



Twice exceptional learners: Where are they hiding?

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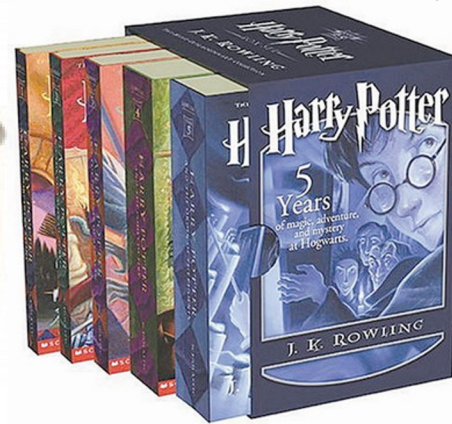
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Reality: The
2E learner is
often
overlooked or
misdiagnosed

Understanding the 2e mind



Case Study of Blaine

Official Diagnosis: in Grade Four nine-year-old boy being seen for neurological examination as part of a comprehensive child study team evaluation. Information provided by mother and observations in the office setting indicates that difficulties displayed by Blaine have a multi factorial basis, including:

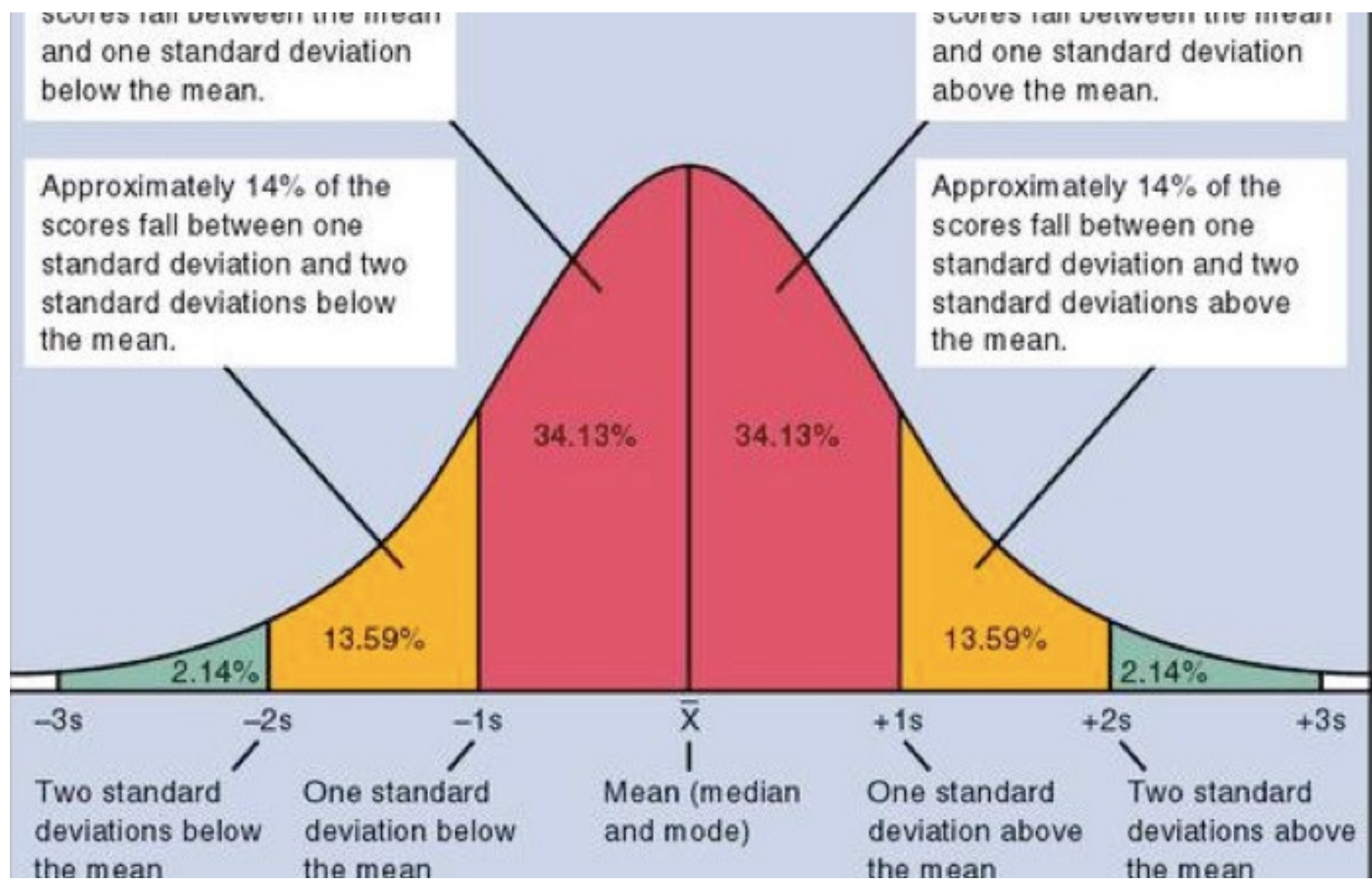
1. Attention Deficit Hyperactivity Disorder;
2. Mild Oppositional Defiant Disorder
3. Generalized Anxiety Disorder; and
4. Mild unevenness in skill development.

Recommendations

1. Ongoing individual counseling & family therapy
2. Ritalin and Clonidine
3. Social skills intervention to facilitate development of appropriate skills
4. Consistent behavior management at home and in school
5. No OT or PT
6. Return to regular school in cooperation with special services

Blaine's WISC IV Profile

<i>Verbal</i>	<i>142</i>
<i>Performance</i>	<i>119</i>
<i>Full Scale</i>	<i>134</i>
<i>Verbal Comprehension</i>	<i>150</i>
<i>Perceptual Organization</i>	<i>124</i>
<i>Freedom from Distraction</i>	<i>98</i>
<i>Processing Speed</i>	<i>109</i>



WISC- IV Test Framework

FULL SCALE IQ

VCI

Similarities
Vocabulary
Comprehension
Information
Word reasoning

WMI

Digit Span
Letter-Number
Sequencing
Arithmetic

PRI

Block Design
Picture Concepts
Matrix reasoning
Picture Completion

PSI

Coding
Symbol Search
Cancellation

Mean is 100

SD is 15

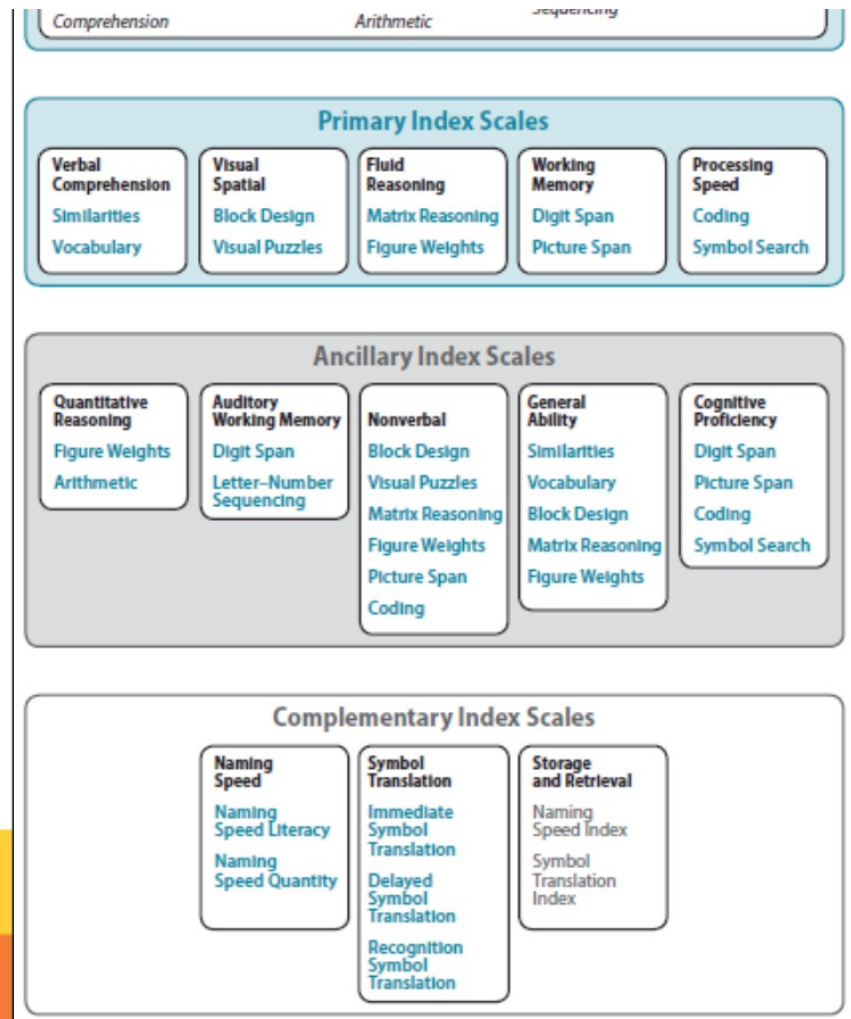
Subtests

Mean is 10

SD is



WISC-V Test Framework



ALWAYS LEARNING

WISC V Resource

[Understanding WISC V scores](#)

[Interview with Dan Peters re WISC V](#)

Red flags to diagnoses: Emotionally fragility

- High levels of anxiety
- Depressed
- Lonely
- Feelings of being different
- Fight of flight response



Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's and Other Disorders (2nd edition) Paperback

by [James T Webb](#) (Author), [Edward R Amend](#) (Author), [Paul Beljan](#) (Author)

★★★★★ 167 ratings

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Hardcover
\$53.53

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12 New from \$22.24

Gifted children and adults are frequently misdiagnosed, particularly those who are also gifted. This much-anticipated second edition of a best-selling book is your guide to help

[Misdiagnosis and Dual diagnosis](#)

Issues relating to identification

- Giftedness:
 - Behavior may mask gift
 - Test scores may be misleading
 - Lack of familiarity with traits of gifted students
 - Fail to meet traditional guidelines for giftedness
 - Special Needs
 - Grade level performance
 - Overcompensation
 - Unwilling to accept dual diagnosis exceptionality
-
- What may be keeping a 2e child that you know
 - from appropriate services in terms of both sets of
 - needs?

Gifted Students with LD



- Auditory and/or visual processing problems,
- Limited working memory,
- Dyslexia, dyscalculia, dysgraphia,
- Disorganized,
- Sensory-motor integration difficulties,
- Poor handwriting and spelling,
- Difficulty putting ideas in writing, taking notes, and taking timed tests.

Daniel

- Math disability
- Written production
- Anxiety



Gifted students with ADHD



- Creative thinkers
- Needs stimulation
- Difficulty sustaining attention especially in listening activities
- Difficulty completing written work,
- Physical restlessness or feelings of restlessness
- Impulsivity
- Difficulty following through on instructions from others

Five Overexcitabilities

- **Psychomotor**

- High energy
- Psychomotor response to emotional tension



- **Sensual**

- Enhanced sensual / aesthetic pleasure
- Sensual response to emotional tension



- **Imaginational**

- Fantasy and drama
- Imaginational response to emotional tension



- **Intellectual**

- Intense curiosity
- "Thirst and search"
- Metacognition



Schroeder →

- **Emotional**

- Intense and sometimes extreme feelings
- Forms deep relationships
- Strong affective expressions
- Strong somatic expressions
- Strong self-judgment



Jack

- Production
- Hyperactivity
- Attention issues
- Impulsivity
- Class clown
- Severe anxiety



Gifted students with Autism Spectrum Disorder

- Knowledgeable in topics of interest, narrow focused*
- Quantitative impairment in social interaction,
- Restricted repetitive and stereotyped patterns of behavior, interests, and activities,
- Stereotyped or repetitive motor mannerisms,
- Need for structure and predictable routine



MAC

- Socially Awkward
- Lost in studying War
- Cognitive Rigidity
- Sees world in black and white





Sidney: Complexity

Socially Awkward perhaps
because of high verbal
abilities

ADD but not when doing art
Asperger Syndrome or just
socially awkward

Oppositional Defiant

Behavior or needs not being
met

Misdiagnosis and Missed diagnosis

- Stealth dyslexia [What is stealth dyslexia](#)
- Role of novelty
- Hyperfocus vs. flow--what are the differences
- passions, in depth interests
- Grade level expectations
- Asynchrony-
- Precocity and the “Little professor”
- Intensities vs. sensitivities-need for support
- Need for intellectual peers vs. social skills
- Personality styles



Looking
for the
Challenge

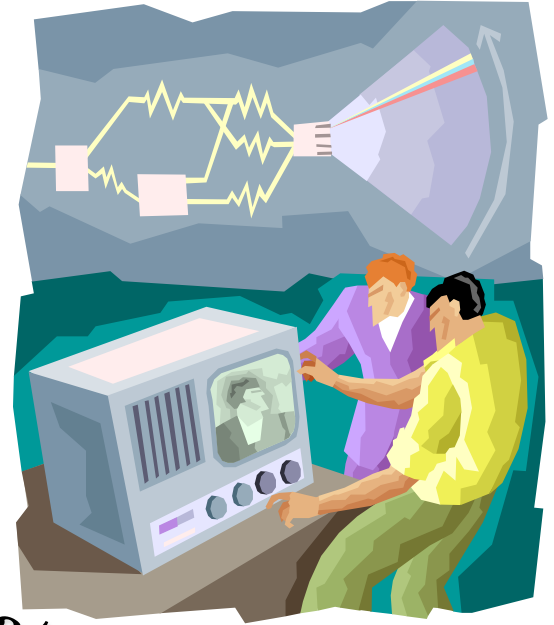
Looking beyond the obvious

- Understanding the scores on correlate tests
- Observation
- Ask about time and effort involved in finishing a task compared to intellectual peers..
- Consider support needed compared to ability estimates.



Looking
for the
Gift

Two Types of Giftedness



Schoolhouse or Lesson
Learning Giftedness

Creative/Productive
Giftedness



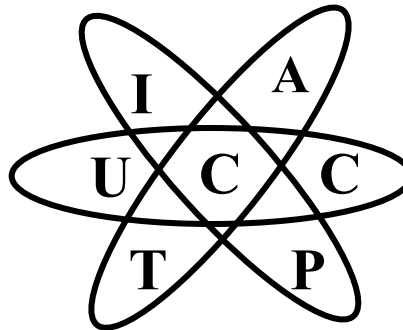
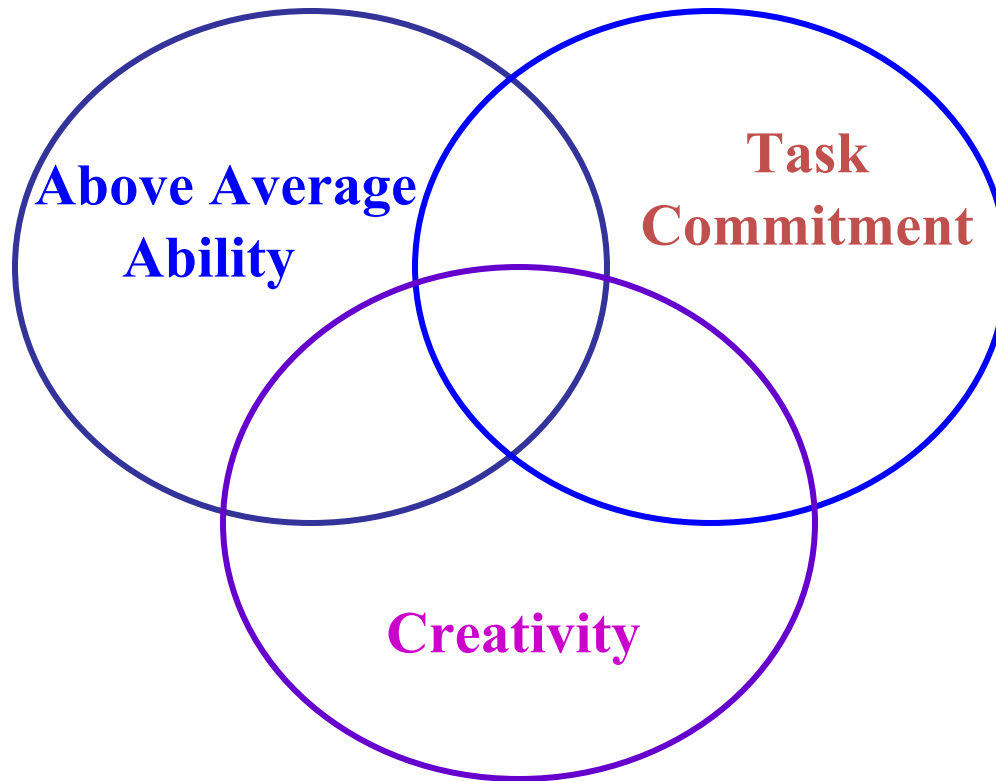
The International Gifted Consortium, IGC
The Voice of the Highly and Profoundly Gifted

Federal Definition of “Gifted and Talented”

- evidence of high achievement capability
- in areas such as intellectual, creative, artistic or leadership capacity or in specific academic fields
- need services or activities not ordinarily provided by the school in order to fully develop capabilities

inherent, multi-dimensional, dynamic awareness

WHAT MAKES GIFTEDNESS?



Intelligence and 2E

- Traditionally gifted students range from 120 (superior range or top 10%) or 130 (top 2% of students) on full scale IQ
- 2e students may have significant differences between verbal or performance IQ; among the four indices, General ability Index or individual subtests.
- It is important of look for patterns of strengths and weaknesses.

Verbal Comprehension Index	113	81st percentile
Vocabulary	10	50th percentile
Similarities	15	97th percentile
Information	19	99th percentile
Comprehension	9	37th percentile
Visual Spatial Index	122	93rd percentile
Block design	13	84th percentile
Visual puzzles	17	99th percentile
Fluid Reasoning Index	118	88th percentile
Matrix reasoning	14	91st percentile
Figure weights	12 (17 untimed)	75th percentile (99th percentile)
Processing Speed Index	80	9th percentile
Coding	7	16th percentile
Symbol Search	6	5th percentile

Other sources

Check lists

Performance tasks with rubrics
in specific talent areas

Creativity tests

Teacher, parent, student
interviews

KNOW WHAT YOU ARE
LOOKING FOR

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman / Karen L. Westberg
M. Katherine Gavin / Sally M. Reis / Del Siegle / Rachel E. Sytsma

Learning Characteristics
Creativity Characteristics
Motivation Characteristics
Leadership Characteristics
Artistic Characteristics
Musical Characteristics
Dramatics Characteristics
Communication Characteristics (Precision)
Communication Characteristics (Expressiveness)
Planning Characteristics
Mathematics Characteristics
Reading Characteristics
Technology Characteristics
Science Characteristics

1.	Describe this child's interests. <i>History (Civil War and other wars)—does not read well, but learned a great deal of history. Sports.</i>	
2.	Have you observed situations in which this child	
	<ul style="list-style-type: none"> becomes totally absorbed in a particular subject area? <i>History. He reads all books on history, biography and on various periods and eras. He spends time absorbed in these books. No school subject interests him as much. Science is another strong interest. Any verbal discussion absorbs him as long as he does not have to write anything down.</i>	Yes / No If yes, please explain.
	<ul style="list-style-type: none"> has discussed adult topics such as politics, religion, or current events? <i>Yes, all of them. Everything was a topic of discussion for him (for example, his father's college reunion). He is interested in all adult topics, enjoys discussing them with adults and even asks adults about their own lives.</i>	Yes / No If yes, please explain.
	<ul style="list-style-type: none"> becomes self-assertive, stubborn or aggressive. <i>Stubborn when he had to turn in a hard assignment. He had a lot of excuses and a lot of righteous-wounded indignation</i>	Yes / No If yes, please explain.

	<i>if you did not accept his excuses.</i>	
	<ul style="list-style-type: none"> avoided tasks? <i>Ditto as above. Everything involved with his LD he would avoid. He had all sorts of excuses: his dog died, his mother took him out, etc. Very clever avoider (for things he found hard to do).</i>	Yes / No If yes, please explain.
	<ul style="list-style-type: none"> was particularly curious? <i>He has an inquisitive mind, questioned everything and asked many times, "Why do you think such and such is so?"</i>	Yes / No If yes, please explain.
	<ul style="list-style-type: none"> was highly imaginative? <i>Yes. His written (or dictated to LD teacher) stories revealed his imagination. He would take these stories then shorten them and put them on paper. They had complicated plots and many characters. He also wrote a play.</i>	Yes / No If yes, please explain.
	<ul style="list-style-type: none"> was humorous or seemed to be aware of nuances of humor? <i>A crooked smile. When you saw that smile, you knew he was getting the humor of the situation. Even his excuses were funny and he said them with humor.</i>	Yes / No If yes, please explain.

Note. Adapted from *Scales for Rating the Behavioral Characteristics of Superior Students* (3rd ed., pp. 37–51), by J. S. Renzulli et al., 2010, Waco, TX: Prufrock Press. Copyright 2010 by Prufrock Press. Adapted with permission.

High Hopes: Talent Discovery Student Summary Sheet

Student:	School:	Site Code:	Special Ed Setting:
Free/Reduced Lunch:	Child ID:	Disabling Condition:	Ethnic Group:

Performing Arts			Visual Arts						Science									Engineering		
Obs. 1 2			2-D 3-D Observer 1 2 1 2						Bot Zoo Phy Observer 1 2 1 2 1 2									Obs. 1 2		
Uses facial expressions			Achieves balance in artwork.					Displays curiosity by asking relevant questions.							Actively manipulates materials.					
Uses expressive voice.			Uses form (dimensionally and design to produce the desired effect.					Shows a lot of knowledge related to today's topic.							Tries to predict outcomes.					
Uses body language			Communicates intent clearly.					Actively manipulates materials.							Understands the main concepts of each lesson's topic.					
Shows clear communication of intent.			Creates a unified design which relates parts to the whole and uses appropriate inclusion/exclusion ratio.					Communicates clearly the results of the project.							Creates a product which shows clarity of thought and focused plan of action.					
Creates elaborate movements, characters, or skits.			Experiments with different ideas, materials, or techniques.					Systemically tests hypothesis.							Puts materials together in a unique way.					
Accepts and incorporates others feedback.			Combines disparate parts to create a unique solution.					Tries to predict outcomes.							Explains the logic of alternative solutions.					
			Uses details to show complexity of ideas.					Represents ideas in the form of a model.							Shows problem-solving skill by pursuing an unprompted investigation.					
			Uses tools and materials effectively.					Finds means of overcoming obstacles in problem-solving.							Observes patterns in experimentation.					
			Accepts and incorporates others' feedback.												Finds means of overcoming obstacles in problem solving.					
			Is able to talk about work.																	

Holistic Ratings

Performing Arts			Visual Arts / 2-D			Visual Arts / 3-D			Science / Botany			Science / Zoology			Science / Physics			Engineering		
OB1	OB2	CS	OB1	OB2	CS	OB1	OB2	CS	OB1	OB2	CS	OB1	OB2	CS	OB1	OB2	CS	OB1	OB2	CS

Figure 8.1. Sample talent discovery summary sheet. *Note.* Project High Hopes is a Javits Act Program #R206R00001.

Student's Name: Darren

Very interested in specimens. Knows about caring for reptiles (friend has a snake).

Is not afraid of handling specimens.

Is very interested in the details of each specimen.

Does incredible drawings of specimens.

Has asked good questions but seems more interested in drawing.

Keep an eye on him in 2-D and 3-D art.

Student's Name: Nathan

Has had very good questions about the Anolis. Wants to know where to buy them. Has detailed questions about the care and keeping of reptiles.

Is very careful when handling specimens. Turns specimens in containers and in his hands to get a desired angle for observation.

Clearly describes differences in skin between reptiles and amphibians. Then checked other specimens to make sure skin differences were the same.

Designs details habitat for maintaining specimens in the classroom. Very concerned about the moisture problem.

**HIGH
HOPES**

Student's Name: Sean

Asks questions about where the specimens are from and what they eat.

Does like to hold the animals and will hold specimens for other students to observe.

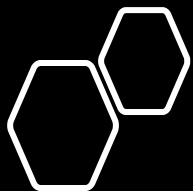
Started to lose interest in other parts of the session.

Student's Name: Allison

Knows about local frogs. Has some confusion over the difference between lizards and salamanders. Asks how they are different, then checks it out by examining specimens. Knows what reptiles and amphibians are, just seems confused over salamanders having tails.

Knows that toads have poison glands. Asks if salamanders can be poisonous like poison arrow frogs. (Very good point.)

Devises way of folding notebook paper to keep salamanders from walking off the edge of the desk while she is observing. Predicts why salamanders should not be handled for long periods.



...It's not
identifying
being
green!

