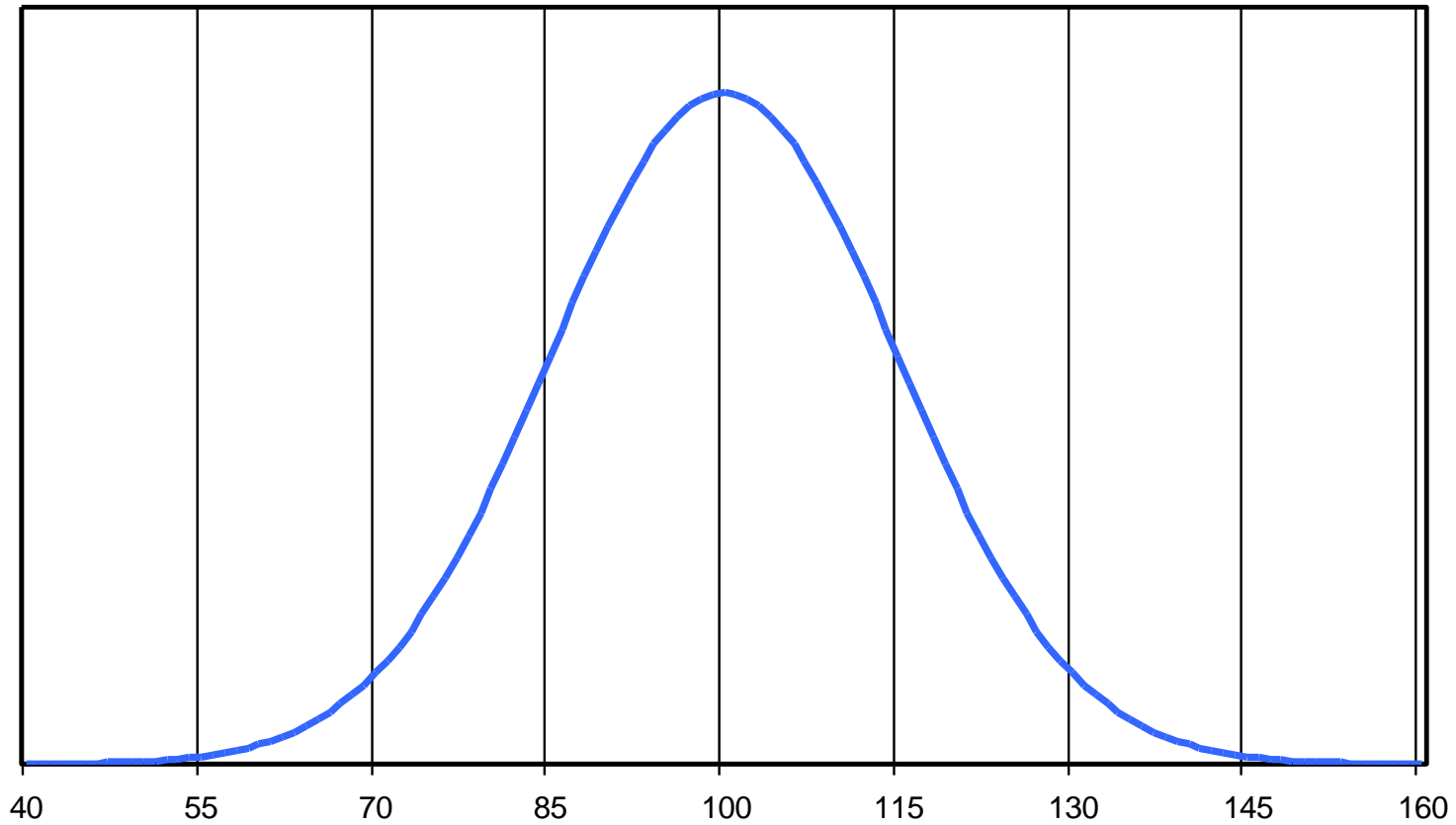


Understanding And Supporting The Needs Of The Twice-Exceptional

Marlo Payne Thurman, M.S.
January 26, 2011

Definitions



Gifted

Consistent Skills at top of curve
Able to perform
Test anxiety with adequate scores
Easy to identify
Teachers and parents agree
Rapid acquisition
Bored
Good energy for learning
Intense emotions
Perfectionistic
Sensitive
Can fake average
May be shy
Family history for giftedness

Twice Exceptional

Not able to perform
Refuses to test or low scores
Difficult to identify
Parents see gifted, school does not
Inconsistent acquisition
Bored but work is too hard
Often fatigued
Intense emotions
Perfectionistic and/or refusal
Sensory Modulation Issues
Can't fake consistently
May miss the boat socially
Extended family and sibling history
may include mental health,
addictions or under achievement

Adolescent Differences

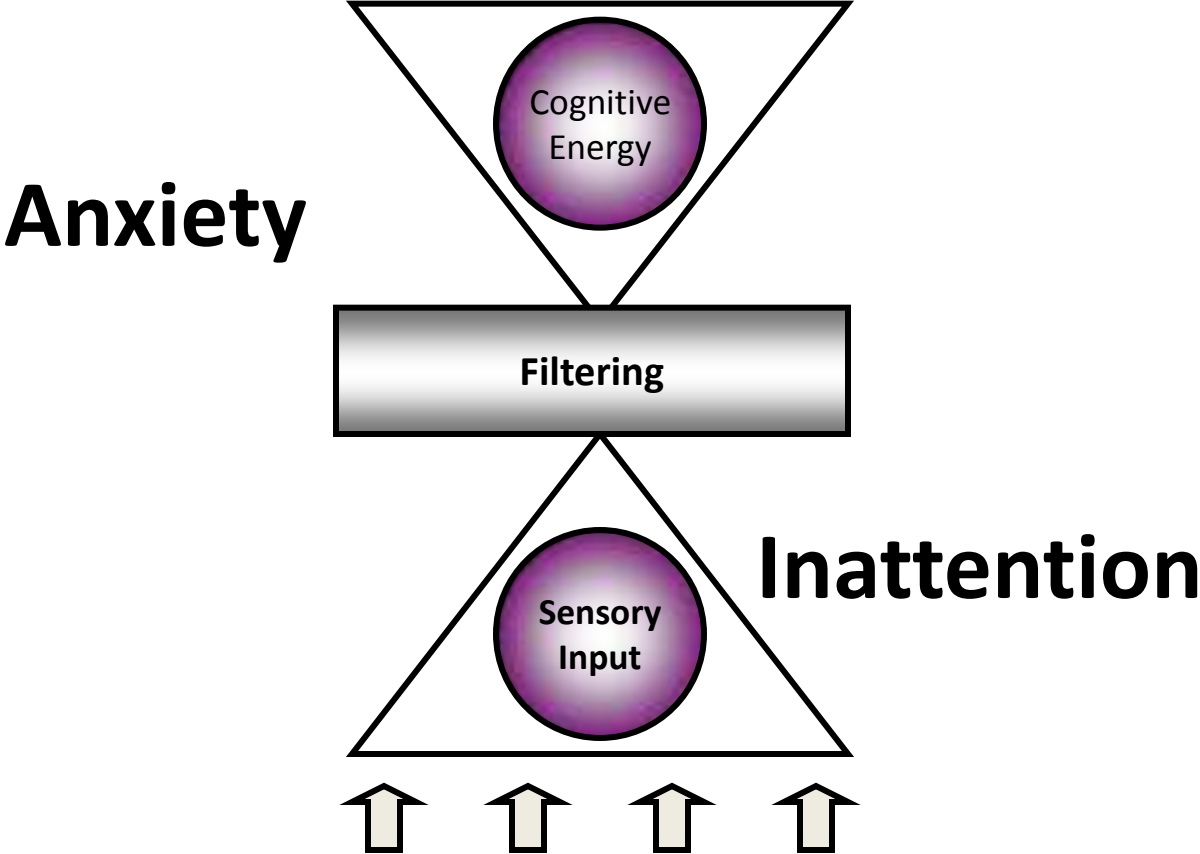
Gifted

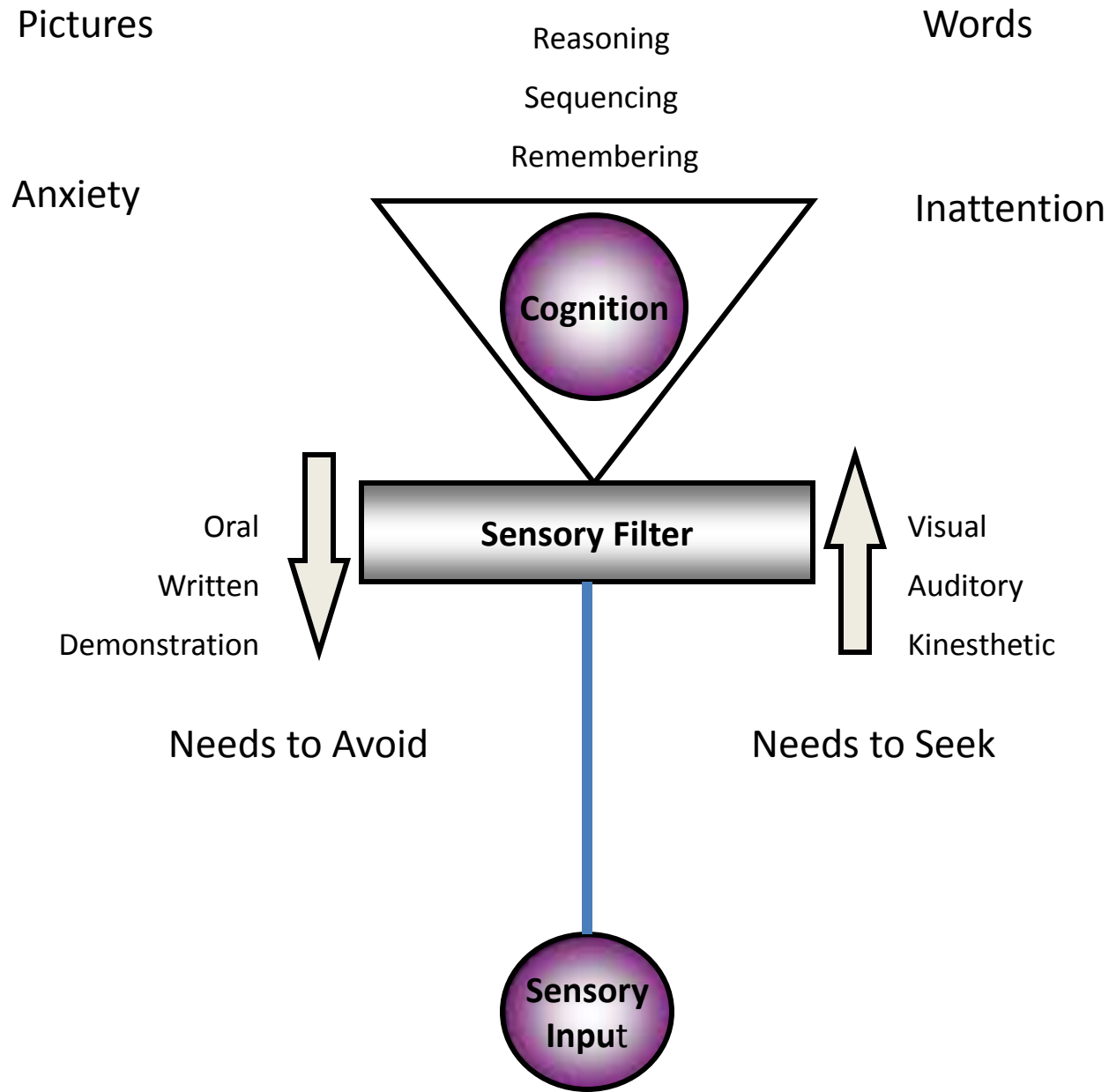
- Good grades, not too high.
- Hides gifts but stays at top of class.
- Sick of doing well so purposely fails.
- Bored and depressed with routine.
- Self medicates for excitement.
- Stable self image.
- Accurate reporter.
- May play both sides. Good kid, bad kid.
- Has high goals.
- Stable social interactions unless overly shy.
- Goes with the flow.
- Likeable one-on-one.

Twice Exceptional

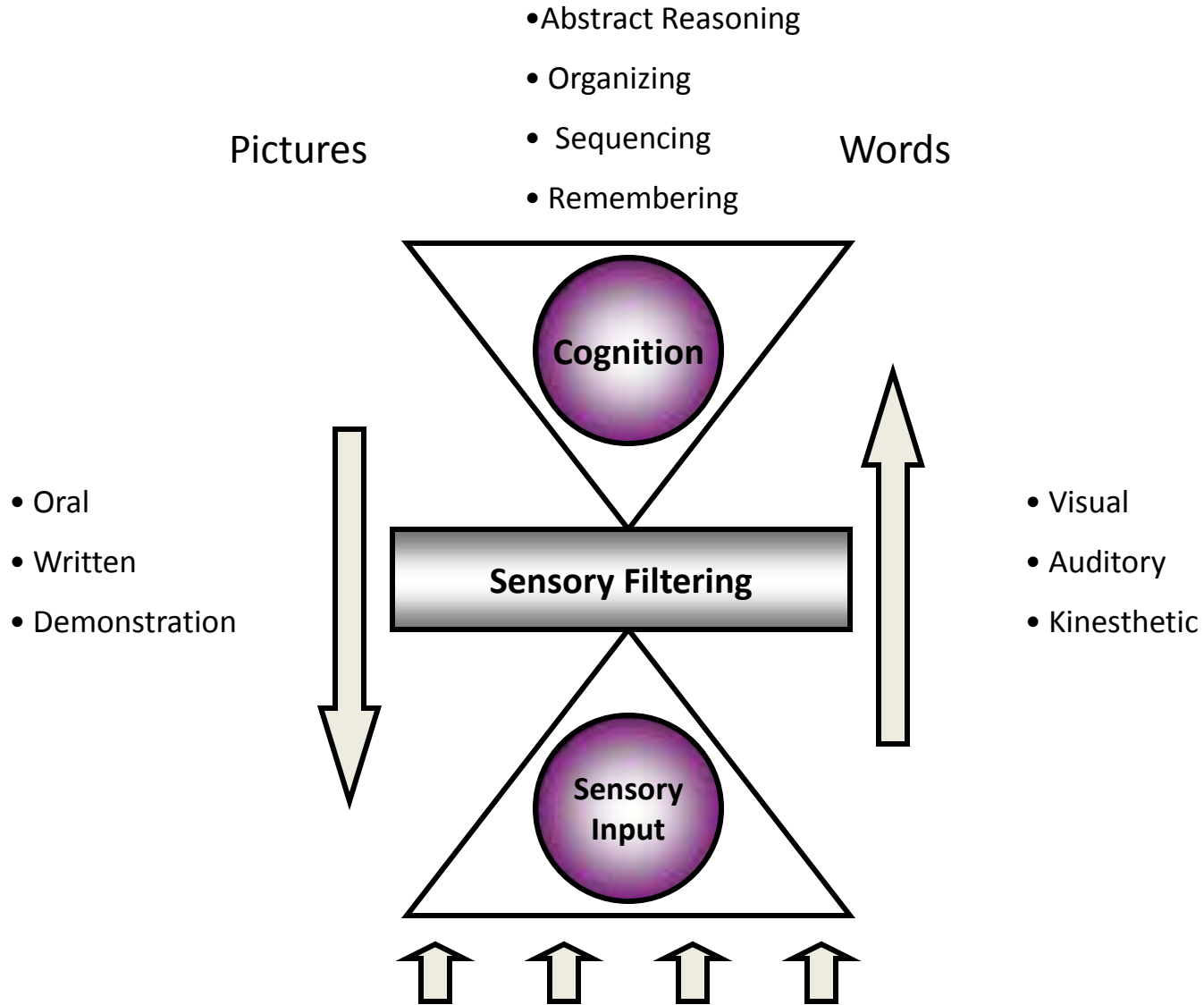
- Inconsistent grades.
- Complains of being stupid.
- Failing or working hard and barely passing. Takes 2x as long. Tired.
- Can't do well so purposely fails.
- Bored and depressed with life.
- Self-medicates to calm down, feel good, or cope. A loner.
- Poor self-image.
- Can't tell you what is going on.
- Often behaves like a "screw up."
- Has no goals for the future.
- Unstable with peers and family.
- Can't handle change.
- Behavior to push you away.

The Learning Model Part 1





The Learning Model



Model developed by Mario Payne Thurman, M.S.

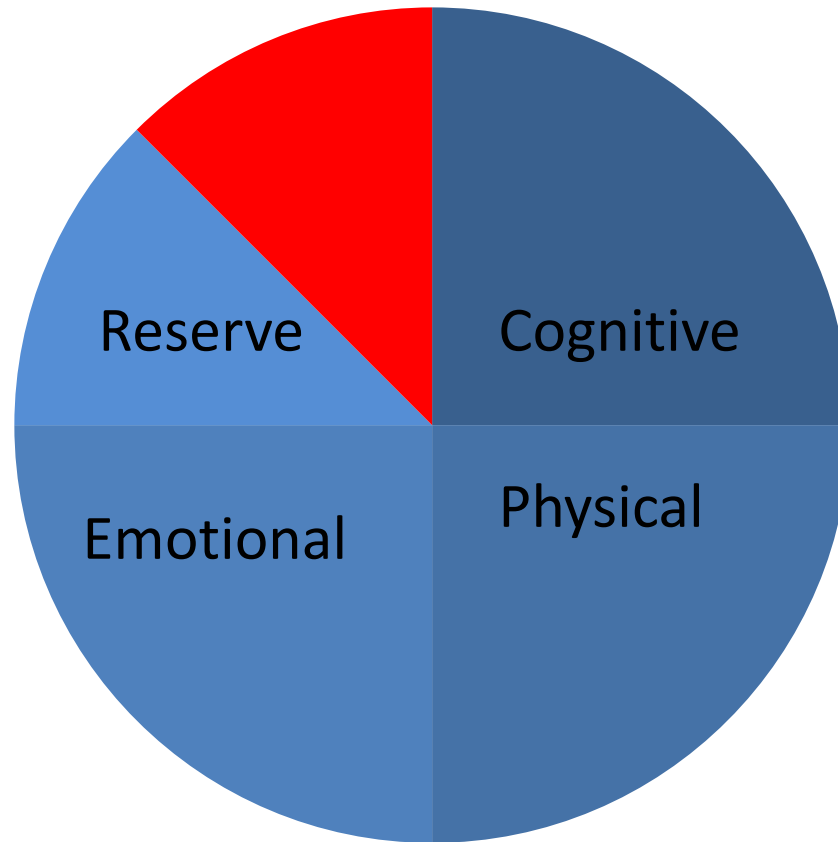
Common Areas of Disability

- **Sensory Processing Deficits (May be Masked)**
- **Visual Skills**
- **Hyper-acuity and/or Auditory Processing Disorder**
- **Specific Learning Disability (Reading, Writing, Math)**
- **Memory Deficiencies**
- **Disorder of Executive Functioning (Organizing and Sequencing)**
- **Speech and Language Delays**
- **Motor Processing and Visual-Motor Integration**
- **Processing Speed (Fluency)**

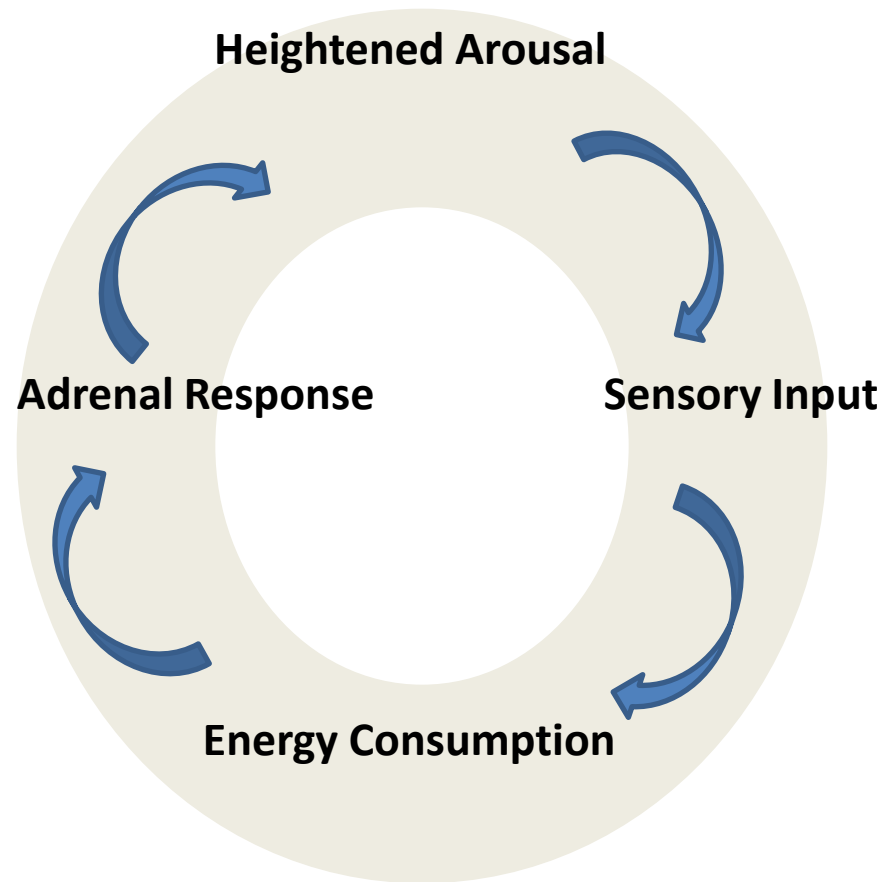
Neuro-Cognitive Diagnoses

- **Attention Deficit Disorder**
- **Anxiety**
- **Depression**
- **The Autism Spectrum**
- **Bi-Polar Disorder**
- **Obsessive Compulsive Disorder**
- **Nonverbal Learning**

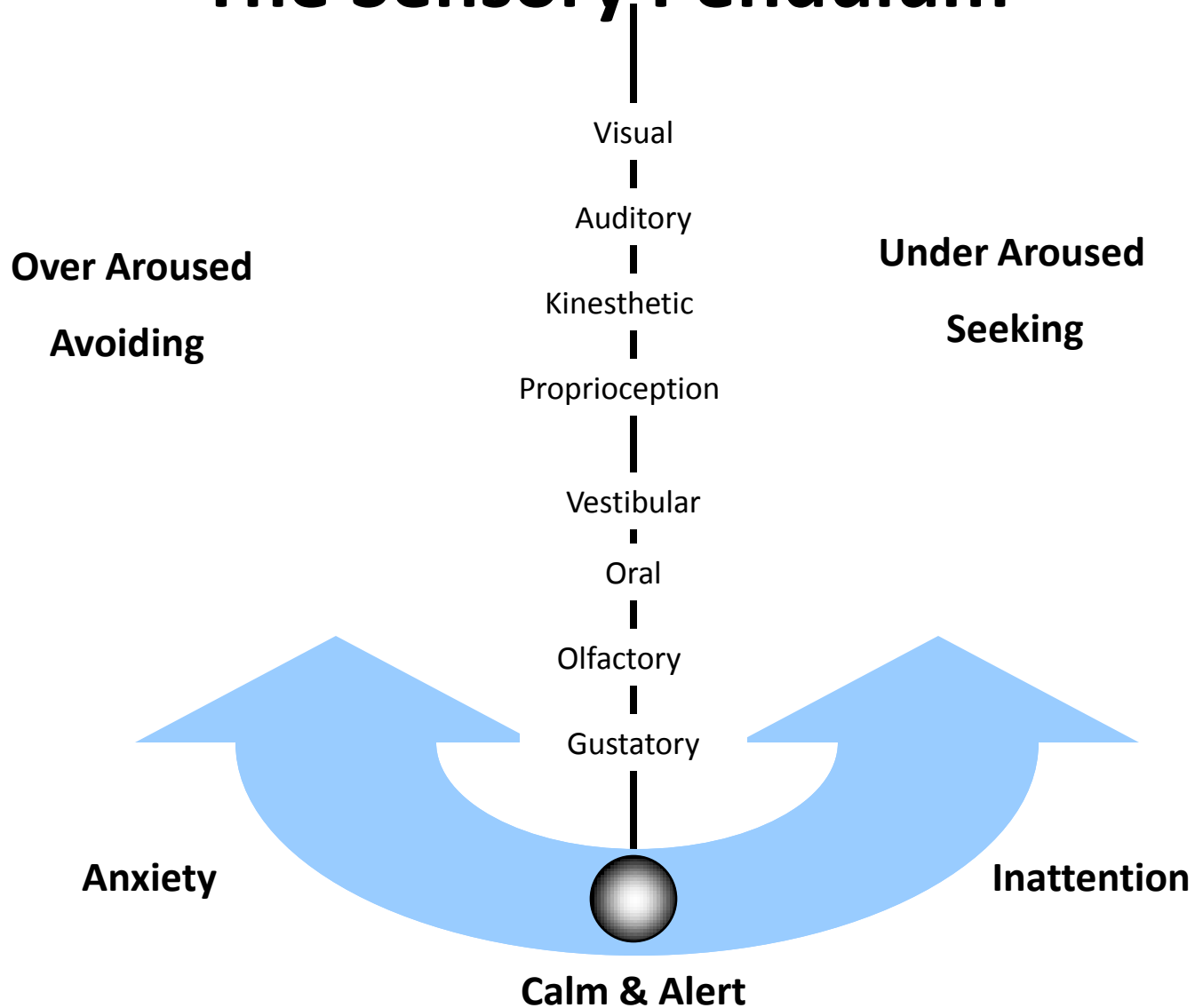
The Energy Pie



The Arousal Cycle



The Sensory Pendulum



Heightened Arousal

What to Look For:

- Breathing
- Glassy Eyes/Deer in the Headlights
- Tired But Not Sleeping
- Craving Sweets/Salty Foods/Fast Carbs
- Seems Out of It
- Seems Hyper-focused
- Unreasonable

What to Do:

- Breath Training
- Nutrition
- Sleep and Sleep Regulation

Nutrition and Bio-medical Intervention

- Snacks and Meals
 - Carbs, Protein, and Good Fats, 5 times per day
- Allergies and Food Sensitivities
 - Food Cravings, Feingold Diet
- Digestion and Elimination
- Detoxification
 - Drinking Water, Natural Detoxification, Medical Detox
- Supplements
 - Liquid Multi-Vitamins, Vitamin D, Medical Support
- Referral to Bio-Medical Specialist
- Referral to Sleep Specialist

Auditory Processing Disorders

- Listening Therapies, (Tomatis Based ILS)
- Earobics, Listening Games (Simon)
- FM Systems
- Headphone Available in the Classroom
- Ipod or MP3 Players
- Visual Supports for Auditory Information
- Close Proximity with Eye Contact
- Ear Dominance?
- Monitor Classroom for Ambient Noise/Frequency
- No Open/Multi-Class Classrooms!

Vision Problems

Informal Screening

Eye Position

Tracking (Horizontal, Vertical, Circular)

Convergence

Holding Fixation

Focus Time Questions

Formal Vision Skills Training

In School and at Home

Table Top Stations and Tennis Ball

Games (Set, Go Fish, Tannograms, Track Ball, 3-D Work

I Spy and Hidden Picture Books

Tennis, Ping Pong, Air Hockey, Baseball

Playing Pirates

Organizing and Executive Function

- Mind Maps
- Make a Movie
- Visual Icons for Routines
- The Secretary
- Organizers and Planners
- Visual Organizers
- Teach How to Read and Follow Directions
- Break Down Tasks
- 2-3 Part Directions
- Touch Prompts
- Cell Phones as Reminders
- The Binder
- Color Coding
- Time Management
- THIS IS A DISABILITY!

Time Awareness

- Teach Analog Clock Time
- Use Timers and Watches
- Visual Schedules
- Cell Phones and Computers as Reminders
- Avoid External Control of Timed Tasks
- Teach Personal Estimation and Beat the Clock
- Build a Paper Trail for the Future For Extended Time on Exams

Memory and Sequencing

Visual or Auditory?

Short-Term, Working Memory, Long-Term

- Create a Long-Term Memory Sequence
- Visual Spelling
- Put it to music
- Teach Note Taking and Doodles for Icons
- Support for Organizing Materials
- Color Coding/Labeling
- Play Memory Games
 - Go Fish, Simon,

Introversion

- Respect for Introversion
- Rule Out Processing Problems
- Allow Time to Process
- Give Question Ahead of Time
- Don't Demand Public Speaking
- Offer Alternatives to Speaking Out

Speaking

Notice Speech

- Articulation issues are masked in vocabulary.
- Slow, fast, quiet, or loud speech is a problem.
- Observe the child who needs to look away to talk.
- Watch for word substitutions, word finding issues and avoidance.

Communicate Observations

Referral to Speech and Language Therapist

Writing (Manual Aspects)

Recommended

Accommodations

- Upper body stability
- Shoulder Girdle Strength
- Vision Issues
- Dexterity and Speed
- Breathing
- Proper chair/desk/floor
- Lighting
- Head Position

Support in the Classroom

- Teach Proper Technique and Use Keyboarding
- Teach Pencil Positions and use Pencil Grips
- Teach Handwriting
- Teach Calligraphy
- Teach Drawing
- Take Breaks
- Shorten Written Requirements

504 and College

- Extra Time
- Quiet Work Place
- Tests in Testing Center
- Professor's or Peer's Notes
- Use of Technology

Calculator

Computer

Dictation Software

Texts on CD or Kindle

Reader Pen

Character Recognition Software

Some colleges also offer block classes, learning center support, free tutoring etc...

Self Advocacy

Independently Able to Negotiate a Meeting with
Teacher or Professor

Able to Explain Learning Style and Needs to
Others

Asks Politely for App0priate Accommodation for
Need

Knows His or Her Rights Under 504

Able to Move Up the Administrative Ladder
Appropriately if Needs Remain Unmet

On Being Out-of-Sync

- Alone and lonely, I don't belong here.
- You will never understand what is in my head.
- If I work really hard, I can "fake it," but doing that makes me tired, sad and angry.
- I don't seem to fit into anyone's box, so therefore I look broken, sick, or mentally ill.
- When you try to fix me, it is then that I feel truly broken.
- While medications can help me cope, they don't fix me.
- When you understand how I think, how I learn, and how I can feel successful in my world, only then you can help me find my place.