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Twice Exceptional Students: Identifying and Advocating for Gifted Students with Speech/Language Disorders

1. The four general domains of giftedness are:

- A. Cognitive, Affective, Creative, Behavioral
 - B. Physical, Mental, Sensory, Creative
 - C. Cognitive, Physical, Behavioral, Sensory
 - D. Affective, Sensory, Creative, Cognitive
-

2. Formulating several solutions to a problem falls into which gifted domain?

- A. Affective
 - B. Cognitive
 - C. Creative
 - D. Behavioral
-

3. Intense and deep emotions falls into which gifted domain?

- A. Affective
 - B. Cognitive
 - C. Creative
 - D. Behavioral
-

4. Twice Exceptional means:

- A. Average IQ with a disability
 - B. Superior IQ with a disability
 - C. Deficient IQ with a disability
 - D. None of the above
-

5. To qualify as gifted, typically the IQ standard score must be:

- A. 130 or higher
 - B. 125
 - C. At least two standard deviations above average
 - D. A & C
-

6. Twice exceptional students are often overlooked regarding identification because:

- A. They perform at/above grade level
 - B. Lack of comprehensive assessment
 - C. Lack of understanding of what gifted is
 - D. All of the above
-

7. Which of the following is/are characteristics of twice exceptional students?

- A. Self-doubt, question their strengths
 - B. Anxious about challenges, viewed as lazy
 - C. Social isolation
 - D. All of the above
-

8. Asynchronous development, keen sense of humor, and overexcitabilities are characteristics of:

- A. Giftedness
 - B. Dyslexia
 - C. Anxiety
 - D. Specific learning disability
-

9. The definitions of “educational performance” and “adverse impact” are:

- A. Clearly defined by federal law
 - B. Consistent from state to state
 - C. Varied from state to state
 - D. A & B
-

10. Speech-language pathologists might expect a twice exceptional student to:

- A. Question the purpose of an activity
 - B. Argue/debate frequently
 - C. Avoid challenges
 - D. All of the above
-



Twice Exceptional Students: Identifying and Advocating for Gifted Students with Speech/Language Disorders

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Twice Exceptional Students

Identifying and Advocating for Gifted Students
with Speech/Language Disorders

continued[®]

Learning Outcomes

After this course, participants will be able to:

- Identify at least 5 characteristics of giftedness.
- Identify at least 5 characteristics of twice exceptional.
- Describe tools to special education team members for education about and advocacy for twice exceptional students.

Student Examples

- Teacher Perspective/Report
- SLP Assessment
- Psych Assessment
- Special Education Team Determination

continued

Dmitri Thawne

TEACHER REPORT

- Imaginative, personable
- Fails to submit assignments on time
- Disregards suggestions for editing writing assignments
- Writing assignments frequently utilize vocabulary unfamiliar to STUDENT'S peers making peer editing problematic. When he turns in assignments they are rarely on time. STUDENT is eager to participate in class

continued

Dmitri Thawne

TEACHER REPORT (continued)

- STUDENT'S current grade in Expression is 65% (F). This is in large part due to 6 missing assignments. Although capable of doing the work, STUDENT disregards deadlines and often does not follow directions. He is the only student failing in that class. Two of STUDENT'S peers have D's but the majority of his classmates are earning A's & B's
- STUDENT gets along with his peers but does not seem to be particularly close to any one. STUDENT has never had any emotional outbursts or other questionable behavior. He lacks self help skills and frequently has excuses or lies when confronted with expectations he is not meeting

continued

Dmitri Thawne

Speech and Language Evaluation

2016 CELF-4: 5th Grader. Receptive Language 118, Expressive Language 105. Determined to have average speech and language skills.

- 2019 Reevaluation: 8th Grader. Given one abstract noun and one concrete noun and instructed to write a sentence
- 7 minutes to write a sentence using the word "mundane" and 5 minutes to write the beginning of a sentence using the word "cat" (bold and italicized). His sentences are as follows:
 - The common mundane aspects of what humanity is known to neglect the base objective of when fused as a unitary subject are frequently visualized and registered under the common place aliases labor, undetermined effort quotas, and the orthodox theory as to why they commit themselves to such factors.

Dmitri Thawne

Speech and Language Evaluation (continued)

- The subjected biologically present unit is stereotypically motivated at the reward of visualizing a digital image of a juvenile cat.
- Student explained that he enjoys thinking of the most sophisticated and advanced word(s) he can when writing sentences. He uses this as a way to make writing sentences engaging and challenging and to show what he knows (prove he's intelligent because he was not identified as such). He described himself as disliking being bound by time and prefers to work at his own enjoyable pace. Often put word parts together to create new (unknown/not real) words like "biopresence".

continued^{ed}

Dmitri Thawne

EDUCATIONAL NEEDS DETERMINED

- Student needs to improve functional communication, attention, social interactions, communication and effective written expression skills.

IDENTIFICATION CATEGORY

- Other Health Impaired (Minor)

continued^{ed}

Baron von Human Shield

TEACHER REPORT

- STUDENT's educational strengths include the fact that he is tender-hearted and tries very hard. His educational weaknesses include that he is unwilling to accept help from others when offered. His class participation has improved since the beginning of the year when it was very limited. Now he will ask questions to clarify information and directions.
- STUDENT struggles with written language. He is a good speller but he often writes in fragments or with poor sentence structure. Reading comprehension is also an area of concern for him.

continued^{ed}

Baron von Human Shield

TEACHER REPORT (continued)

- STUDENT does not like to take notes during math class, and doesn't usually speak out if he doesn't understand something during class instruction.
- STUDENT is organized and completes his work. He likes to read aloud, but doesn't usually speak up if he doesn't understand something during class instruction.
- Grades are at or above average compared to other classmates
- STUDENT struggles with focus, complex or higher level reading skills, processing, social language, maturity, hypersensitivity, self-motivation and social skills

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WISC-IV Profile

<u>Index</u>	<u>Standard Score</u>	<u>Percentile</u>
Verbal Comprehension	121	92
Perceptual Reasoning	135	99
Processing Speed	112	79
Working Memory	107	68
Full Scale IQ	126	96

Baron von Human Shield

Speech and Language Evaluation

2014

- CELF-4: Core Language 114, Receptive Language 119, Expressive Language 112. Determined to have average speech and language skills.
- TOPS-E: Total Test 72, Inferences 61, Determining Causes 54

2017

- TOPS-2A: Total Test 119, Inferences 119, Determining Solutions 112 (lowest subtest score)

Baron von Human Shield

Speech and Language Evaluation (continued)

2017

- CELF-5 Pragmatics Profile: Three classroom teachers scored the PP independently. STUDENT scored greater than one standard deviation below average and equivalent to an approximate standard score of 70. STUDENTS social/pragmatic language skills determined to be deficient for his age. Specific areas that were scored very low and indicating need of intervention include:
 - asking for and accepting help/clarification from others
 - initiating
 - maintaining and terminating conversation
 - using gestures and facial expressions
 - using humor and responding appropriately to teasing, anger, failure and disappointment.

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EDUCATIONAL NEEDS DETERMINED

Student needs to improve the following skills: written expression, mathematics calculation/application, reading comprehension, social language, and accept help when offered

IDENTIFICATION CATEGORY

Specific Learning Disability

Characteristics of Gifted Children

- Asynchronous development
- Perfectionistic
- Keen sense of humor
- Possible underachiever: not always concerned with grades, more interested in learning about interests
- Overexcitabilities: Psychomotor, Sensual, Imaginational, Intellectual, Emotional
- <https://www.nsgt.org/giftedness-defined/>
- <https://www.hoagiesgifted.org/dabrowski.html>

continued Domains of Giftedness

COGNITIVE AFFECTIVE BEHAVIORAL CREATIVE

Q1

continued

Domains of Giftedness: Cognitive

- Abstract thinking ability
- Highly inquisitive, love learning
- Early reader, often self-taught
- Excellent memory: quickly learns and recalls facts
- Advanced comprehension: sees and understands more deeply
- Large vocabulary
- Independence in work and study
- <https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals>
- <https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals/traits>

Domains of Giftedness: Creative

- Keen or unusual sense of humor
- Original
- Independent attitude and social behavior
- Inventive
- Unwilling to accept authority without critically questioning
- Sensitive to beauty (music, art, landscape scenery, etc)
- Formulates several solutions to a problem
- Often unique and clever responses
- <https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals>
- <https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals/traits>

Q2

Domains of Giftedness: Affective

- Intense and deep emotions
- Sensitive to feelings of others
- High expectations of self and others: may be frustrating
- Heightened sense of self-awareness, feel different
- Easily hurt emotionally, need emotional support
- Advanced moral judgment
- Passionate sense of right and wrong
- <https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals>
- <https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals/traits>

Q3

Domains of Giftedness: Behavioral

- High energy: often require less sleep
- Constantly questions, endless curiosity
- Spontaneous
- Limitless enthusiasm
- Highly frustrated due to high standards for self and others
- Volatile temper, especially as it relates to perceived failure
- Non-stop talking
- <https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals>
- <https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals/traits>

So what is Twice-Exceptional??

(Also referred to as 2e)

- Average Standard IQ Standard Scores: 85-115 or 1 Standard Deviation
- Gifted IQ Standard Score: Typically 130+ or 2 Standard Deviations
- Special Education Standard Score: 70 or lower or 2 Standard Deviations
- Twice Exceptional: meeting criteria for both giftedness and a special education category

ex-cep-tion-al

adjective: unusual, not typical

synonyms: uncommon, abnormal, atypical, extraordinary, rare, singular, strange, odd, anomalous

Examples of Coexisting Disabilities

- Dyslexia
- Specific Learning Disability
- Autism Spectrum Disorder
- Emotional/Behavioral Disorder
- ADHD
- Dysgraphia
- Dyscalculia
- Speech/Language Disorder

Consider this...

- If a student who is 2 standard deviations below average requires specially designed instruction... why wouldn't a student who is 2 standard deviations above average also require specially designed instruction?
- Answer: They do

Why does it matter? Why should I consider 2e?

- Twice Exceptional Students are often overlooked when it comes to identification
 - Performing at/above grade level
 - Lack of comprehensive assessment
 - Lack of understanding of giftedness
- 2e kids are often not included in gifted programs or AP courses. They are often retained and suspended more than other students
- Federal law protects students with disabilities but there are no federal requirements for gifted students (only state and local)

Q6

Characteristics of Twice Exceptional Students

- Neither giftedness nor disability is evident resulting in:
 - Unmet emotional needs
 - Never reach potential
 - Frustration
 - Unmotivated
 - Lazy
 - Lower expectations from teachers/parents/peers
 - Increased risk of dropping out of high school
 - Increased risk of unemployment
 - Getting into trouble/drugs/prison

Characteristics of Twice Exceptional Students

- Question their strengths
- Self doubt
- Anxious about challenges
- Work hard but teachers/parents may characterize as: bright but lazy, not trying, missing that the student is struggling because grades are average
- Significant discrepancies in ability impacting ability to learn, show what they know, manage multiple daily challenges
- As academic demands increase, deficits typically become more evident

Q7

Twice Exceptional Needs

GIFTEDNESS < mask each other > DISABILITY

- 2e students are the most frequently under-identified population in our schools
 - Need learning supports AND advanced learning opportunities/challenges
- Social/Emotional Challenges
 - Frustration: neither talent nor weakness addressed
 - Lower self-esteem
 - Social Isolation: Don't fit in (or feel as if they don't), lack social skills, have difficulty relating to kids in both gifted and remedial classes, often relate better to adults

Advocating and Accommodating

“Students described as 2e benefit from an approach to intervention that provides enrichment opportunities to challenge their areas of strength, and support and skill-building for areas of difficulty. One of the key concepts of 2e is to promote success by focusing on what kids can do, rather than on what they can’t do. Changing the focus from disability to ability makes sense for high-potential learners and promotes success, which, in turn fosters good self-esteem and self-efficacy. Areas of difficulty should be supported, but they should not be the main focus.”

<https://www.teca2e.org/about-2e/>

Legal Standards for IEP’s

- The Individuals with Disabilities Education Act (IDEA) is the federal law that defines and regulates special education. The law requires public schools to provide special education services to children ages 3 to 21 who meet certain criteria. (Children younger than 3 can get help through IDEA’s early intervention services.) Having a disability DOES NOT automatically mean a student is eligible for special education services. A student could have a disability, however...
 - To qualify for special education services, a student must:
 - Have a documented disability that is covered by IDEA, *and* need special education in order to access the general education curriculum
- Needing special education means that a student has deficits that adversely impact their educational performance

Legal Standards for IEP's: “Educational Performance”

- Educational Performance
 - Each state can set its own definition of IEP Eligibility and what adverse impact on educational performance is as long as it is in compliance with IDEA standards (only 9 states have their own standards)
- No clear national definition of “educational performance”
- Eligibility will vary from state to state depending the definition
 - Example: student with good grades but serious social or behavioral issues is adversely impacted
 - Some states consider grades only so this student may not qualify
 - Some states have a more broad definition which includes any negative impact due to functional, social, or behavioral performance

<https://www.teca2e.org/advocacy/can-you-be-gifted-2e-and-have-an-iep-making-the-legal-argument/?fbclid=IwAR0ojdzws650vB8zCcpByVQGn2EYA-8A6PyyKmqEyPidQQ32SLK7D1JDmts&sfns=xmo>

Q9

Legal Standards for IEP's: “Adverse Impact”

- Adverse Impact
 - This meaning also varies from state to state ranging from any negative impact to significant impact
 - The latter is criticized for requiring a student to fail before qualifying for help
- Eligibility will vary from state to state depending the definition of “adverse”
- Build your argument through:
 - Thorough neuropsychological or psychoeducational evaluation
 - Academics, social skills, emotional, and behavioral performance
 - Include teacher reports with specific examples of how deficits impact a student's classroom or school related activities
 - Include more than academics so that schools can/will consider more than grades
 - Schools must consider outside help such as tutors and parental support for grades

Q9

So what does this have to do with SLP's???

2e students need someone to help them:

- Advocate for themselves
- Understand strengths and weaknesses
- Realize how they learn
- Address speech and language deficits with gifted characteristics/needs in mind
- Advocate for student by educating teachers, parents, and the student

Impact of Twice Exceptionality Related to Speech Therapy

- Speech Therapy use of EBP doesn't really change....
- Just keep gifted and 2e characteristics and needs in mind
 - Question authority
 - Why do I need to work on my /r/???
 - (with an eye roll)
 - I'm sorry, but what are we doing here?
 - Shouldn't we, uh, be doing therapy?
 - Fear failure/Perfectionistic
 - I can't do it (avoids challenges)
 - How do you know that's right?
 - Are you sure I'm allowed to do it that way?
 - May argue everything
- Easily bored
 - Typically respond well to challenging tasks
- Asynchronous development
 - May be emotionally immature
- Stubborn/Inflexible
 - Always need to be "right"
 - May argue everything

2e Parent “I wish they knew” Comments

NJ: The special ed team doesn't know what 2e is and doesn't want to hear about it.

CO: We got a 504 plan, but it is not implemented.

Articulation therapy was denied because his grades were too good.

France: Accommodations ease stress and anxiety, which improves behavior, and eases the emotional, and mental burden. We much appreciate the OT and SLP advocating for our daughter.

Newly identified 2e child: “You mean I’m smart?”

When they feel accepted and respected for their abilities, then they have the confidence and determination to address their challenges as well because they are able to have self-awareness that their challenges do not define them.

An SLP reported that our son couldn't answer “wh” questions or use past tense because of advanced reasoning and language. He was asked “What did you do this morning?” and he responded “I did the same thing I do every morning, which is watch TV then eat breakfast, then go to the bathroom and get dressed.”

OH: We had to fight the school for a 504 plan. They said he was “fine” because he had good grades and denied a 504. We filed a complaint with ODE and won in mediation.

School Journal Prompt: If you could read someone's mind, whose would you like to read?

7 y.o. Response: Someone who hates me and everyone hates me.

It's so difficult for kids to be repeatedly told they're “fine” because their grades are good.

References

- <https://www.teca2e.org/about-2e/>
- <https://www.teca2e.org/advocacy/can-you-be-gifted-2e-and-have-an-iep-making-the-legal-argument/?fbclid=IwAR0oJdzws650vB8zCcpByVQGn2EYA-8A6PyyKmqEyPidQQ32SLK7D1JDmts&sfns=xmq>
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- Kaufman, Scott Barry. (2018) Twice Exceptional Supporting and Educating Bright and Creative Students with Learning Difficulties. New York, NY: Oxford University Press

Resources

- Position Statement
 - https://www.nagc.org/sites/default/files/Misc_PDFs/WISC-V%20Position%20Statement%20Aug2018.pdf
- Teacher/Parent Checklist
 - https://www.gifteddevelopment.com/sites/default/files/2019%20Checklist%20for%20Recognizing%20e%20Children_0.pdf
- Overexcitabilities
 - https://mcgt.net/wp-content/uploads/2011/04/x-Giftedness-Asp.Dis_.Checklist.pdf
- Gifted vs. Asperger's Disorder Checklist
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