


**Revealing Hidden Strengths:  
Tips to  
Engage and Support  
Struggling Learners  
with  
Superior Abilities**



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**What is Gifted  
Dispelling Common Myths  
Twice Exceptional Clues  
Strategies for Awareness, Healing and  
Growth**

August 2016

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**What IS Gifted?**

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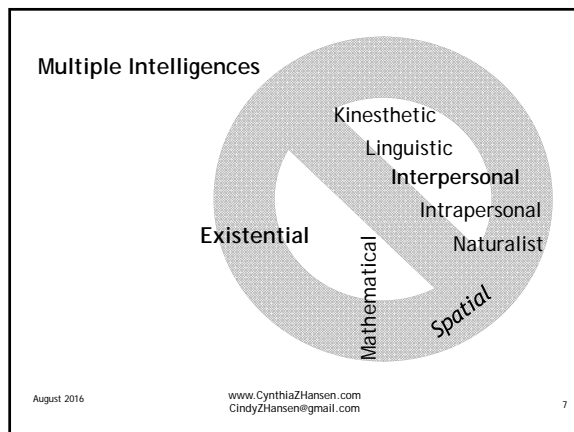
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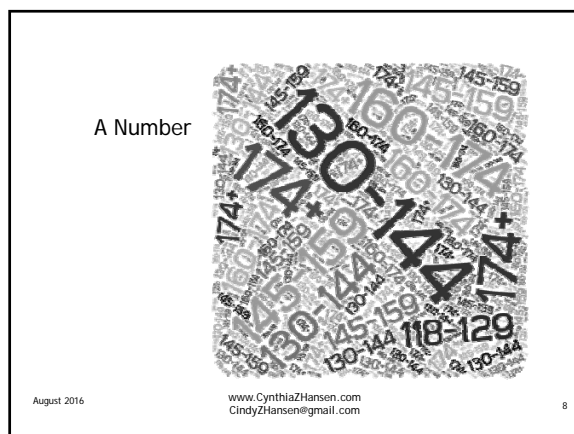
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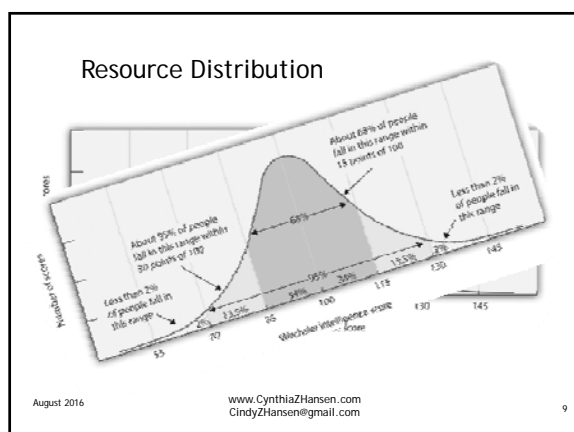
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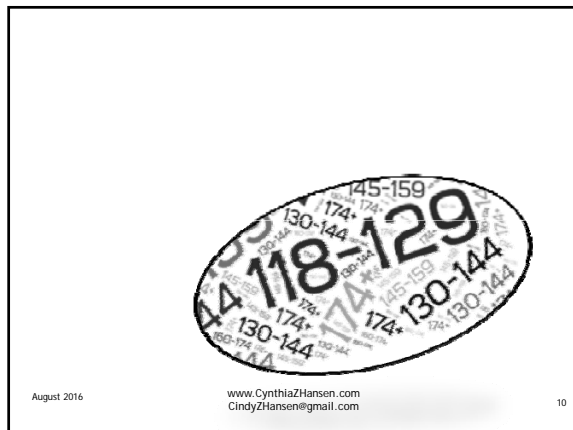
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Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm.

The uniqueness of the gifted renders them vulnerable and requires modifications in parenting, teaching, and counseling in order for them to develop optimally.

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## Unique



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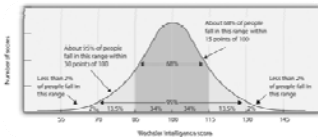
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Maryland Department of Education

Gifted and talented students are defined as:

- ...children and youth with outstanding talent (who) perform or show the **potential for performing** at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
- **They require services or activities not ordinarily provided by the schools.**
- Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor

A Guidebook for Twice Exceptional Students Supporting the Achievement of Gifted Students with Special Needs  
Published by the Department of Curriculum and Instruction  
Produced by the Office of Strategic Technologies and Accountability

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## "KIDS DO WELL IF THEY CAN.



If they can't, something is getting in the way."

Houskamp & Whitaker; Think:Kids

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**Twice Exceptional:  
Are Strengths Hiding Challenges?  
Are Challenges Hiding Strengths?**



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Gifted Development Center [Gifted@gifteddevelopment.com](mailto:Gifted@gifteddevelopment.com)  
Possible Characteristics of the Twice Exceptional Learner

- Has a sophisticated vocabulary but poorer written expression
- Participates in class discussions, but has trouble with follow-up tasks
- Has uneven academic skills, inconsistent grades and test scores
- Does well when given enough time, but usually takes longer to complete assignments than other students
- Fatigues easily due to the energy required to compensate

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## Co-morbidity

**Multiple ways to feel lost**

Task Initiation		Dyslexia, Dyscalculia
Sustained Attention		
Working Memory	AD/HD	Comprehension difficulties
Organization		Nonspecific Learning Difficulties
Time Management	Flexibility	
Self Control		Dyspraxia
		Autism Spectrum /Asperger's
Situational Awareness		Grapho-motor disorder

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**Comparing Characteristics of Multiple Exceptionalities  
Every Child is Unique!**

Gifted	AD/HD	CPAD	Dyslexia
Poor attention, boredom, daydreaming in specific situations	Poorly sustained attention in almost all situations; Alternatively, difficulty stopping or transitioning to another task	Difficulty maintaining focus on an activity; easily distracted by sounds in the environment	Difficulty maintaining focus on non preferred reading tasks
Early reading and verbal abilities	Difficulty with reading and/or spelling		
Early reading and verbal abilities	Difficulty with reading comprehension		
Easily fatigued in learning situations that are too easy, too hard, or redundantly taught.			
Strong vocabulary development and verbal skills			Strong vocabulary development but may have difficulty sequencing syllables
Unaware of environment when interested in a task			
Poor handwriting; dislikes writing	Difficulty taking notes,		
Poor attention, boredom, daydreaming in specific situations	Difficulty directing, sustaining or dividing attention		
Poor attention, boredom, daydreaming in specific situations	Difficulty following multi step directions		
Low tolerance for persistence on tasks that seem irrelevant	Diminished persistence on tasks not having immediate consequences		Easily exhausted by non-preferred reading tasks
Low tolerance for persistence on tasks that seem irrelevant	May have difficulty with organizational tasks		
Intensely may lead to power struggles with authorities	Impaired adherence to commands to regulate or inhibit behavior in social contexts	Difficulty following verbal directions or long conversations	
High activity level; may need less sleep	More active, restless than other children		
Questions rules, customs, and traditions	Difficulty adhering to rules and regulations	Difficulty remembering spoken information	Difficulty with working memory

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**WE'RE NOT HERE TO PUT KIDS IN A BOX.**  
We're here to show them there aren't any boxes.

<http://www.cec.sped.org/>

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Teach Core Content at a high level of critical thinking, inference, creativity

These students have a need to discover and use their learning style strengths in their core curricular studies...  
(Visual, Auditory, Tactile, Kinesthetic, Verbal, Spatial, Linear, Concrete)

...While being supported in developing skills to mitigate specific barriers to their learning using a research based, systematic approach.

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### Processing Speed



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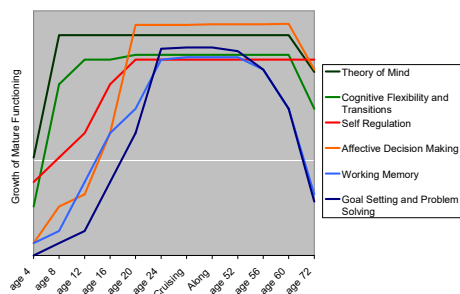
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Approximate Neurological Development of Executive Functions



Adapted from Anderson

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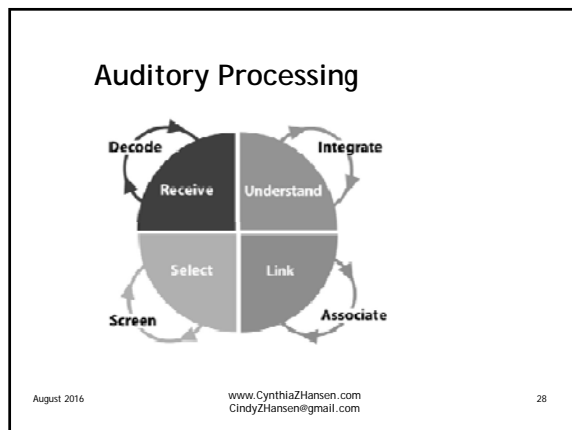
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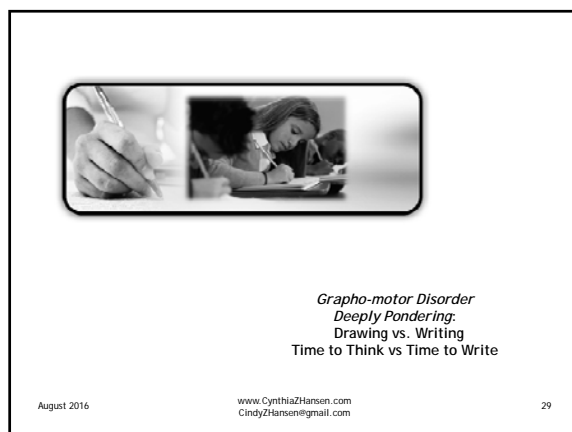
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- Guided Repetition**
- Specific to the need
  - Change the modality to add sensory input
  - Students suffering from slow auditory processing need to hear the *exact same words given in the same way*
  - Add a modality : Simultaneous reading listening and/or speaking
  - Ask what *was* understood—make this inquiry routine and part of the development of self advocacy
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## Attention Deficit Hyperactivity Disorder Inattentive Type

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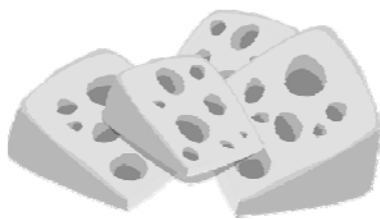
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## Micro-moments



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"Okay, cl... makes up....  
Now, ... are done with....and  
...  
Then we....."

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Inattention is *not* Intentional

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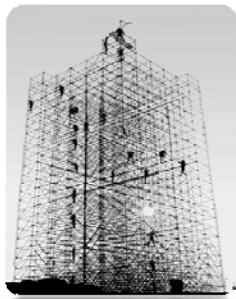
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Stealth  
Dyslexia

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Whole image, Whole word



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**THE SCIENCE OF LANGUAGE:  
BREAKING THE CODE**



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Consider the *Purpose of the Teaching*  
Consider the *Purpose of the Homework*

What does a child need to grow their knowledge and understanding?

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- Multiple Modalities In:
  - Demonstrate
  - Whole Picture
  - Outline
  - Small chunks
  - Explain





- Multiple Modalities Out:
  - Doodle Notes
  - iPad, phone, laptop
  - Spoken
  - Project
  - Dictation /LiveScribe
  - Typing

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- Teach and test verbally for those with dyslexia
- Teach and test visually for those with CAPD
- Give outlines for students to follow
- Teach the purpose of *that* text before reading, offering them a framework
- Offer notes whenever possible with space to add drawings or additional reminders
- Teach HOW to take NOTES and the SKILL of discerning what is important from what is extraneous
- Offer concrete ways to plan and track assignments
- (Time is not elastic; transitions and meals take time)
- Use a multi-sensory, multi-modality approach

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... in determining whether a child has a disability ... the IDEA requires the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, and prohibit the use of any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child."

## The Right to be Assessed

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### Funding Resources to Train Educators under ESSA

Talented Students Education (Javits) Program in the Every Student Succeeds Act (ESSA). The U. S. Department of Education (Department) is committed to supporting every child in achieving their maximum potential, including high-ability children, many of whom may not yet be high-achievers.

The challenges of educating gifted and talented students identified in the national survey of the states<sup>2</sup> that you've referenced, e.g., lack of teacher training and lack of data, are critical. They must be addressed and the new authorizing language in ESSA provides the Department with an opportunity to do so. For example, in the new law, the opportunity to use Title I funds to identify and serve high-ability students will, in part, serve to dispel the notion that diverse and disadvantaged communities do not produce gifted and talented children. The new provisions in Title II permitting States to include gifted and talented students' needs in the state plan, will allow for innovation in the identification process as well as in the delivery of enriched curricula through more customized instruction. Further, this year we are about to learn more about the rollout of the National Center for Research

June 2016 USDOE Letter from Ann Whalen to Senator Barbara A. Mikulski

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What's essential  
is invisible to the eye.



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### A final thought from Carol Ann Tomlinson:

"Differentiation doesn't mean doing a bunch of different things in the classroom. It means having a common goal for students, but providing different avenues for getting there."

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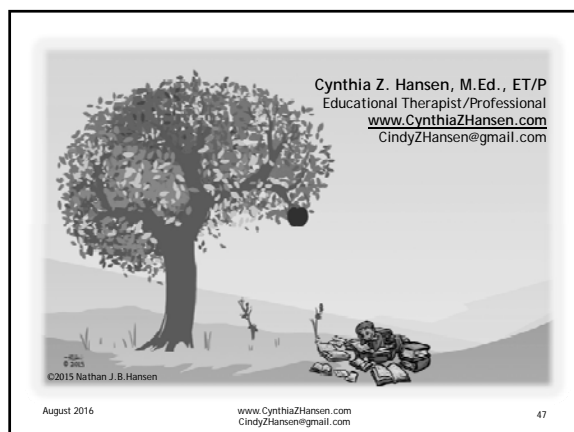
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