



### MY ROLE- TWICE EXCEPTIONAL INSTRUCTIONAL SPECIALIST

- Consultant
- Specialist/resident expert
- Coordinator of programs
- Professional developer
- Advocate
- Placement specialist

A black stick figure is shown in a dynamic, juggling pose, with its arms raised and hands positioned to toss or catch balls. Above the figure, seven red circles are arranged in a semi-circular arc, representing the balls in the air.

**What's your role?**

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# OUTCOMES

- Participants will have:
  - Discussed essential outcomes for professional development for teachers of the twice exceptional (2E)
  - Heard about the range of professional development opportunities for teachers of 2E students in MCPS
  - Explored activities designed to increase capacity of teachers to serve 2E students

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# QUICK WRITE!

What do teachers need to know or be able to do to serve twice exceptional students well?



- How did writing with your non-dominant hand impact your writing?
- What feelings did you have during this task?

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## THINK-PAIR-SHARE

What do teachers need to know or be able to do to serve twice exceptional students?

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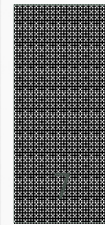
## PROFESSIONAL DEVELOPMENT IN MCPS

### **Focus on characteristics, identification, and best practices**

- Countywide Offerings (see [flyer](#)): one time
- GT/LD Program (see [agenda](#)): ongoing PD, coaching & feedback
- School-based: "on demand" PD
- Consultation for individual students
- On-line resources and presentations

DESIRED OUTCOME: Participants will be able to recognize and explain characteristics of twice exceptional students.

## CHARACTERISTICS



### WHY EMPHASIZE CHARACTERISTICS?



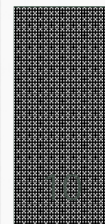
- Teachers often do not see **both** strengths and weaknesses. They see one or neither.
- To serve these students appropriately, teachers must first recognize and understand the profile.
- No two students are exactly alike, but there is a “typical” pattern of strengths and weaknesses that teachers can be trained to look for and recognize.
- Strengths are used to design instruction.
- Known weaknesses drive interventions & **justify** accommodations & supports.

## LEARNING TASKS

- Card sorts...let's try it!
- Writing simulations
- Written student [profiles](#)
- Lazy, Slow, or Average
- [Famous People](#) with LD's
- Characteristics checklists (GT, 2E, [GT/LD](#))
- Guest speakers & testimonials
- DVD's (Ennis' Gift, Misunderstood Minds)
- Case Study: record review, observations, interviews
- Review of DSM criteria for ADHD and Aspergers

DESIRED OUTCOME: Participants will be able to use knowledge, processes, and resources to appropriately recognize and identify twice exceptional students.

# IDENTIFICATION





## WHY EMPHASIZE IDENTIFICATION?

- Educators are not trained to identify gifted students with disabilities.
- Teams often have misunderstandings about who can and cannot be identified under the law.
- Educators often do not understand how existing processes can be used to identify 2E students.

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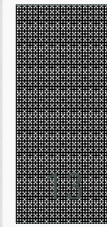
## LEARNING TASKS

- Definitions & criteria under IDEA and ADA
- Analysis of January 13, 2010 USDE [letter](#)
- Local processes and forms
- Eligibility IEP meeting [simulations](#)
- Review of psycho-educational evaluations & sample data sets
- Review of GT identification process and policies
- Review of school 2E student data



DESIRED OUTCOME: Participants will be able to apply best practices to design successful learning experiences for twice exceptional students.

## BEST PRACTICES



## RESEARCH-BASED BEST PRACTICES

Strength-based instruction

Intervention in areas affected by disability

Adaptations and accommodations

Case management and social/emotional support



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## WHY EMPHASIZE BEST PRACTICES?

- We have to know what to do with them once we recognize them.
- “Middle of the pack” teaching does not work for 2E students. Instruction must be appropriately differentiated : up, down, and all around.
- The “table legs” provide a framework for programming and instruction.
- When all four legs are in place, the whole child’s needs are likely to be met.
- Strength-based instruction benefits all students. What works for 2E is often good for all.

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## LEARNING TASKS

- Curriculum design and planning based on “[What Works](#)”
- Modeling, practice, and reflection with strength-based instructional [strategies](#)
- Case Studies: select accommodations, identify barriers & supports using “The [WORMS](#)”
- Hands-on technology practice & demonstrations (HIAT)  
<http://www.montgomeryschoolsmd.org/departments/hiat/>
- Teacher sharing of resources and what works
- Multiple Intelligence (MI) [Summarizers](#)



### Strength-Based Instruction and Strategies

Student Strength	Instructional Approach	Possible Strategies
Verbal skills-vocabulary	Emphasize discussion, questioning, listening, and oral presentations	<ul style="list-style-type: none"> <li>Paired Verbal Fluency</li> <li>Shared Inquiry Discussions</li> </ul>
Visual-spatial skills	Incorporate visuals, hands-on experiences, and visual imagery	<ul style="list-style-type: none"> <li>Card Sorts</li> <li>Placemats/Collections</li> <li>Picture Interpretation</li> </ul>
Problem solving and reasoning	Provide tasks that are open-ended or questions that have many possible answers; teach thinking and problem-solving strategies	<ul style="list-style-type: none"> <li>Six Hats</li> <li>Paul's Reasoning Wheel</li> </ul>
Acquisition of concepts	Compact instruction, emphasize concepts over details/facts, teach through discovery	<ul style="list-style-type: none"> <li>Guess Box</li> <li>Independent Study</li> </ul>
Making connections	Teach thematically and connect the disciplines; connect new information to prior knowledge	<ul style="list-style-type: none"> <li>K-W-L</li> <li>Concept Maps</li> </ul>
Critical thinking	Provide rigorous content and tasks that require higher-level thinking (analysis, evaluation, synthesis); teach students <i>how</i> to think	<ul style="list-style-type: none"> <li>Bloom's levels of questioning</li> <li>Synecotics</li> <li>Top 10 List</li> </ul>
Curiosity	Provide enrichment, allow inquiry/research projects, encourage student questions, incorporate novelty	<ul style="list-style-type: none"> <li>Question cubes</li> <li>Inquiry/research projects</li> </ul>
Specific talents, abilities, learning styles, and interests	Allow varied products and demonstrations of mastery based on student's strengths, talents, or interests; provide choices; use technology	<ul style="list-style-type: none"> <li>"My Way" inventory</li> <li>Multiple Intelligences</li> <li>Product Possibilities</li> </ul>
Creativity	Integrate visual and performing arts, provide opportunities for creative writing, support generation of original and varied ideas	<ul style="list-style-type: none"> <li>Entry and Exit Points</li> <li>Open-ended assignments</li> </ul>

## Identifying Barriers and Supports

The **WORMS** are potential barriers:

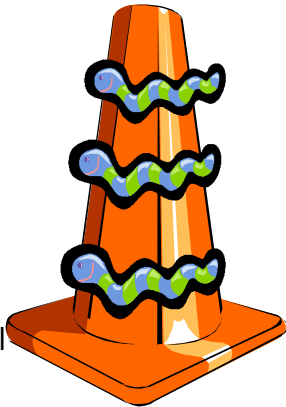
**W**riting

**O**rganization

**R**eading

**M**emory

**S**ocial/emotional



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3. *Researching WWII in Expert Groups*

Divide the class into jigsaw groups of five students (more or less, depending on the number of topics you develop). Assign each member of the group a different topic developed from the text. Create expert groups by having one student from each jigsaw group meet with other students assigned to the same topic. Provide these expert groups with text that is focused and specific. Have expert groups fill out an organizer resource to process the information. Then have each group plan out how they will share the new information with their jigsaw groups, using the teacher model as a guide. Encourage students to discuss possible visual aids and elaboration on organizer details.

**Barrier: Reading**

**Barrier: Writing (Notes)**

**Possible Supports:**


- Pre-select online or text resources for each topic with varied reading levels
- Have students use Kurzweil or Word Q to read the text

**Possible Supports:**

- Have students use an electronic organizer (Kurzweil, Word, or Inspiration)
- Have students highlight "big ideas" and "important details" in 2 colors

## On-line PD & Web Resources

<http://www.montgomeryschoolsmd.org/curriculum/enriched/gtld/>



Questions?  
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