

# Supporting Twice Exceptional Students in PA Classrooms





# Why are we here?

1. To understand who the twice exceptional students are in our classrooms
2. To develop an awareness of the importance of differentiated services for 2E students
3. To gain skills needed to support classroom teachers and teams for 2E students



# How are we going to accomplish this?

- Agenda
  - Introductions - Name Plate
  - Background & 2E Video
  - Review of Pa Code Chapters 14/16
  - The Science of the 2E Brain
  - Case Study & Leave with These

# 2e in the US Today

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**Bridges Academy educates a diverse group of gifted students with a range of strengths, interests, and learning differences. We refer to these students as twice-exceptional or 2e.**

**Our program is strength-based, personalized, and student-centered.**

*A special thank you to Bridges Academy and Dr. Susan Baum for resources in this presentation.*



**High  
Abilities  
and/or  
Potential  
in one or  
more areas**

Abilities = Demonstrated behaviors;  
Potential = Can be shown through  
rapid learning and/or IQ scores



**SLD**

(specific learning  
disabilities)

**ADHD**

(attention deficit  
hyperactivity disorder)

**ODD**

(oppositional  
defiant disorder)

**GAD**

(general anxiety  
disorder)

**ASD**

(autism spectrum  
disorder)

**AND**

(additional  
exceptionalities  
and acronyms)



**2e**





# Dyslexic Wiring



## Challenges:

Trouble decoding  
written language

Poor spelling  
and handwriting

Difficulty with rote  
memorization of facts  
and remembering details

## Strengths:

Can be metaphorical  
thinkers. Because they  
make connections  
between and among  
disciplines, they can see  
things that others miss.

Seeing 3-D spatial  
perspectives is easy for  
them. For example, they  
may think like architects,  
engineers, or builders.

Excellent at narrative  
reasoning—recalling stories,  
episodes, and concepts.  
They profit from  
experiential learning.



# ADHD Wiring



## Challenges:

Easily distracted,  
selectively attentive,  
difficulty completing tasks

Hyperactive,  
needs stimulation  
and movement

Impulsive  
and disorganized

## Strengths:

Often creative,  
intuitive thinkers with  
a flair for innovation and  
out-of-the-box thinking

Can have high energy  
and enthusiasm

May be risk takers,  
adventurous spirits,  
seek novelty, and  
show curiosity



# ASD Wiring



## Challenges:

Inability to grasp the big picture or read between the lines

Social awkwardness, a lack of social skills and social awareness

A need for predictability. Often overwhelmed by exposure to sensory stimuli

## Strengths:

Can be knowledgeable, skilled, and passionate in a particular area and highly motivated to pursue that area

Has the ability to focus intently on details of things and situations

Tends to be logical (very helpful in decision-making where emotions may interfere). Sees the world in black and white and communicates with total honesty





The ability to sit, listen, and pay attention is developmental.

- Up to the age of 15, the amount of minutes directly relates to age.
- 10 minutes and attention starts to drift if information is boring monotonous.
- Digital kids listen faster.
- 2e students, especially those with ADHD, think better when moving.

# I.D.E.A. Vs. Section 504 & A.D.A.

## •Education Law

–entitlements

•Birth to age 21 (or until high school graduation)

•Academic settings for public school-age students

School District

–Responsible for:

•Interventions

•Evaluations

•Identifications

•Any costs (some federal \$)

•Advocacy for student

## •Civil Rights Law

–equal opportunity

•Birth to death

•All settings

• 504 - Academic settings for public school-age students

School District

–Responsible for:

•Interventions

• Evaluations

•Identifications

•Any costs (no federal \$)

•Advocacy for student

## **Chapter 16: Special Education for the Gifted**

In December 2000, the State Board of Education created a separate chapter of the school code, Chapter 16: Special Education for Gifted Students. In accordance with the regulatory review process, the Board reviewed Chapter 16 during 2008, updating provisions and making procedural changes.

- Chapter 16 of the Pennsylvania School Code can be found at the following link:  
<https://www.pacode.com/secure/data/022/chapter16/chap16toc.html>

In Chapter 16, educators, administrators, and parents of gifted children will find all state regulations as they apply to gifted education in Pennsylvania. Familiarity with Chapter 16 assures that districts remain in compliance with Pennsylvania School Code.

### **Who are the gifted?**

#### **Mentally Gifted**

- Mentally gifted is defined as “outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program” (22 Pa. Code §16.1).

# **2e - The Movie: Discussion and Movie**



# Walk and Talk

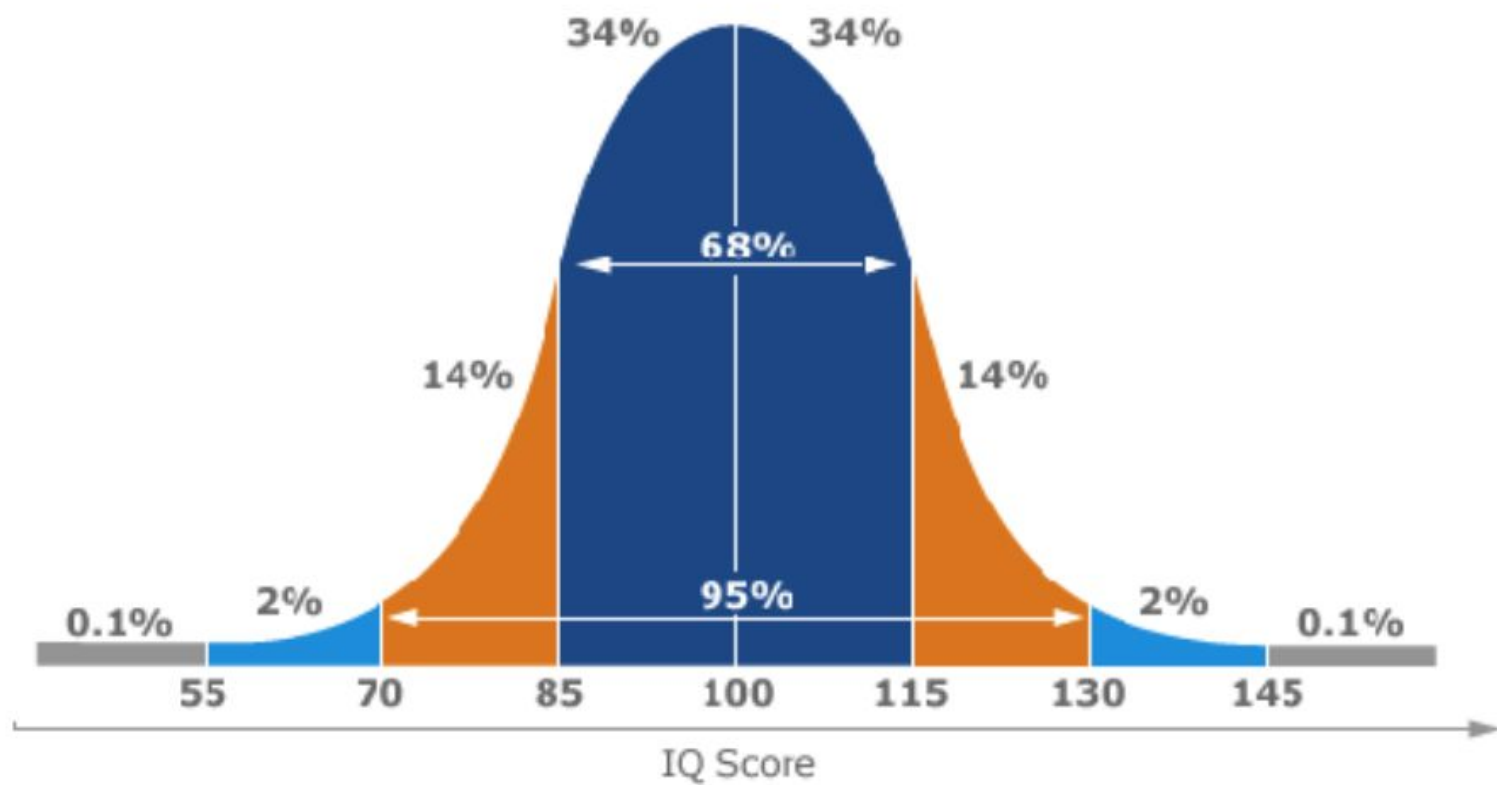


- 2e characteristics
  - Change and Growth
  - Misunderstood Behaviors
    - Environment Counts
- Keys to success---spotting and developing talents

**What did the teachers in the film  
have in common?**

**Were there qualities of the  
individual teachers that would  
work best with certain kinds of  
minds?**

## IQ Score Distribution







# What will you leave with?

Walk and Talk - Supports working memory

Scatter Supplies - Get up and get moving

Task Cards/Activity - focused, direct

Personal Best - most important

High Content, Simple Language - [example](#)

