ADHD” *Teaching Exceptional Children*, Vol. 3, 4 pp. 62-69.



Walking the Path with the Twice Exceptional Learner: *Section 2: Description of Materials*

MODULE 2: Emotions and Learning: Focus on the strength

OBJECTIVES

- Elevator model of emotion
- Stress and Performance
- Learned Helplessness
- Locus of control
- Research on Effort
- How to Praise effectively
- Power of labels
- Internal vs. External Motivation
- Encouraging Independence

Video Interviews: Emotions and Learning

- 1) **Labels and Emotions:** the double edged sword (time 4:33)
- 2) **Helping the student to be independent** (Disc 2) “I just don’t like being told what to do” (time 6:48)

Discussion Questions

A student in the video talked about going down the “special ed” hallway. How do you think she felt? Have you heard from students with similar issues? Language is very powerful tool in changing or creating attitudes. What are some ways you can change your language to ‘challenge’ students and reflect a positive attitude?

1. What can we do to maintain student’s sense of ‘control’? Why is this important for motivation?
2. How does stress affect learning?
3. What were some of the comments made by the students in the video regarding their attitudes about school or learning?
4. What are some things you do to encourage positive thinking in your students?
5. Why are labels considered a double-edged sword?

Power Point/ Slide section: Emotions and Learning

Handouts

Handouts on techniques to improve motivation and effort
Homework and practice
Fostering Independence



Walking the Path with the Twice Exceptional Learner: Section 2: Description of Materials

MODULE 3: Understanding the Myth of Laziness: Neurobiological underpinnings of Language, Memory and Executive Function

OBJECTIVES:

- ADHD is not about will-power –
- Brain regions involved in ADHD
- Armstrong model of ADHD: six characteristics of EF
- ADHD and co-existing conditions —e.g., Aspergers
- Three types of ADHD— characteristics
- Mel Levine’s model of Attention
- Information processing model:
- Types of memory
- Procedural memory vs. declarative
- Brain areas involved memory
- How to go from short to long term memory
- Memory and rehearsal
- How to make information meaningful or relevant
- Types of Reading Disorders
- What is Dyslexia?
- Language Levels
- What is Dysgraphia

Video Interviews: Myth of Laziness

- 1) **Myth of Laziness.** Why won’t this student produce? (time 10:51)
- 2) **Teaching with Executive Functions in mind:** Driving Lessons: includes memory and writing (Disc 2) (time 8:51)
- 3) **Accommodations: What works in the classroom:** Multimodality classroom and class size (Disc 2) (time 9:52)

Discussion: Case Studies:

Review and discuss as a small group how you can meet the student’s needs in the description you are given. Use a graphic organizer to come up with potential accommodations or interventions for specific challenges or barriers.

Power Point/ Slide sections: Underlying Neurobiology

- 1) *Understanding Executive Function, and Attention impairments: students with ADHD, EDF and Asperger’s who are 2E*
- 2) *Understanding Memory*
- 3) *Understanding Language impairment and students with Dyslexia who are 2E*

Handouts

Handouts on teaching writing, reading and math. Classroom accommodations and behavioral techniques
Strategies that work

Homework

Find a 2E student at your school and develop an approach with your team. Report on findings during Part II of workshop.



Walking the Path with the Twice Exceptional Learner: *Section 2: Description of Materials*

MODULE 4: Understanding Different Learning Styles

LEARNING OBJECTIVES:

- Renzulli profile on creativity
- Sternberg model
- Bloom's model of complexity
- Multimodal intelligence
- Right vs. Left hemisphere abilities
- Sequential vs. Spatial Learners
- Fostering Critical thinking
- Teaching Creativity as Decision Making
- Learner Styles; auditory, visual kinesthetic
- Famous People

Video Interviews: Creativity and Learner Styles

Creativity, Visual Learning and Right Brained Thinking (time 6:37)

Understanding Different Learning Styles (time 7:00)

Discussion Questions

1. What characteristics do some of these famous people share? How are they different?
2. What are some of the major differences between the famous people you have just heard about and some of your TE students?
3. What are the traits that might help someone be successful with a learning disability?
4. Right and left brained characteristics are not always 'clear cut.' What characteristics do you share with either type?
5. List characteristics and discuss how your learning style is a match or mismatch with some of your students'
6. What are some of the ways in which creativity can lead to output productivity in students?
7. What are some ways we can help students who seem to be unproductive to move beyond their disability?

Power Point/Slide section: Creativity and Right Hemisphere Thinking

Power Point/ Slide section: ***Understanding different learning styles:***

Power Point/ Slide section/Activity (take the quiz): ***Famous People***

Handouts

Learner Styles, Ways to encourage creative thinking

Homework Presentations



Walking the Path with the Twice Exceptional Learner: *Section 2: Description of Materials*

MODULE 5: Talent development and Confidence Building

LEARNING OBJECTIVES:

- Models of talent development
- Acceleration/ Differentiation
- Fostering Production from Creativity
- Independent learning
- Mentor and Internship programs

Video Interviews Talent and Building Confidence

- 1) **Talent Enhancement** (Disc 2) Get to know your learner's strengths: Channeling the Dragon Energy (time:9:12)
- 2) **Building Confidence** (Disc 2) (time 7:02)

Discussion Questions

1. Think about a student who really surprised you. What hidden strength or talent did you discover? How did you or could you have helped him/her apply that "island of competence" in the broader school setting.
2. What are some strategies that you have found effective in identifying students' strengths and talents? What are some new ways that you thought of as you were watching the video or thinking about the information in the slides?
3. Take a few minutes to reflect on a unit that is part of the curriculum that you teach in your subject area. Think about how to create a real world learning experience (solving a real problem; using a skill that those in that profession use). How might it work as a "one- time" activity, a short-term activity, or a long-term project? Describe it to fellow discussion group members. Maybe they'll have some creative ideas to add.

Power Point/ Slide section: Talent Enhancement



Walking the Path with the Twice Exceptional Learner: *Section 2: Description of Materials*

MODULE 6: Collaboration and Communication

LEARNING OBJECTIVES:

- Developing Rapport with Families
- Learning about Respect for others
- Valuing Differences and Including
- Diversity
- Strategies for Communicating (for parents, students and teachers)

Video Interviews Collaboration and Communication

- 1) **Partnerships: Students and teachers** (Disc 2) (time: 5:04)
- 2) **Partnerships: Parents and teachers** (Disc 2) (time 6:16)
- 3) **Protect the Student from Humiliation** and the harsh forces of the environment: A final message (Disc 2) (time 11:10)

Discussion Questions

1. How do you connect with students and convey respect?
2. What benefits have you found in consulting with other teachers about a student? How have you kept a collective negative attitude about a student from undermining your desire to find a way to reach that student? Have you ever been successful at influencing the beliefs of other teachers about a student- how?
3. For a child who doesn't "fit in" any particular niche in school, how can you help him do so or paint a picture as to how they are likely to fit into society in the future to provide
4. What strategies have you found most effective for collaborating with students and their families to address problems in the classroom?
5. What are some barriers to communication with parents?
6. What strategies are advocated by participants in the video and/or in the book that contribute to positive communications? (see "*The Essential Conversation*" by Sara Lawrence-Lightfoot for more)

Reflections Activity reprise