



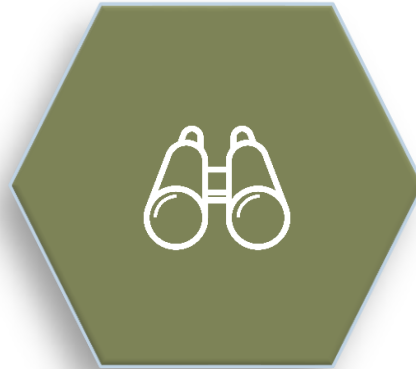
Gifted Learners in an Integrated MTSS

We will examine an integrated multi-tiered system of supports that is inclusive of gifted students. Join us as we delve into how instruction, aligned with the science of reading, can support the depth, breadth, and complexity of instruction, and be meaningfully used to support our students who are gifted in reading and writing

Today's Objectives



Detail the importance of serving gifted students in a comprehensive MTSS framework



Consider how to intensify core instruction for gifted learners

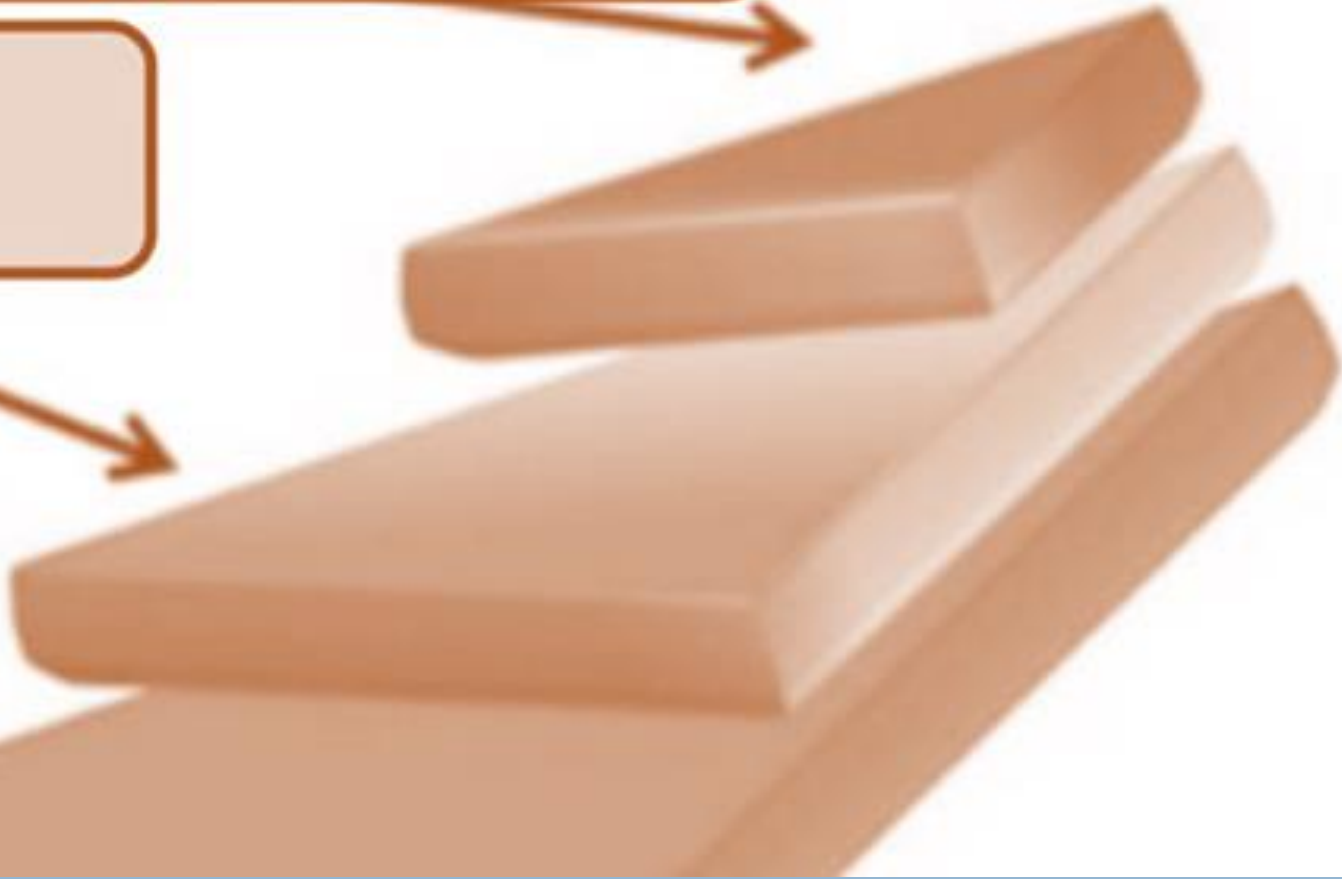


Outline professional learning needs and instructional implications

Intensive

Strategic

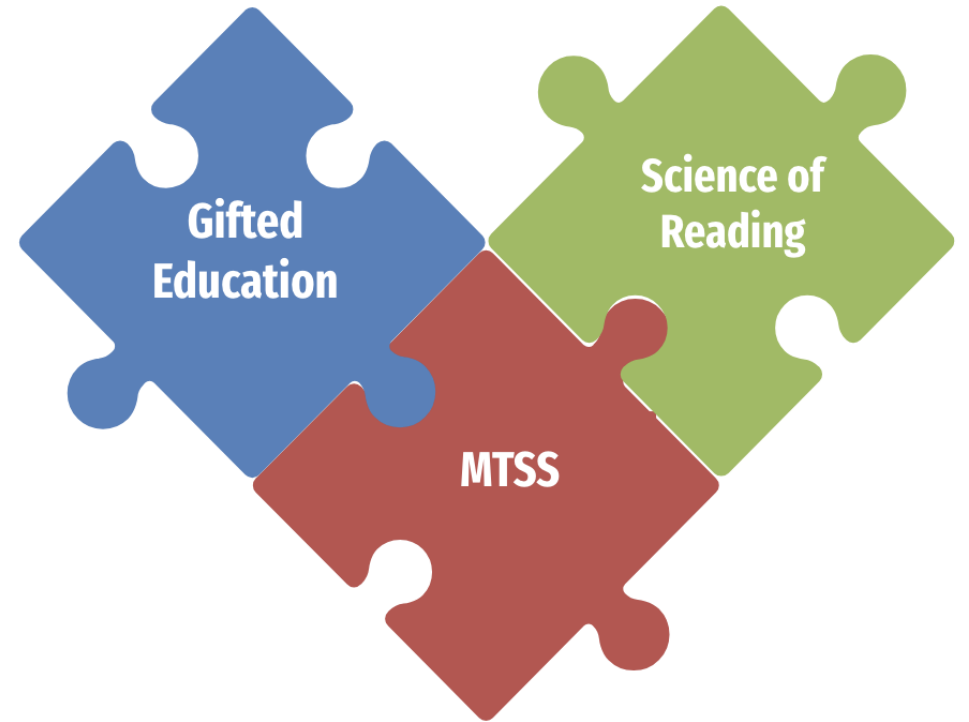
Differentiated

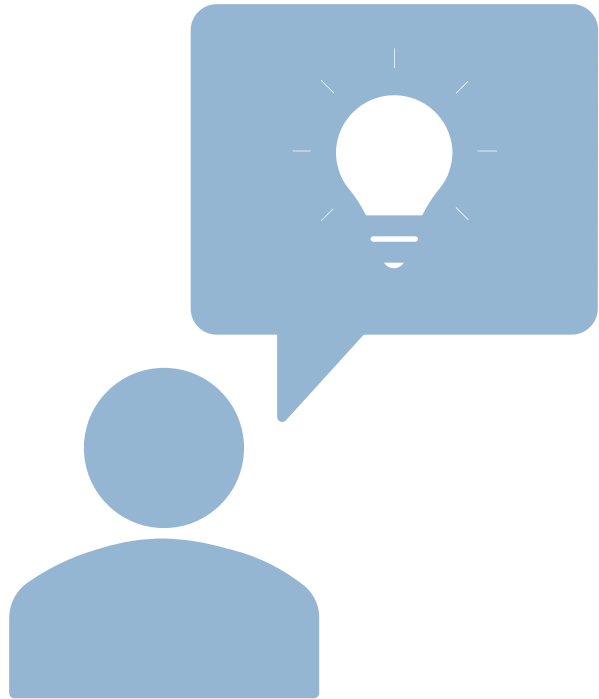


Detail the importance of serving gifted students in a comprehensive MTSS framework

Gifted Education & Reading Science: Let's Chat

What do we **know**?
What can we **learn**?





One Word that Comes to Mind

WHAT IS ONE WORD OR SHORT PHRASE
THAT COMES TO MIND WHEN YOU THINK
OF GIFTEDNESS?



Common Questions We All Hear

Our Collective Aim



“We are not trying to close the achievement gap between the weakest and the strongest students in our classrooms by preventing the strongest students from growing. We are trying to close the achievement gap between struggling students and grade-level goals while also maximizing growth for our strongest readers and writers.”

(Walpole & McKenna, 2017, p. 15)

What to Keep in Mind:

National Association for Gifted Children: Common Characteristics of Gifted Individuals

Because gifted children demonstrate greater maturity in some domains over others, they may be at greater risk for specific kinds of social-emotional difficulties if their needs are not met.”

“These aspects may include heightened awareness, anxiety, perfectionism, stress, issues with peer relationships, and concerns with identity and fit.”

Cognitive	Creative	Affective	Behavioral
Keen power of abstraction	Creativeness and inventiveness	Unusual emotional depth and intensity	Spontaneity
Interest in problem-solving and applying concepts	Keen sense of humor	Sensitivity or empathy to the feelings of others	Boundless enthusiasm
Voracious and early reader	Ability for fantasy	High expectations of self and others, often leading to feelings of frustration	Intensely focused on passions—resists changing activities when engrossed in own interests
Large vocabulary	Openness to stimuli, wide interests	Heightened self-awareness, accompanied by feelings of being different	Highly energetic—needs little sleep or down time
Intellectual curiosity	Intuitiveness	Easily wounded, need for emotional support	Constantly questions
Power of critical thinking, skepticism, self-criticism	Flexibility	Need for consistency between abstract values and personal actions	Insatiable curiosity
Persistent, goal-directed behavior	Independence in attitude and social behavior	Advanced levels of moral judgment	Impulsive, eager and spirited
Independence in work and study	Self-acceptance and unconcern for social norms	Idealism and sense of justice	Perseverance—strong determination in areas of importance
Diversity of interests and abilities	Radicalism		High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others)
	Aesthetic and moral commitment to self-selected work		Volatile temper, especially related to perceptions of failure
			Non-stop talking/chattering

Source: Clark, B. (2008). *Growing up gifted (7th ed.)* Upper Saddle River, NJ: Pearson Prentice Hall.

Characteristics of Gifted Adults

Fiedler (2015) has pointed out that there are developmental stages of gifted adulthood; she refers to these stages as seekers (18-25), voyagers (25-35), explorers (35-50), navigators (50-65), actualizers (65-80), cruisers (80+).

Gifted adults tend to show the three primary traits of *complexity*, *intensity*, and *drive* (**Jacobsen, 1999**). Each of these can be collapsed, exaggerated, or *balanced* (the goal!).

According to **Corten (2021)**, gifted adults at work tend to show heightened powers of observation, vulnerability, a combination of talents, uniquely innovative ideas, and a tendency to “think and speak too fast for other people to keep up, often without knowing” (p. 22). Multipotentiality (<https://puttylike.com/>) and imposter syndrome are common.



Continuum of Supports: A Tiered Structure for Instruction and Interventions



Team-Based Leadership



Comprehensive Screening and Assessment System



Data-Based Decision Making and Improvement Cycles



Evidence-Based Practices and High-Quality Instruction for All Learners

What is a
Multi-Tiered
System of
Supports?

What is the Purpose of an Integrated MTSS?

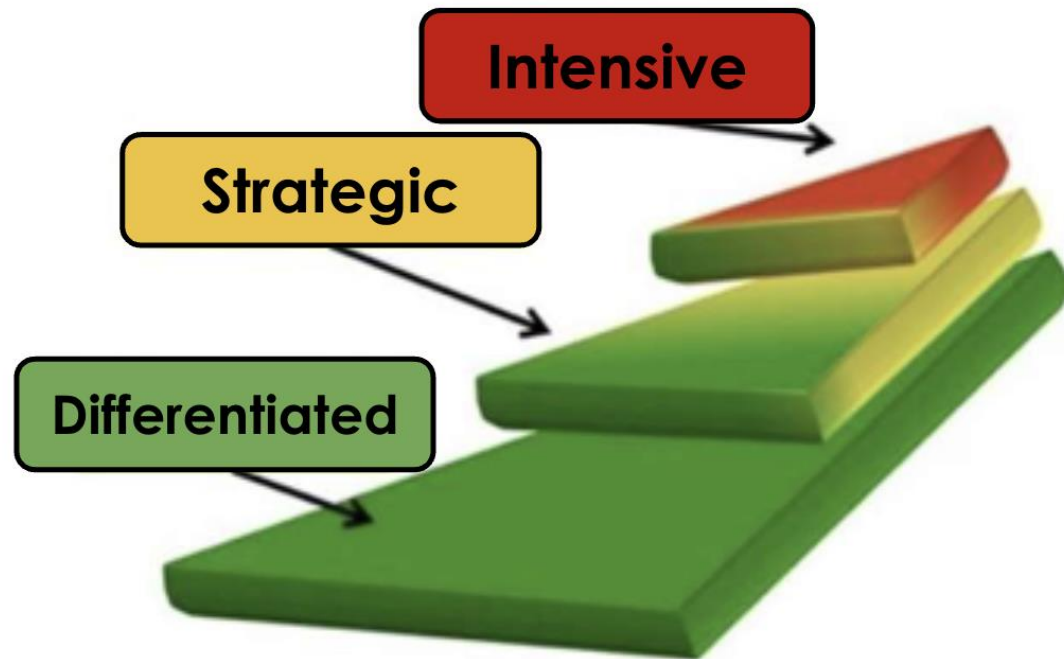
At regional and local level, an integrated MTSS provides a comprehensive framework that concentrates on strength-based approaches to teaching and learning, identifying challenges early, intervening rapidly and with precision.

Districts ensure that all teachers receive high-quality instructional materials and training to support them in crafting learning experiences that provide equitable access to grade-level content for all students.

All learners, regardless of disability, English language proficiency status, socioeconomic status, race, or academic performance can receive services in Tiers 1, 2, and 3.

MTSS provides both academic and wellness supports throughout the multi-tiered system of supports.

Multi-Tiered System of Supports: The Purpose



“The **multi-tiered system of supports** structure provides a framework for supporting learners based on their unique needs. It can guide staff in designing effective instruction and appropriate interventions as *part of school improvement efforts*. A multi-tiered system of supports for reading includes **full access** to grade-level instruction **for all learners** that is differentiated and designed to meet the needs of all learners (Tier 1) and additional targeted (Tier 2) and/or intensive intervention (Tier 3) for learners experiencing difficulties” (Ohio’s Plan to Raise Literacy Achievement, 2018).

Instructors provide full access to Tier 1 core curriculum for all students in grades pre-K through 12.

To support students ages birth to 5 years, specialized learning educational teams require knowledge and skills across all areas of early development (academic, behavioral, social, and developmental).

Tier 1 supports the integration of Positive Behavioral Intervention and Supports (PBIS) which includes universal behavioral and wellness supports related to school climate and culture, mental and physical health, attendance, and family engagement.

What are Integrated MTSS Tiers?

Characteristics of Students Who are Gifted



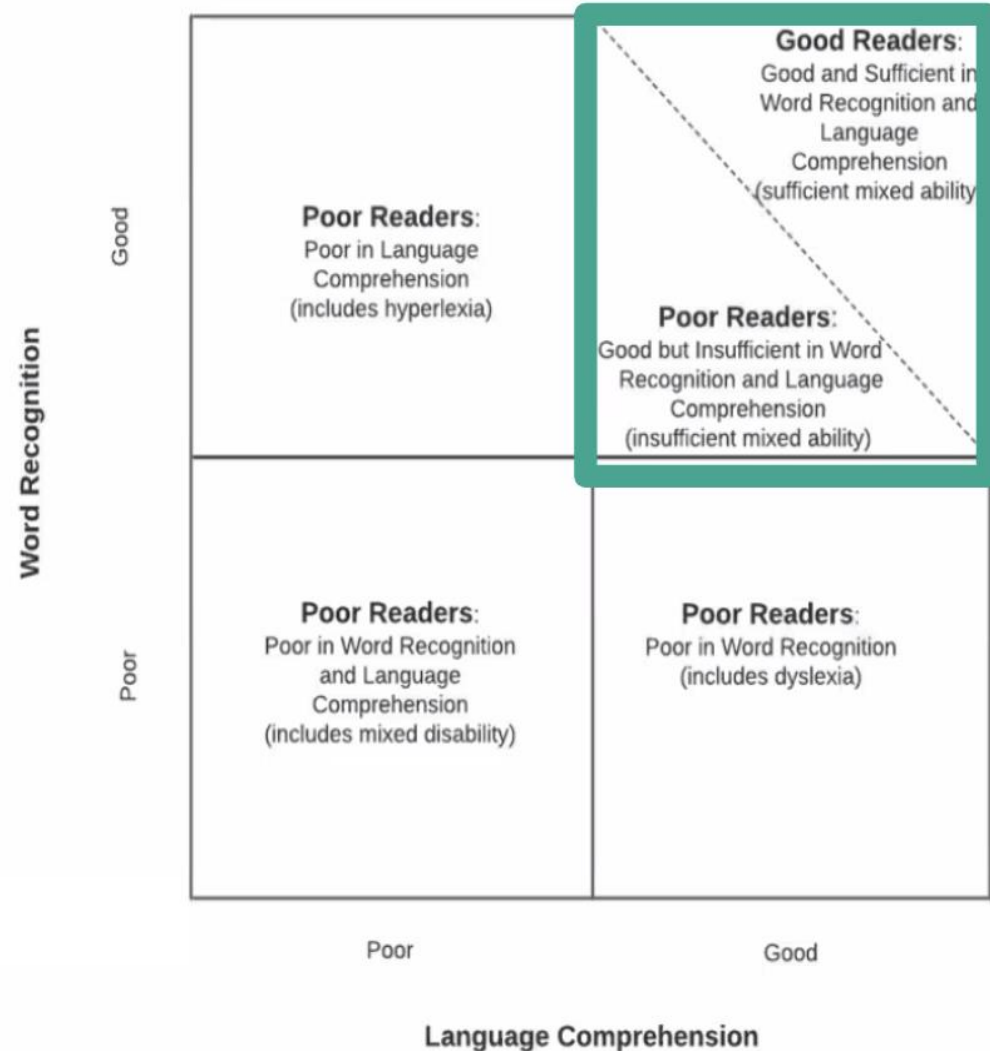
Ability to quickly recognize patterns and acquire skills

Strong memory & need less repetition

Ability to make cross content connections

Good Readers

... "to be a good reader, one needs generally to be more than just "above average" in subcomponent skills" (Hoover, 2003).



Note: The dashed line in the upper right quadrant only approximates the curvilinear delineation between poor and good readers as defined by the product of the two subcomponents.

What Does Integrated MTSS Look Like?



An integrated system means a continuum of evidence-based, systemwide practices with technically sound assessments used to address students' needs.



Continuous, data-based monitoring informs decision-making about each student's progress.



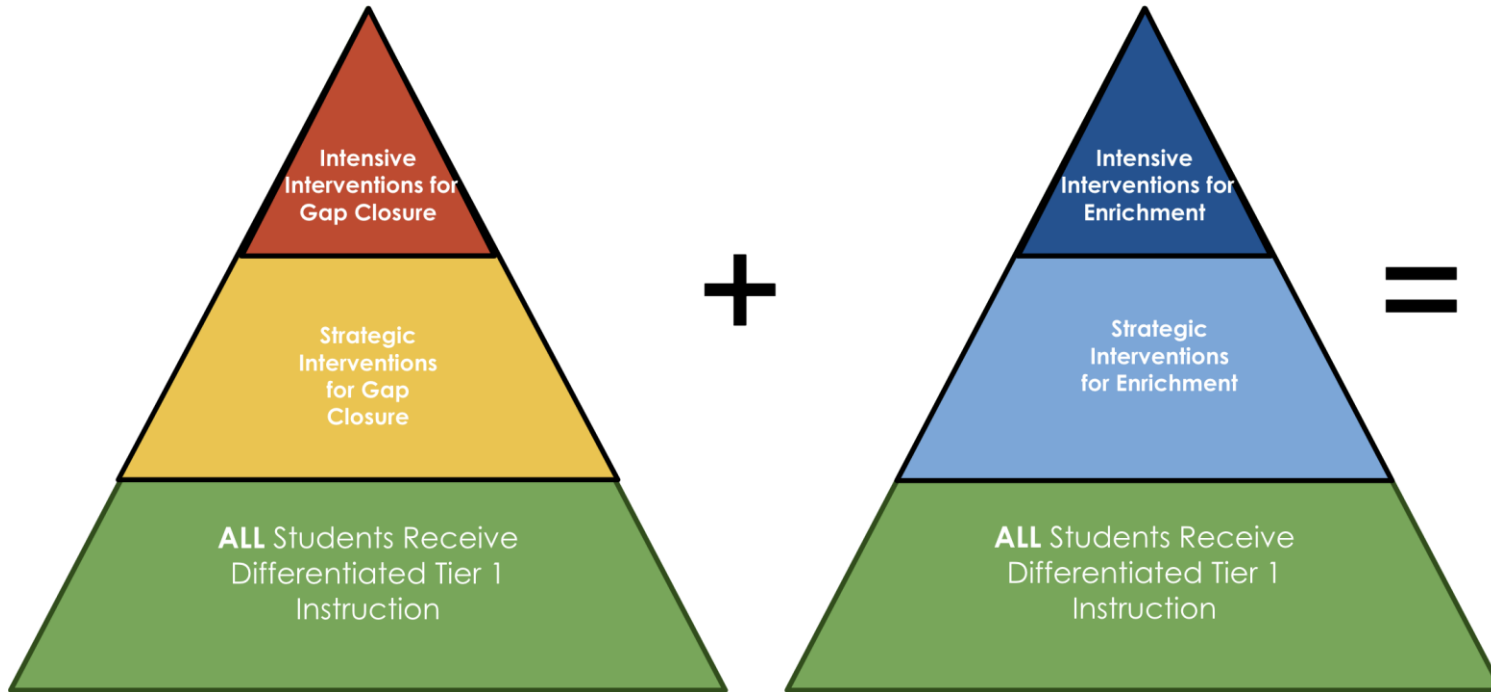
Effective communication across support teams is necessary to sustain collaborative implementation of teaching methodologies and integration of supports, services, scaffolds and interventions.

MTSS & Gifted Education

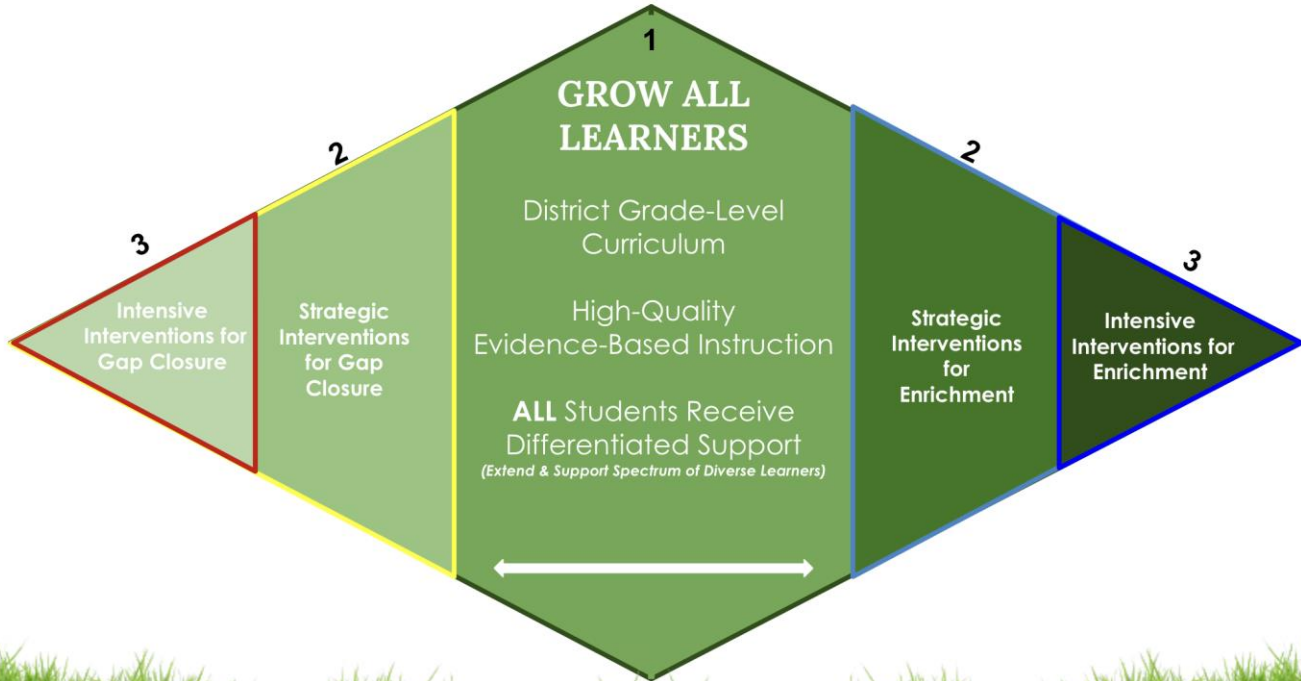
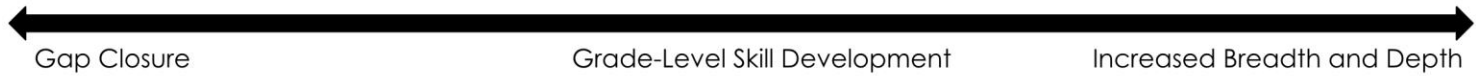
In 2009, the Association for the Gifted (TAG), a division of the Council for Exceptional Children (CEC), released a position paper asserting that the RtI model should be expanded to encompass the needs of gifted and twice-exceptional students.

Recommendations:

- screening for strengths
- progress monitoring
- collaborative problem-solving
- standard protocols
- strong, differentiated core instruction
- access to advanced curricula
- tiered supports and services
- data-driven decision-making
- strengths-based professional development



An
Expanded
MTSS
Model

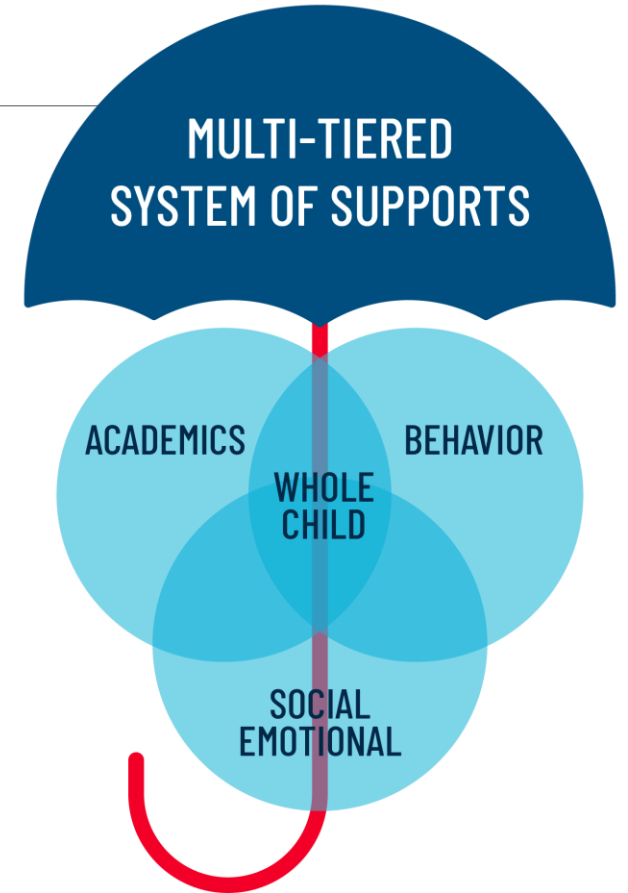


Two Sides of the Same Continuum

Nickerson, 2020

Opportunities for Gifted Learners

MTSS Fosters Opportunities	MTSS Provides Supportive Structures
<p>Opportunities exist to:</p> <ul style="list-style-type: none">• focus on services rather than labels;• differentiate instruction and intensify enrichment;• improve services for students with complex strengths and needs (e.g., twice-exceptional students, gifted multilingual learners);• close opportunity gaps and reduce disproportionality; and• maximize growth and prevent underachievement.	<ul style="list-style-type: none">• Learning experiences should be developed and articulated across K-12 for systematic talent development.• Gifted students benefit from differentiated guidance and counseling services and deliberate cultivation of intrapersonal skills.



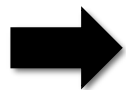
Questions Answered by Assessment

Universal Screening Assessment	Diagnostic Assessment	Progress Monitoring Assessment	Outcome Assessment
Who needs support?	What support is needed?	Is the support working?	Has the support increased student outcomes?

Problem Identification



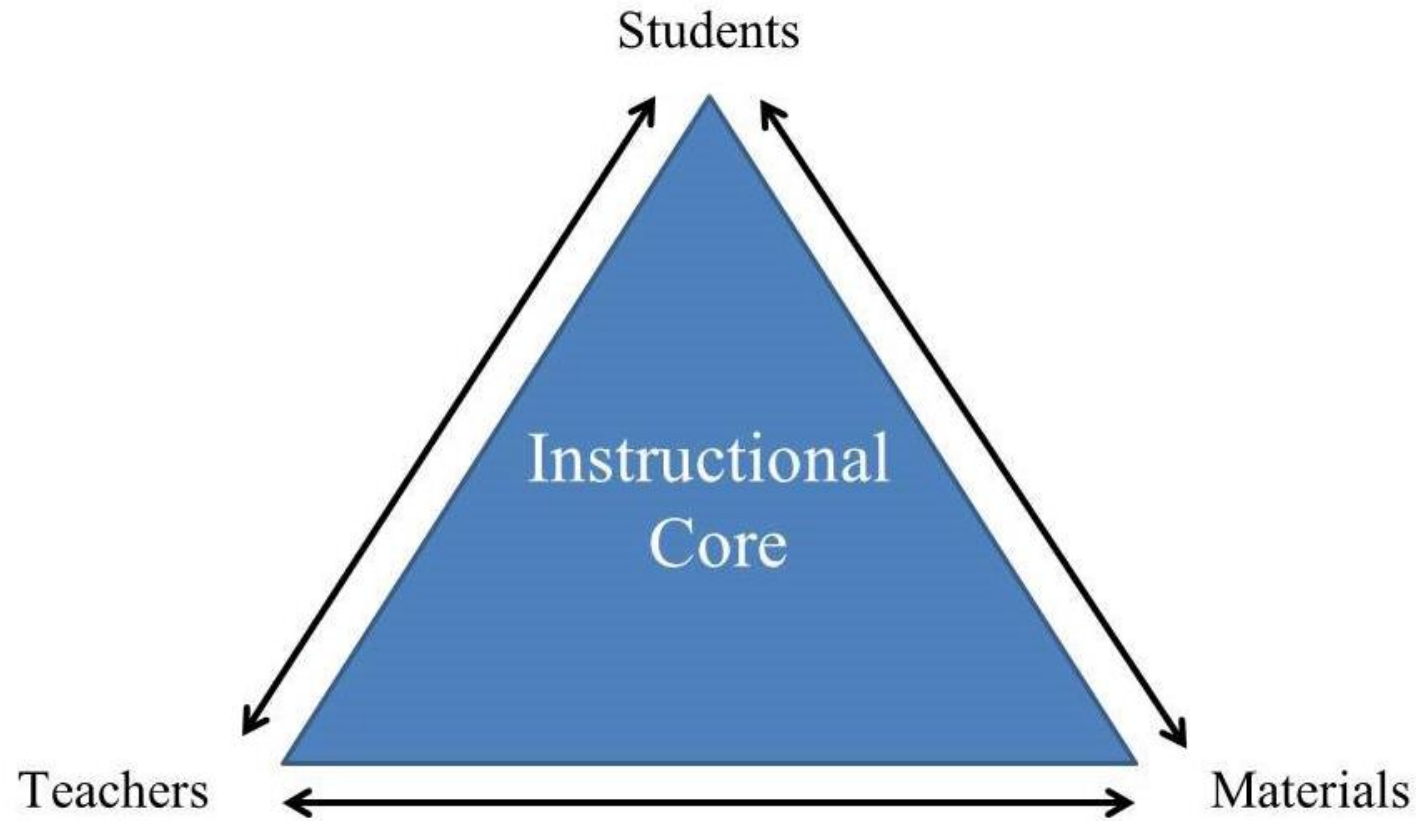
Problem Analysis



Plan Development and Implementation



Plan Evaluation



Consider how to intensify core instruction for gifted learners

Gifted Multidisciplinary Team



Who is around the table?

- general educator(s)
- gifted intervention specialist
- gifted coordinator
- school psychologist
- principal
- parent(s)/guardian(s)
- intervention specialist (if 2e)
- TESOL teacher (if multilingual)
- school counselor
- OT, SLP, or other relevant personnel

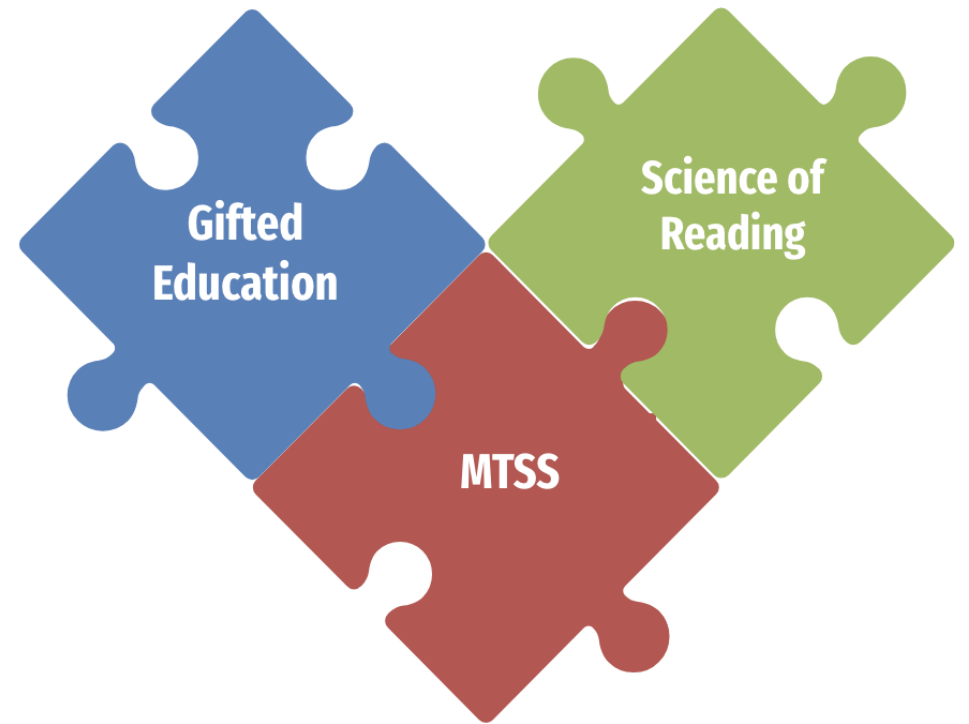
Integrated MTSS Guides the Work

- What should our students learn?
- How will we know that our students have learned it?
- What will we do when our students have not learned it?
- **What will we do when our students have already learned it?**



Gifted Education & Reading Science: Let's Chat

In which ways does our system need to change to support a tiered model for advanced learners?





Science of Reading
The Evidence Base



Structured Literacy
The Application of Knowledge




Consider how to intensify core instruction for
gifted learners

Assessment	Instructional Context	Instructional Content
<p>Use Data:</p> <ul style="list-style-type: none"> • Screening • Diagnostic • Progress-monitoring • Outcome assessment • Formative assessment <p>Document student progress and teach diagnostically.</p>	<p>Match the appropriate level of instruction to:</p> <ul style="list-style-type: none"> • Strengths • Needs • Pace of learning • Interests (if possible) <p>Use a scope and sequence to teach systematically:</p> <ul style="list-style-type: none"> • Whole group lessons • Differentiated/tiered lessons • Enriched/compacted lessons • Accelerated lessons 	<p>Teach the essential components of literacy instruction following recommendations from scientifically-based reading research:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension • Writing

Bringing It All Together

Instructional Intensification

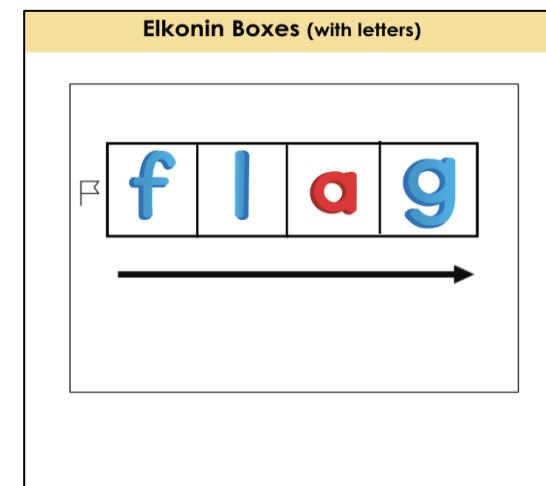
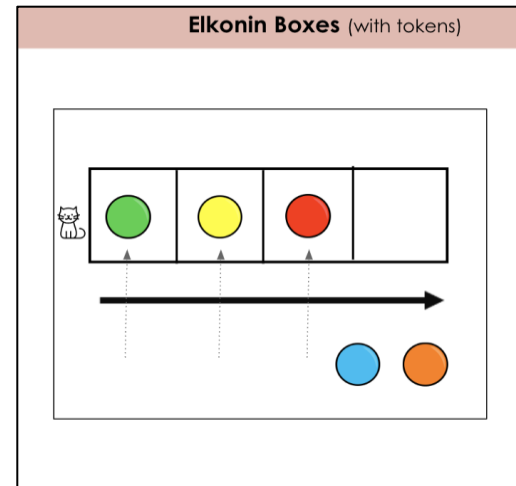
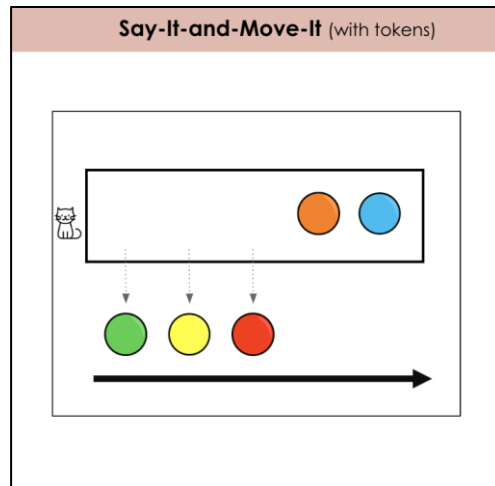
More Structure	Core Support	More Complexity
 <ul style="list-style-type: none">• Scaffold instructional routines• Break down tasks step by step• More concrete presentation• Model using think alouds• Model using guided questioning• Give examples and non-examples• More frequent student response	<ul style="list-style-type: none">• Teacher-led instruction• Instructional routines• Concepts directly taught• Clearly explained• Skills are modeled (I do, we do, you do)• Prompt feedback	<ul style="list-style-type: none">• Provide opportunities for implicit learning• Provide multi-step directions• Provide opportunities to grapple with abstract or complex ideas (DOK)• Foster greater independence/choice• Work at a faster pace

Adapted from Ohio's K-5 Dyslexia Course

Constrained Skills (limited scope and can be mastered with explicit and systematic instruction).	Unconstrained Skills (unbounded scope and can be developed and improved throughout one's lifetime).
Print awareness	Oral language
Phonemic awareness	Vocabulary
Alphabetic knowledge	Comprehension
Spelling	Composition
Fluency	Critical thinking

Analyzing Data for All Learners

Task-Application Continuum: PA & Phonics



Task-Application Continuum: Phonics & Word Study



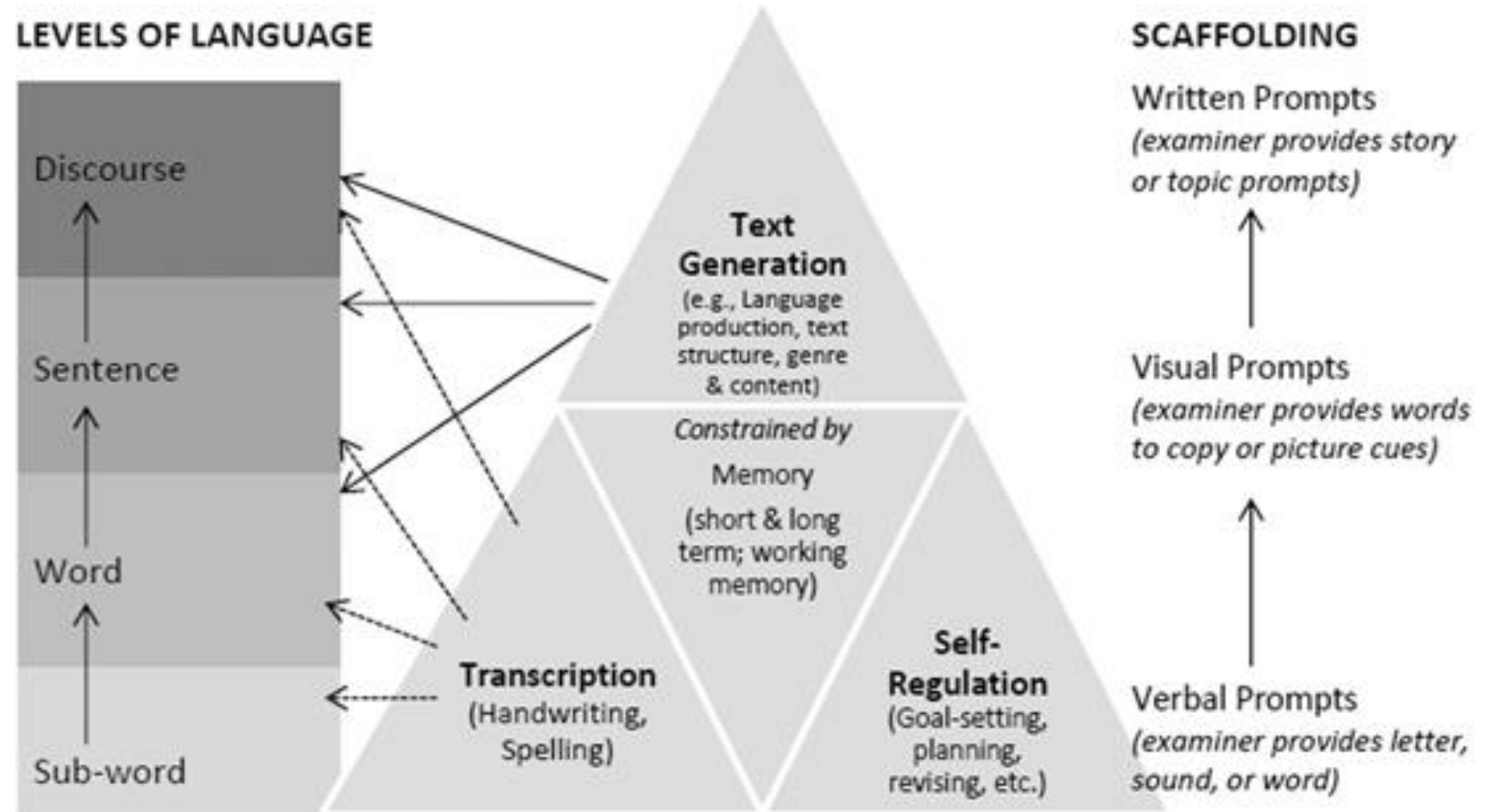
Phoneme-Grapheme Mapping				
s	t	ar		
ch	ir	p		
s	t	ar	t	s
s	l	ur	p	ed
s	p	l	ur	ge

Syllable Boxes					
Word	1st Syllable	2nd Syllable	3rd Syllable	4th Syllable	Whole Word
infectious	in	fect	ious		infectious
infect	in	fect			infect
infection	in	fect	ion		infection

Morpheme Boxes					
Word	1st Syllable	2nd Syllable	3rd Syllable	4th Syllable	Whole Word
segregate	se	greg	ate		segregate
segregation	se	greg	at(e)	ion	segregation

Writing may be the "Apex" Skill

Where are we in terms of building knowledge, allocating time, & securing resources to support writing instruction?





Professional learning needs and instructional implications

Professional Learning

Continuous and Comprehensive Learning

- Needs of GT students
- Evidence-based literacy practices
- Robust MTSS model
- Intervention/enrichment options

Leadership Support

- Support from building- and district-administration
- Time allotted for collaboration, planning, and documentation

High Quality Instruction

- High quality differentiated Tier 1 instruction
- Intensified supports to address strengths and needs

(Seedorf, 2014, p. 252)

Ohio's Introduction to the Science of Reading Pathways on the Learning Management System

Consider using Ohio's Science of Reading Modules in readers K-5 and grades 6-12 for discussion points on supporting advanced learners in reading.

Gifted Learner Profile: Meet Rebecca

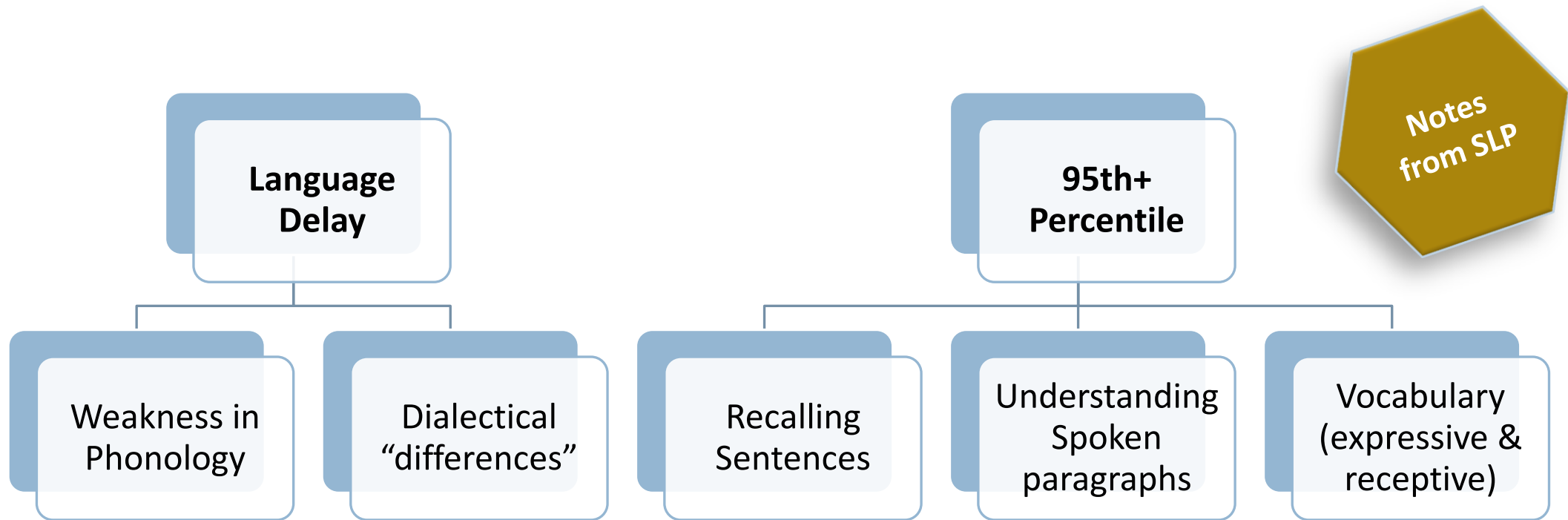
GIFTED ID: SPECIFIC
ACADEMIC ABILITY
(READING & MATH)

99TH PERCENTILE IN
READING

TEACHER NOTES:
“READING 2-3 GRADE
LEVELS ABOVE
TYPICAL PEERS

Gifted Learner Profile: Meet Rebecca

Early Learning Journey



Gifted Learner Profile: Meet Rebecca

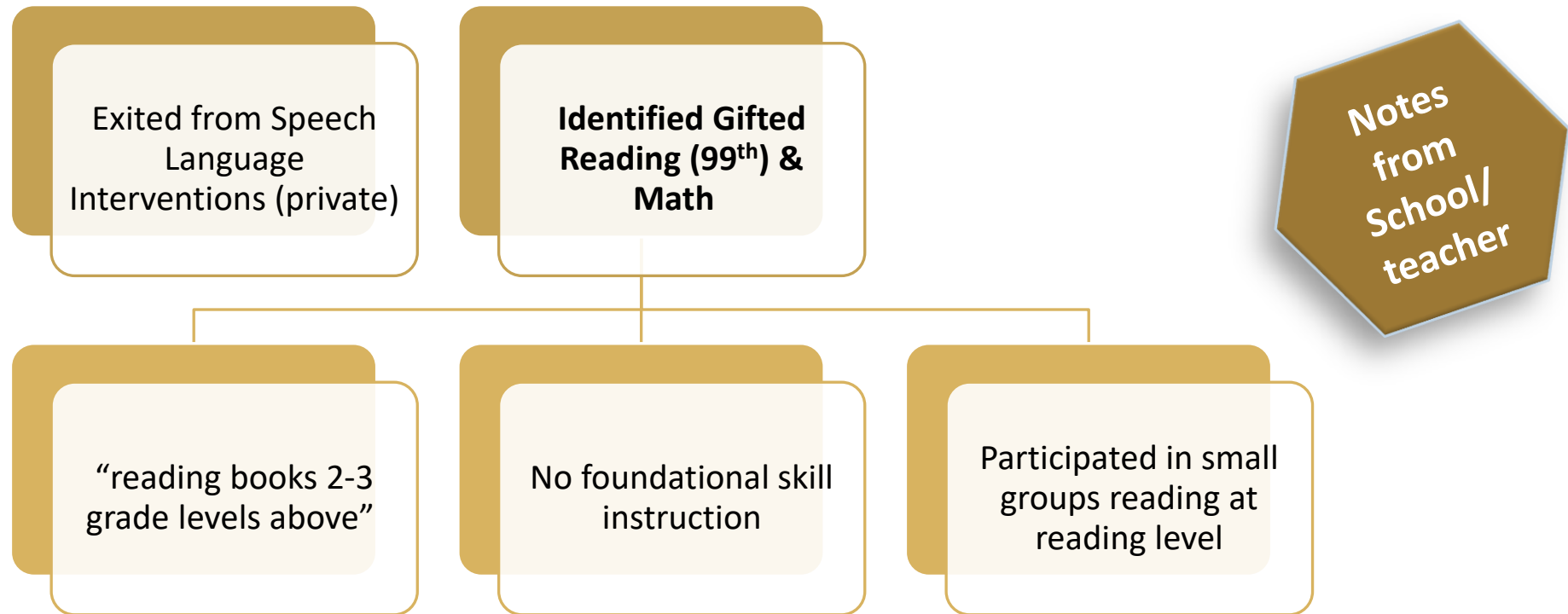


Notes
from SLP

- focused on production of **initial and final /f/ and initial /s/ in words** .
- Produced /f/ initial with 70% accuracy with model. Produced initial /s/ with visual signal and verbal model with 60% accuracy
- Produced initial /f/ with 80% accuracy cued with pictures. Produced initial /s/ with visual signal with verbal model -70% accuracy with approx.
- Produced /f/ initial with 100% accuracy today with less stopping patterns. Produced final /s/ with initial model.
- Produced /f/ initial with 90% accuracy with fewer stopping patterns. Produced initial /s/ with 80% accuracy with faded model and visual signal. Produced /sh/ in isolation and /CV and CVC syllables
- Produced /f/ in initial position with words in all trials Produced /s/ in initial position with words in all trials
- Produced /f/ and /s/in all positions with 100% accuracy in spontaneous production.

Gifted Learner Profile: Meet Rebecca

Identification & Beyond



Gifted Learner Profile: Meet Rebecca

Where is Rebecca Now?

99th Percentile



83rd Percentile

Notes
from
School

- “Doesn’t require any phonics”; “Small group instruction at her level”
- “Eloquent reader”
- “Hurries through written work”

Notes
from
Rebecca

- “I like to read, but not at school”
- “Spelling lists are stupid”
- “Writing takes too long”

Rebecca's Spelling Inventory

1 fan	15 chewed
2 pet	16 crawl
3 dig	17 wishes
4 rob	18 thorne
5 hope	19 Shouted
6 wait	20 spoil
7 gum	21 growl
8 sled	22 thid
9 stick	23 camped
10 Shine	24 tryles
11 dream	25 claping
12 blade	26 writing
13 coach	
14 frite	

“frite”

“thorne”

“Tryies”

“Claping”

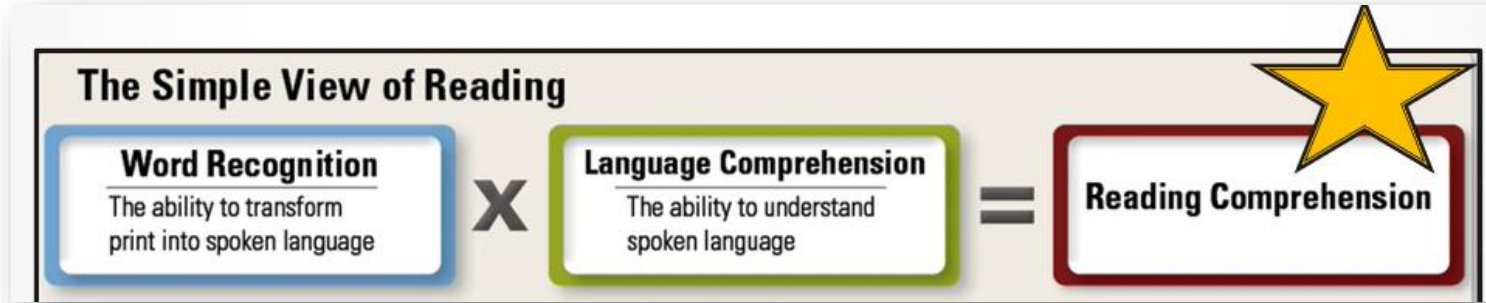
“Writeing”

Importance of the SVR for Rebecca

Rebecca's instruction at school seemed to ignore explicit instruction in Word Recognition

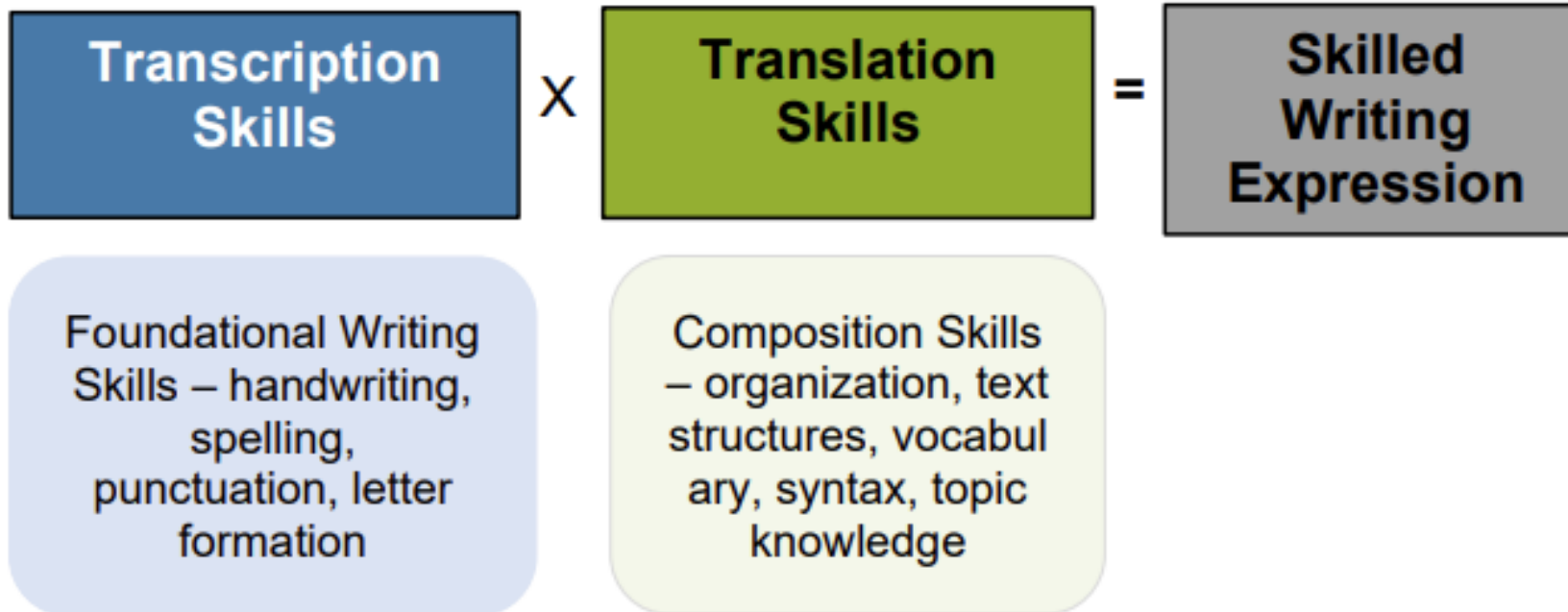
X

Rebecca's instruction at school seemed lean into *Some* aspects, of Language Comprehension



The Simple View of Writing

Figure 4. Simple View of Writing (St. Martin, et. al., 2020)



Writing in Action

Principal Carla Leone and her collaborative team of teachers have crafted writing diagnostics to use as a formative practice to evaluate the needs of students and to help make decisions in writing instruction. The assessment, given twice a year, focuses on informative writing about a nonfiction and sentence structure in grades 2-5. Examples of what an administrator might observe in grade-level team meetings when teachers are reviewing writing diagnostics:

- Analysis of students' mastery of sentence structures and handwriting skills
- Discussion of the sequence of skills in Tier 1 instruction and planning to support students in mastering grade level standards as well as in gap remediation
- Discussion of helping students who need more support in working memory
- Discussion of students who need support with cognitive flexibility in planning their writing and in shifting tasks while writing

Why is Writing Important? Writing improves all areas of reading, including reading comprehension (Graham & Hebert, 2010). Writing makes thinking visible and helps cultivate a command of language.

Figure 4. Simple View of Writing (St. Martin, et. al., 2020)

Transcription Skills × **Translation Skills** = **Skilled Writing Expression**

Foundational Writing Skills – handwriting, spelling, punctuation, letter formation

Composition Skills – organization, text structures, vocabulary, syntax, topic knowledge

How to Know if Students Are Proficient in Writing?

- Writing includes grade appropriate spelling of words, spacing, handwriting and use of punctuation.
- Writing includes word choice appropriate to topic and audience.
- Writing is cohesive and well-organized, with a flow of ideas within and between paragraphs.
- Writers orchestrate the phases of writing: planning, translating (drafting) and revising as soon as they begin writing.
- Students fluently write for different purposes, use appropriate organization and can discern in the areas of word choice, syntax, vocabulary and text structures.

How to Support Writing Development?

Elements of effective writing instruction:

- Students write about the texts that they read (for example, written responses, summaries of the text, notes about texts, answering questions about texts in writing).
- Instruction in writing skills and processes that go into creating texts such as the process of writing, text structures, paragraph and sentence construction skills and spelling
- Systematically teach letter formation and handwriting to fluency
- Use of explicit modeling; supported practice and independent practice of sentence components, text types and writing strategies; increasing how much students write
- Use of intentional sequence of skills within and across grades

Differentiated Universal Writing Instruction	Writing Instruction in Intervention
<input type="checkbox"/> Follows a purposeful sequence of foundational skills and composition skills <input type="checkbox"/> Building command of sentences following a progression <input type="checkbox"/> Daily writing in response to texts, across content areas <input type="checkbox"/> Explicit instruction in handwriting and letter formation <input type="checkbox"/> Use graphic organizers to help organize ideas	<input type="checkbox"/> Small group practice with progress monitoring <input type="checkbox"/> Instruction in syntax with modeling and immediate feedback <input type="checkbox"/> Practice manuscript and cursive writing <input type="checkbox"/> Explicit, systematic instruction in spelling, following a scope and sequence

PAGE 23 | Implementing Ohio's Plan to Raise Literacy Achievement, Grades K-5 | February 2023 **Ohio** Department of Education

Explicit Instruction for All Students

“Even proficient readers may struggle with writing, making it critical to provide explicit writing instruction for all students” (Graham & Perin 2007).



Questions to Consider...

What would have happened if she didn't receive explicit instruction outside of school?

For Rebecca, the majority of school instruction was placed on some aspects of the language comprehension side of the Simple View of Reading

How is her spelling & writing growth linked to her foundational instruction?

What would her trajectory look like if she had received explicit & systematic instruction in word recognition?

How could she benefit from explicit instruction in transcription and translation skills?



Myth

Reality

Gifted Learner Profile: Meet Rebecca

Did we allow her gifted identification to feed the myth that she would be “fine” ?

Did we assume she had mastered all “foundational skills” because she could engage in complex cognitive tasks?

Did we allow her strengths to mask her skill needs?

What will her scores look like in grades 5, 6, 7?

Teaching for High Potential: The Science of Reading is for Everyone

Susannah Richards

“Over the years I encountered more and more students who were not able to read fluently and who struggled with comprehension. **This included students who were identified for the gifted and talented programs who often had large sight vocabularies but did not have word identification skills to decode words encountered in print or the first time.** How could these students who had abilities and access to books not know how to read decodable words (words that follow the patterns of letters and sounds)?”

buried under books: A READER ON READING Susannah Richards
Eastern Connecticut State University
susannah.richards@econn.edu
Twitter & Insta: @SusannahRichards

The Science of Reading is for Everyone

A few months ago, Emily Hanford, American Public Media (APM) Senior Producer and Correspondent, launched a new series named *Sold a Story: How Teaching Kids to Read Went So Wrong* on the Educate Podcast (<https://www.apmreports.org/collectiv/educate-podcast/>). This series is an extension of the literacy education investigation that Hanford has been researching for years. My first encounter with Hanford's work was in 2018 with the podcast, *Hard Words: Why Aren't Kids Being Taught to Read?* (<https://www.somereports.org/episode/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read/>). She was talking my language and I was hooked on listening to her work on the flawed ways that young people are taught to read.

When I began teaching in the mid 1980s, I was unprepared to teach students how to read. I had some basic knowledge of literacy but it was not extensive enough to help students who might not identify patterns in how sounds are represented by letters. I did not know some of the basic terms of alphabetic principles. I knew how to read and write and for some reason I thought that might be enough to teach students. I loved books and quickly developed a reputation for sharing them with my 2nd and 3rd graders. In my first few years of teaching, many of the students in my classroom had literacy rich backgrounds with access to books, had parents who valued reading and were able to learn to read with instruction that may not have been as effective as it could have been. Over the years I encountered more and more students who were not able to read fluently and who struggled with comprehension. This included students who were identified for the gifted and talented programs who often had large sight vocabularies but did not have word identification skills to decode words encountered in print for the first time. How could these students who had abilities and access to books not know how to read decodable words (words that follow the patterns of letters and sounds)?

I started to question the methods and materials that were being used to teach students to read. How did the picture help a student decode a word? How might I teach students to read in a more explicit and systematic way? These questions haunted me but in truth I was focused on other areas of education including meeting the needs of students who were identified as gifted and talented, researching the characteristics and methods to teach talented readers, and developing curriculum strategies to replace English Language Arts curriculum. Fast forward to now. I teach literacy courses for teacher candidates and courses in an advanced master's program for certified teachers. I have spent most of my career as a professor learning how people learn to read and teaching students about the

big ideas in reading development: phonological awareness, alphabetic principle, fluency, vocabulary, and comprehension. I am also a big fan of literature for youth and read and share hundreds of books in my courses, at conferences and events, and on social media.

This is not a debate. Many students do not learn to read without systematic and explicit instruction in how letters make words. In fact, it is likely that 5-10% of the population learns to read without effort and another 25-40% learn to read with reasonable instruction. That means that 50% of the population needs systematic and explicit instruction. This includes students who have been identified as gifted and talented and those who are Twice-Exceptional (2e) and may have difficulty with the printed word but also have strong abilities in non-reading related areas.

We are not asked to read in the same way that we are asked for listening and speaking. It is not reasonable or accurate to assume that all students will learn without instruction. As you work with students who are identified for gifted and talented services, pay attention to their reading behaviors and attitudes towards reading. While these students may be able to read and comprehend at or above what you would expect for a child of that age, it is also possible that they may benefit from instruction to help them read more effectively.

Here are questions to keep in mind as you consider whether students have the skills and strategies to be lifelong readers:

- Does the student want to read? Avoid reading?
- Does the student identify and generate rhymes?
- Does the student look forward to hearing books read?
- Does the student have the ability to decode words that they see in print from the first time?
- Does the student read fluently with accuracy, rate, and prosody?
- Does the student have the Tier II (high frequency and multiple meaning words in a variety of domains) and Tier III (content specific) vocabulary they need to create meaning from text?
- Does the student read diversely and across multiple genres?
- Does the student demonstrate literal and inferential comprehension?
- Does the student have the schema they need to read both fiction and nonfiction?

www.nisgc.org February 2023 | Teaching for High Potential 11

Gifted and Dyslexic: Identifying and Instructing the Twice- Exceptional Student *International Dyslexia Association*

"One promising approach for 2e students is the multisensory, structured language approach used for the treatment of dyslexia."

International **DYSLEXIA** Association®
Gifted and Dyslexic: Identifying and Instructing the Twice-
Exceptional Student

As individuals, each of us has a unique combination of strengths and weaknesses. But sometimes we are exceptionally strong or weak in certain areas. In the school setting, students with exceptional strengths and weaknesses may have different instructional needs than other students. Twice exceptional or 2e is a term used to describe students who are both intellectually gifted (as determined by an accepted standardized assessment) and learning disabled, which includes students with dyslexia.

The NAGC (National Association for Gifted Children) recognizes three types of students who could be identified as 2e:

- Identified gifted students who have a learning disability
- Students with a learning disability whose giftedness has not been identified
- Unidentified students whose gifts and disabilities may be masked by average school achievement

It is commonly believed that many 2e students are misclassified, neglected, or receive inadequate intervention. Sometimes it can be a greater struggle to show that a student is eligible for services for treating dyslexia than for giftedness; at other times, proving eligibility for services for the giftedness is the challenge. For gifted students who also have dyslexia, it is important to advocate with equal energy for both the disability and the ability.

Raising awareness is an important first step toward helping these students. This fact sheet provides information on identifying 2e students, providing them with effective instruction, and raising questions for future research.

How common is 2e?
Studies commonly suggest that 2-5% of school-age children are 2e, with some reports being

much higher. It is unclear if the rates of 2e differ among girls and boys. Boys are more often identified with the disability part of the 2e equation and therefore may more often be identified as 2e.

Some research has also shown that dyslexia is more common among gifted people in spatially oriented occupations, such as art, math, architecture, and physics. While each of these studies may have specific methodological strengths and weaknesses, in general there is some evidence that higher incidences of reading and/or language deficits are seen in such occupations or expertise. However, evidence is not conclusive that having dyslexia significantly increases the likelihood of being gifted.

What causes 2e?
Specific causes of 2e are not known. Research, however, suggests three possibilities:

- In some cases, the co-occurrence of giftedness and dyslexia is due to chance or naturally occurring variations in human neurology
- Some people with dyslexia develop gifts outside of the reading domain through experience or practice
- In the course of early neurodevelopment, the brain is wired so that learning to read is difficult but learning in other domains is not; that is, in some cases, there may be a causal link between being at risk for dyslexia and giftedness

Exactly how and to what degree those three etiologies exist in the 2e dyslexia population remains to be discovered.

How can we identify 2e students?
Parents and teachers may fail to notice both giftedness and dyslexia. Dyslexia may mask

Ohio Resources

[ReadOhio](#)

[The Science of Reading](#)

[Professional Development Information](#) and
[Frequently Asked Questions](#) for gifted learners

[Implementing Ohio's Plan to Raise Literacy Achievement:
Resources for School Leaders](#)

Questions:

- [Sign Up for English Language Arts and Literacy updates](#)





Literacy Academy On Demand

<https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Literacy-Academy/Literacy-Academy-on-Demand>

Books

- Different Minds: Gifted Children with AD/HD, ASD and Other Dual Exceptionalities by Lovecky
- Gifted Guild's Gyude To Depth and Complexity by Byrd and Gemert
- What Educators Need to Know: Twice-Exceptional Children: From Struggling to Thriving by Laningham, Lin and Wilson
- When Gifted Kids Don't Have All the Answers by Galbraith and Delisle
- Your Rainforest Mind: A Guide to the Well-Being of Gifted Adults and Youth by Paula Prober

MTSS Turn & Talk



Gifted Services within MTSS		
▶ Start	▣ Stop	▶▶ Continue
Our system needs to <i>start</i>...	Our system needs to <i>stop</i>...	Our system needs to <i>continue</i>...