

BELIN-BLANK

Recognizing and Serving Twice- Exceptional Students in your Classroom

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National Commission on Twice-Exceptional Students

Collaboration of professionals from many universities and agencies

Twice-exceptional learners are students who demonstrate the potential for high achievement or creative productivity in one or more domains such as math, science, technology, the social arts, the visual, spatial, or performing arts or other areas of human productivity AND who manifest one or more disabilities as defined by federal or state eligibility criteria.

Entire definition can be found in *An Operational Definition of Twice-Exceptional Learners: Implications and Applications* (Reis, Baum & Burke, 2014)

Twice-Exceptional Community of Practice

Collaboration of members from 29 national, state and local organizations, including:

- National Association for Gifted Children
- Council for Exceptional Children
- National Association of School Psychologists
- National Center for Learning Disabilities

Twice exceptional (2e) individuals evidence exceptional ability and disability, which results in a unique set of circumstances.

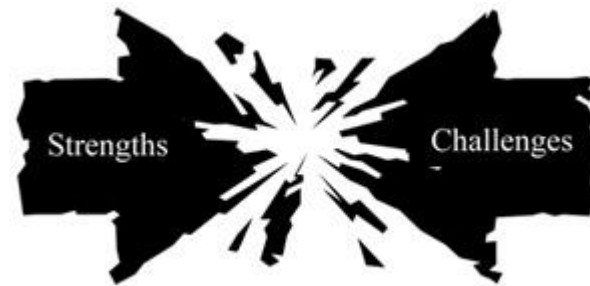
2e students, who may perform below, at or above grade level, require the following:

- *Specialized methods of identification*
- *Enriched/advanced educational opportunities*
- *Simultaneous supports*

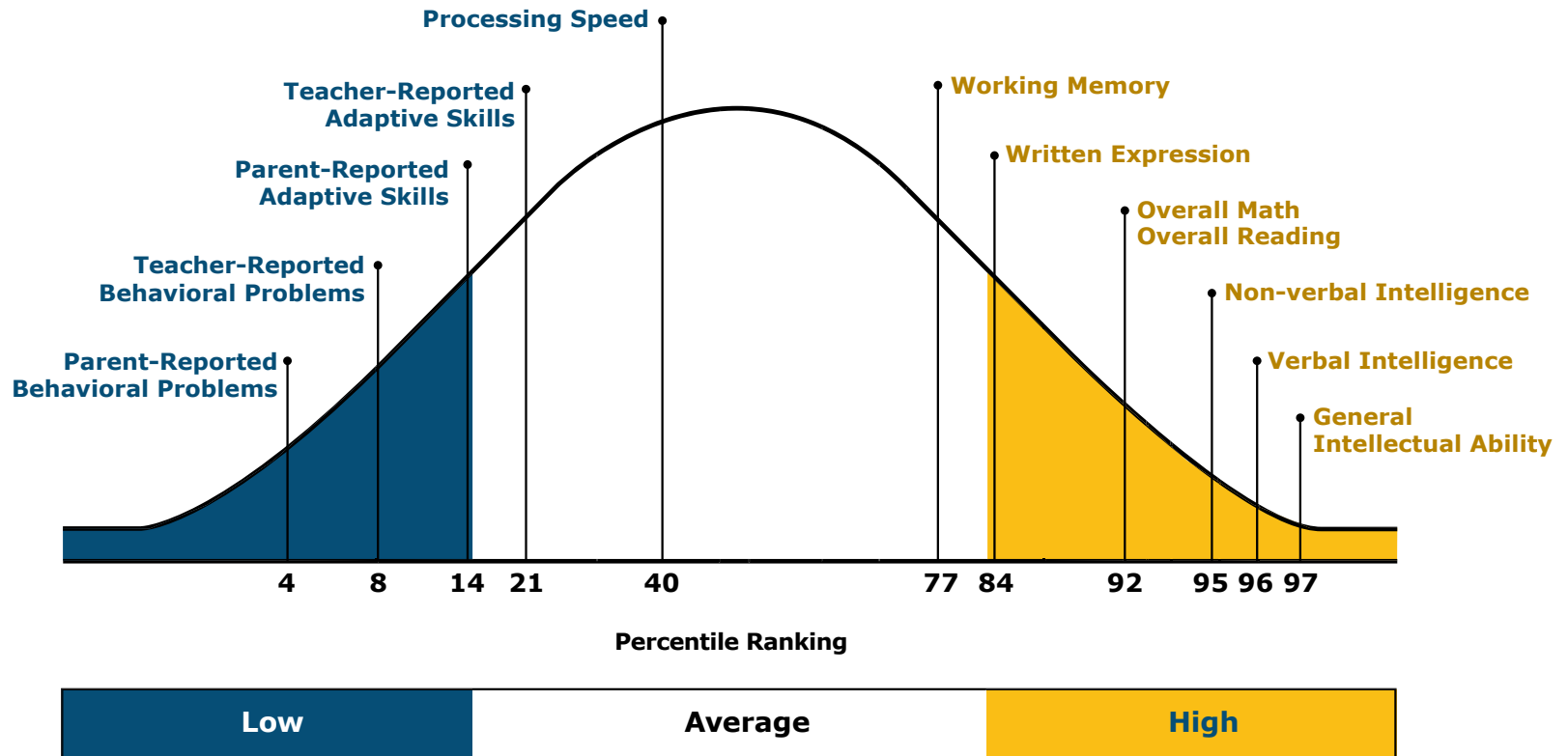
Working successfully with this unique population requires specialized academic training and ongoing professional development.

~385,000 twice-exceptional children exist in the US
(Foley Nicpon & Cederberg, 2015)

Likely an underestimate because the many twice-exceptional children with 504 Plans not counted in this total



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WISC-IV Scores	GT/ADHD		GT only		
	SS		SS		Significance
Full Scale	123		127		yes
General Ability Index	129		132		no
Verbal Comprehension Index	128		126		no
Perceptual Reasoning Index	122		127		yes
Working Memory Index	111		117		yes
Processing Speed Index	102		109		yes

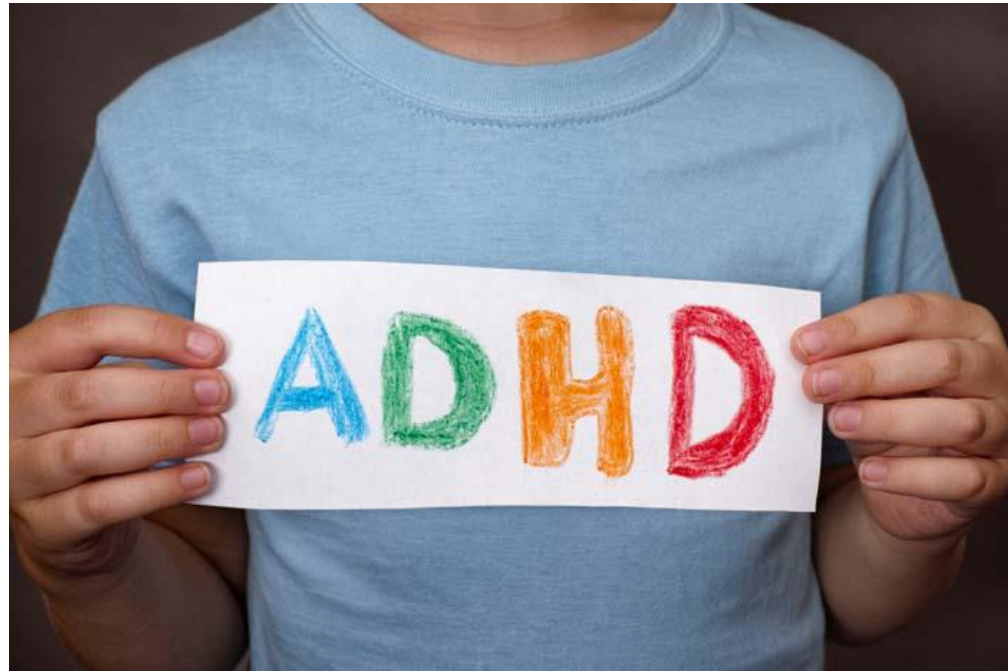
In general  may be diagnosed later than those with ADHD alone

Respond equally well to stimulant medication intervention

(Grizenko, et al. 2012).

Compared to those with ADHD alone:

- Fewer attention and social deficits
- Less underachievement



Compared to students with high ability alone:

- Lower overall self-concept, behavioral self-concept, and overall happiness
- Greater academic concerns

Complex diagnostically!



WISC-IV Scores	Gifted with ASD	
	SS	SD
Verbal Comprehension Index	125.08	15.102
Perceptual Reasoning Index	123.73	13.321
Working Memory Index	111.33	13.734
Processing Speed Index	96.57	15.706

WISC-IV Scores	Carrie			Hannah		
	SS	CI	Percentile	SS	CI	Percentile
Full Scale	151	145-154	>99.9	148	142-151	99.9
General Ability Index	160	152-163	>99.9	153	147-157	>99.9
Verbal Comprehension Index	155	145-158	>99.9	148	138-152	99.9
Perceptual Reasoning Index	147	136-151	99.9	137	126-142	99
Working Memory Index	138	127-143	99	132	122-137	98
Processing Speed Index	118	107-125	88	131	118-136	98

WJIII Scores	Carrie			Hannah		
	SS	CI	Percentile	SS	CI	Percentile
Broad Reading	174	165-182	>99.9	156	151-161	>99.9
Broad Math	139	130-147	99.5	139	132-146	99.5
Broad Written Language	166	153-180	>99.9	161	146-175	>99.9
Oral Language	130	109-150	98	141	124-157	99.7
<i>Story Recall</i>	<i>116</i>	<i>100-131</i>	<i>85</i>	<i>142</i>	<i>125-159</i>	<i>99.7</i>
<i>Story Recall Delayed</i>	<i>123</i>	<i>105-141</i>	<i>94</i>	<i>140</i>	<i>120-159</i>	<i>99.6</i>

Vineland II	Carrie			Hannah		
	SS	CI	Percentile	SS	CI	Percentile
Adaptive Behavior Composite	86	80-92	18	108	101-115	70
<i>Communication</i>	92	84-100	30	124	115-133	95
<i>Daily Living Skills</i>	97	89-105	42	99	89-109	47
<i>Socialization</i>	75	67-83	5	97	87-107	42

BASC-2 Self	Carrie	Hannah	BASC-2 Parent	Carrie	Hannah
	Percentile	Percentile		Percentile	Percentile
Locus of Control	18	76	Atypicality	99	33
Social Stress	13	84	Withdrawal	71	85
Depression	46	73	<i>Social Skills</i>	5	17
<i>Rel. w/ Parents</i>	33	73	<i>Communication</i>	3	69
<i>Interpersonal</i>	23	11			
<i>Self-Reliance</i>	3	80			
BASC-2 Teacher	Percentile	Percentile	Withdrawal	97	86
Conduct Problems	81	48	<i>Adaptability</i>	1	36
Attention	83	56	<i>Social Skills</i>	6	86
Atypicality	90	85	<i>Leadership</i>	9	77

ADOS Scores	Cutoff	Carrie	Hannah
Communication	2	3	0
Reciprocal Social Interaction	4	7	1
Imagination/Creativity	NA	1	0
Stereotyped Behaviors and Restricted Interests	NA	1	0
ADOS Diagnostic Classification	7	ASD	No ASD
ADI-R Scores			
Qualitative Abnormalities in Social Interactions	10	14	5
Qualitative Abnormalities in Communication	8	16	5
Restricted, Repetitive, and Stereotyped Behavior	3	3	0
Abnormal Development Before 36 Months Total	1	0	0

Psychosocially.....

Parents and sometimes teachers may observe symptoms of depression, inattention, hyperactivity, and difficulty coping with change, but the children and adolescents themselves often do not report similar experiences (Foley Nicpon, Doobay, & Assouline., 2010).



Recent research..... (Foley-Nicpon et al. 2016)

Most common behavioral symptom: excessive interest in unusual/specific topics (40% observed, 87% reported by a parent)

Less common: idiosyncratic language and stereotyped body movements (16% and 24%, respectively)

Manifests differently in high ability youth?



- Extremely Heterogeneous!
- In general, strengths (advanced creativity, analytical thinking and verbal/nonverbal reasoning) with deficits in one or more academic domains → frustration!



Mee Bell et al. 2015:

Gifted in reading, low math  same outcomes

Gifted in math, low reading  lower math and reading

Gifted / LD: Parents and teachers report far more learning, behavioral, and emotional difficulties than the children themselves

(Assouline, et al., 2010) (Barber & Mueller, 2011)

Psychologists and educators are typically involved in identification, but have different training and emphasis areas

Some aspects of twice-exceptionality are typically identified in schools (i.e., talent development) and some are typically identified in clinics (i.e., autism)

LET'S WORK TOGETHER TO HELP THE CHILDREN BE SUCCESSFUL!



- **Multiple Perspectives Process Model** (MPPM; Baum et al., 2014)
 - Strength-based, talent-focused aligned with student's ability, cognitive style, and learning preferences.
 - Talent development over remediation suggests greater engagement and success at school
 - Educators foster positive relationships and mentoring opportunities
- Benefits:** *Challenging, Allows for choice and demonstration of learned skills*

Summer programs work for 2e kids

- Funding from the Jack Kent Cooke Foundation
 - Summer 2012 – Twice-exceptional students attended 36 classes with full JKC scholarships
 - Summer 2013 – Attended 70 classes with full JKC scholarships

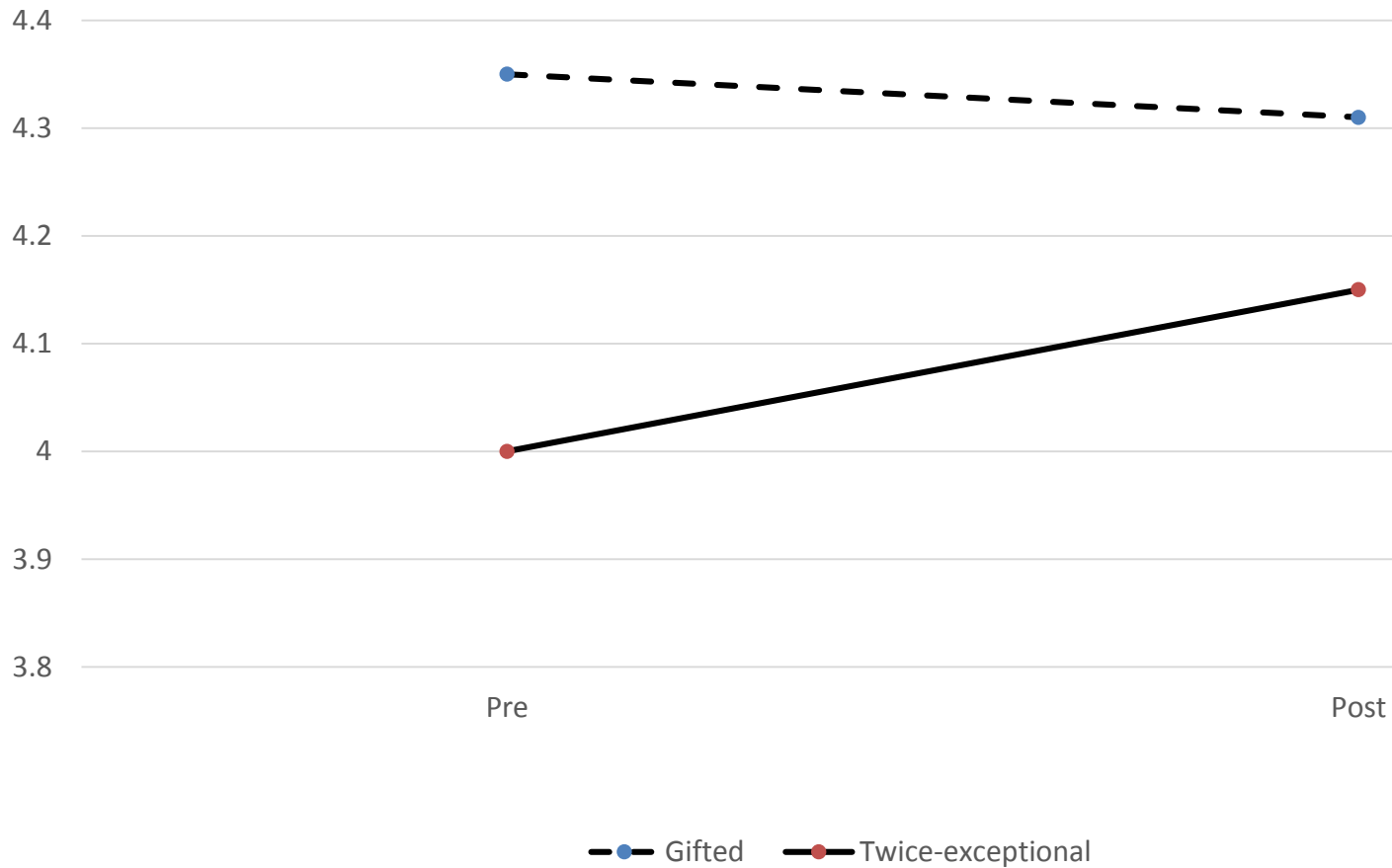
Summer programs work for 2e kids

- Research-based effectiveness

Prior to the summer programs, gifted students without a disability reported significantly higher self-efficacy scores than twice-exceptional students in the Math/Science and English subject areas.

After the summer program, the Math/Science discrepancy disappeared, suggesting the summer program improved the self-efficacy of twice-exceptional students.

Self-efficacy



Belin-Blank Center research: Participants from the JAVITS project

Diagnosis	Total Number	Whole-Grade Accelerated	Single-Subject Accelerated	Gifted/Talent Participation	Special Education Services
ASD	41	4	16	25	9
SLD	24	0	3	12	4
ADHD/OCD	5	0	1	3	1
Sub-diagnostic ASD	6	0	2	5	1
Total	76	4 (5%)	22 (29%)	45 (60%)	15 (20%)

Belin-Blank Center research: Participants from an gifted with ADHD study

Group	Total Number	Whole-Grade Accelerated	Single-Subject Accelerated	Gifted/Talent Participation	Special Education Services
Gifted with ADHD	54	6	28	39	2
Gifted with no diagnosis	58	6	30	35	0
Total	112	12 (11%)	58 (52%)	74 (66%)	2 (2%)

The 20 Forms of Acceleration

1. Early Admission to Kindergarten
2. Early Admission to First Grade
3. Grade-Skipping
4. Continuous Progress
5. Self-Paced Instruction
6. Subject-Matter Acceleration/Partial Acceleration
7. Computer-based classes
8. Combined Classes
9. Telescoping Curriculum
10. Mentoring
11. Extracurricular Programs
12. Distance-Learning Courses
13. Concurrent/Dual Enrollment
14. Advanced Placement
15. International Baccalaureate
16. Accelerated/Honors High School or Residential High School on College Campus
17. Credit by Examination
18. Early Entrance into Middle School, High School, or College
19. Early Graduation from High School or College
20. Acceleration in College

Acceleration

1. Effective means of challenge, must be accompanied by relevant accommodations
2. More likely to receive services for both talents and disabilities if first identified as “gifted”
3. Programs are most effective if they maintain a supportive, flexible, and holistic approach to all students’ learning

In school above-level testing:

<http://www2.education.uiowa.edu/belinblank/students/BESTS/EdsInSchool.aspx>

1. Limited empirical investigations, but several under clinical child psychology likely work
 - a. Must consider “case mix complexity”
2. Strengths-based approach
 - a. Program for talent development in addition to remediation for concerns
3. Address psychosocial factors that influence performance

4. Consider team approaches
 - a. Curriculum-based assessments, norm referenced tests, comprehensive evaluations, observations, parent input
5. Consider culture, background, family
6. Maximize the child's unique interests, passions, special skills, and creative endeavors
7. Practice positive psychology!
 - a. Unique assets, engagement, positive emotions, quality of peer/adult relationships, interests, goals.

Sample Enrichment Opportunities

- Belin-Blank Center: www.education.uiowa.edu/belinblank
- Johns Hopkins University: www.jhu.edu/gifted.cde
- Northwestern University: www.ctd.northwestern.edu
- Ed Program for Gifted Youth: www.epgy.stanford.edu/epgy
- COGITO: www.cogito.org
- Odyssey of the Mind: www.odysseyofthemind.com
- National Model UN: <http://imuna.org/>
- National Speech and Debate: www.speechanddebate.org/
- Math Olympiads: www.moems.org
- Lego League: www.firstlegoleague.org
- Epsilon Math Camp: www.epsiloncamp.org
- Free Online HS Courses:
www.hoagiesgifted.org/online_hs.htm

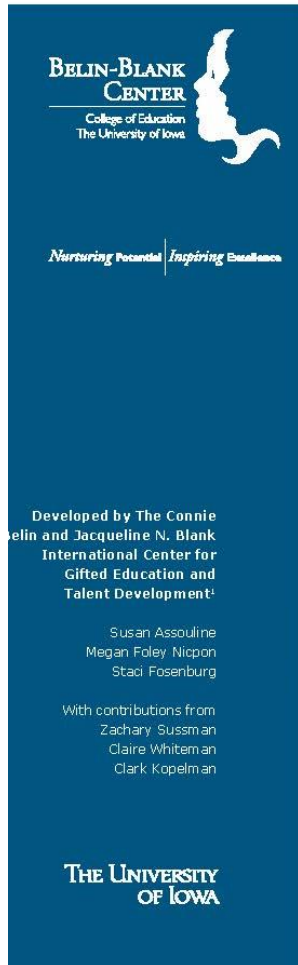
Resources

- <http://www.education.uiowa.edu/belinblank/Clinic/>
- <http://www.davidsongifted.org/youngscholars/>
- www.2eNewsletter.com
- www.bookshare.org
- www.help4adhd.org
- <http://www.chadd.org/>
- <http://www.autismia.org/>
- <http://www.aspergersyndrome.org>
- <http://www.cec.sped.org>
- <http://www.ivrs.iowa.gov/>



The Paradox of Twice-Exceptionality

Packet of Information for Professionals – 2nd Edition (PIP-2)



BELIN-BLANK CENTER
College of Education
The University of Iowa

Nurturing Potential | Inspiring Excellence

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THE UNIVERSITY OF IOWA



[The Paradox of Twice-Exceptionality](#)

Located on the Belin-Blank Center Assessment and Counseling Clinic Home page and you can download it free from iTunes

Questions or Comments?



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