What is Twice Exceptional?

Student has more than one exceptionality, most often giftedness

Has one of the disabilities from the 13 disability categories under the IDEA
Disability Categories

- Autism
- Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment
Categories of Giftedness

- Superior Cognitive
- Reading/ Writing
- Mathematics
- Science
- Social Studies

- Creative Thinking
- Visual Art
- Dance
- Drama/Theater
- Music
Which areas of Twice Exceptionality are most likely in your classroom?

- Autism and Gifted
- Specific Learning Disability and Gifted
- Other Health Impaired and Gifted
# Common Characteristics of Twice Exceptional Students

<table>
<thead>
<tr>
<th></th>
<th>Attention Deficit/Hyperactivity Disorder</th>
<th>Specific Learning Disability</th>
<th>Autism Spectrum Disorder (Asperger)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academics</strong></td>
<td>Difficulty beginning or finishing tasks</td>
<td>Strength in one area but not in another (ex: strong vocabulary but poor reader, etc.)</td>
<td>Normal cognitive development</td>
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<tr>
<td></td>
<td>Strength in critical and creative thinking</td>
<td></td>
<td>Intense focus on a particular topic</td>
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<tr>
<td><strong>Attention</strong></td>
<td>Fidgets and trouble staying seated</td>
<td>Overactive or inactive Easily distracted</td>
<td>Repetitive patterns of behavior</td>
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<tr>
<td></td>
<td>Easily distracted</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Difficulty following directions and keeping on task</td>
<td>Difficulty understanding and following directions or planning tasks</td>
<td>Difficulty with transitions or unknowns</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td>Difficulty understanding social cues</td>
<td>May have difficulties with social contexts</td>
<td>Difficulty developing peer relationships and lack of empathy</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td>Interrupts or blurts out Impulsive</td>
<td>Oppositional as a coping strategy</td>
<td>Emotionally fragile (meltdowns, etc.)</td>
</tr>
</tbody>
</table>
Challenges in Identifying Twice Exceptional Students

Giftedness can mask disability

Disability can mask giftedness

Both exceptionalities can mask each other
Why should we be concerned?

At greater risk for underachievement

At increased risk for developing social and emotional problems

Regression in ability may be seen over time
Red Flags for Twice Exceptional

• Uneven classroom performance
• Capable but disorganized
• Inability to initiate tasks
• Social anxiety or other social factors leading to lack of participation
Red Flags for Twice Exceptional

Subtest score discrepancies
  – Clinically significant
  – Even in “average to advanced” range

Differences between whole group and individually administered assessments
Serving Twice Exceptional, Rights and Responsibilities
Federal Government Guidance

• Federal Register
• Office of Civil Rights
• Office of Special Education Programs

Federal court cases

– Mr. I and Mrs. I v. Maine School Administrative District No. 55
What does our state say?

Consult with school psychologist to select test

Use allowable accommodations from IEP or 504 on tests
What does our state say?

Certain assessments allow the use of a General Abilities Index (GAI) instead of the full-scale IQ

Use strength based planning
Identifying Twice Exceptional Students

*Intrapersonal* versus *Normative*

Important to evaluate areas of strength as well as areas of weakness

Strengths and weaknesses revealed through comprehensive evaluation
Comprehensive Evaluation

Should be in-depth assessments of both strengths and weaknesses

- Observations
- Portfolio assessments
- Performance over time
- Samples of classwork
- Samples from work done outside of the school setting, particularly in an area of strength for the student
- Other assessment data
Strength Based Planning

• Necessary to develop weaknesses through strengths
• Include educators from both gifted and special education

• Resources for Strength Based Planning:
  – Appendix D from ODE’s Twice Exceptional Guide
  – Belin Blank Center’s guide for working with twice exceptional students
Classroom Teacher is Key

Twice Exceptional students are easily overlooked

When a change in performance expectation occurs, twice exceptional should be considered

Instructional practices can either create or eliminate obstacles
Strategies for Teaching Twice Exceptional Students

- Incorporate student interests
- Vary teaching style
- Front-load instruction
- Chunk learning or directions
- Use curriculum compacting for areas of strength
- Scaffold instruction in areas of weakness

- Time-based accommodations
- Assist with organizational weaknesses
- Allow for alternative ways to demonstrate learning
- Minimize social stressors
- Provide quiet spaces
Other Considerations

Seek out opportunities for professional development

Encourage collaboration between gifted education, special education and general education teachers
Contact:
gifted@education.ohio.gov
Social Media

Facebook: Ohio Families and Education
Ohio Teachers’ Homeroom

LinkedIn: ohio-department-of-education

Storify: storify.com/ohioEdDept

Twitter: @OHEducation
@OHEducationSupt

YouTube: OhioEdDept