



Resources

Sharing with others: www.dyslexiala.org/simulation/

The workshop, lead by facilitators from the Los Angeles County IDA, consists of six learning stations that simulate different language-related learning tasks encountered in the classroom or workplace. Station leaders guide participants through each 8-minute activity, followed by a brief discussion. When all participants have completed the six stations, participants will gather for a general debriefing led by the facilitators. The entire workshop lasts one-and-a half to two hours, depending on discussion time.

THE LEARNING STATIONS

- **Beginning Reading**
Participants read and comment on a “nonsense” book
- **Auditory Figure-Ground**
Participants “go on a field trip” while contending with background noise.
- **Visual-Motor Writing**
Participants write and trace while looking at the reflection of their paper in a mirror.
- **Letter-Word Identification**
Participants read text, which lacks proper spacing.
- **Copying and Writing**
Participants write and trace using their non-dominant hand.
- **Auditory Discrimination**

Participants listen to a tape recording of a teacher administering a spelling test and are asked to spell the words they hear.

Websites:

- www.2eNewsletter.com
 - **Spotlight on 2e Series**
- AETonline.org
- cec.sped.org/
- chadd.org/
- decodingdyslexia.net/
- dyslexiaida.org/
- dyslexiala.org/simulation
- dyslexicadvantage.org
- hoagiesgifted.org
- LD.org
 - <http://childdevelopmentinfo.com/wp-content/uploads/2014/12/ldchecklist.pdf>
- NCLD.org
- Understood.org
 - <https://www.understood.org/en/tools/through-your-childrens-eyes>
- [youtube.com/watch?v=MDJst-y_ptI](https://www.youtube.com/watch?v=MDJst-y_ptI) **Top 10 Myths in Gifted Education**





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Further Reading about Teaching Our Exceptional Learners:

- Winebrenner, S., *Teaching Gifted Kids with Learning Difficulties in the Regular Classroom*. (2006 revised edition) Minneapolis, MN: Free Spirit Press.
- Montgomery County Public Schools, *Twice Exceptional Students: A Staff Guidebook for supporting the Achievement of Gifted Students with Disabilities* (2015) Department of Materials Management for the division of Accelerated and Enriched Instruction
http://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/enriched/programs/gtld/0470.15_TwiceExceptionalStudents_Handbook_Web.pdf
- Colorado Department of Education, *Twice-Exceptional Students: Gifted Students with Disabilities; Level 1: An Introductory Resource Book*
<https://www.cde.state.co.us/sites/default/files/documents/gt/download/pdf/twiceexceptionalresourcehandbook.pdf>



... in determining whether a child has a disability ... the IDEA requires the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, and prohibits the use of any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child."

The Right to be Assessed

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Funding Resources to Train Educators under ESSA

Talented Students Education (Javits) Program in the Every Student Succeeds Act (ESSA). The U. S. Department of Education (Department) is committed to supporting every child in achieving their maximum potential, including high-ability children, many of whom may not yet be high-achievers.

The challenges of educating gifted and talented students identified in the national survey of the states¹ that you've referenced, e.g., lack of teacher training and lack of data, are critical. They must be addressed and the new authorizing language in ESSA provides the Department with an opportunity to do so. For example, in the new law, the opportunity to use Title I funds to identify and serve high-ability students will, in part, serve to dispel the notion that diverse and disadvantaged communities do not produce gifted and talented children. The new provisions in Title II permitting States to include gifted and talented students' needs in the state plan, will allow for innovation in the identification process as well as in the delivery of enriched curricula through more customized instruction. Further, like you, we are eager to know more about the findings of the National Center for Research

June 2016 USDOE Letter from Ann Whalen to Senator Barbara A. Mikulski

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Possible Problems Associated with Characteristic Strengths of Gifted Children

Strengths	Possible Problems
Acquires and retains information quickly.	Impatient with slowness of others; dislikes routine and drill; may resist mastering foundational skills; may make concepts unduly complex.
Inquisitive attitude, intellectual curiosity; intrinsic motivation; searching for significance.	Asks embarrassing questions; strong-willed; resists direction; seems excessive in interests; expects same of others.
Ability to conceptualize, abstract, synthesize; enjoys problem-solving and intellectual activity.	Rejects or omits details; resists practice or drill; questions teaching procedures.
Can see cause--effect relations.	Difficulty accepting the illogical--such as feelings, traditions, or matters to be taken on faith.
Love of truth, equity, and fair play.	Difficulty in being practical; worry about humanitarian concerns.
Enjoys organizing things and people into structure and order; seeks to systematize.	Constructs complicated rules or systems; may be seen as bossy, rude, or domineering.
Large vocabulary and facile verbal proficiency; broad information in advanced areas.	May use words to escape or avoid situations; becomes bored with school and age-peers; seen by others as a "know it all."
Thinks critically; has high expectancies; is self-critical and evaluates others.	Critical or intolerant toward others; may become discouraged or depressed; perfectionistic.
Keen observer; willing to consider the unusual; open to new experiences.	Overly intense focus; occasional gullibility.
Creative and inventive; likes new ways of doing things.	May disrupt plans or reject what is already known; seen by others as different and out of step.
Intense concentration; long attention span in areas of interest; goal-directed behavior; persistence.	Resists interruption; neglects duties or people during period of focused interests; stubbornness.
Sensitivity, empathy for others; desire to be accepted by others.	Sensitivity to criticism or peer rejection; expects others to have similar values; need for success and recognition; may feel different and alienated.
High energy, alertness, eagerness; periods of intense efforts.	Frustration with inactivity; eagerness may disrupt others' schedules; needs continual stimulation; may be seen as hyperactive.
Independent; prefers individualized work; reliant on self.	May reject parent or peer input; non-conformity; may be unconventional.
Diverse interests and abilities; versatility.	May appear scattered and disorganized; frustrations over lack of time; others may expect continual competence.
Strong sense of humor.	Sees absurdities of situations; humor may not be understood by peers; may become "class clown" to gain attention.

Adapted from Clark (1992) and Seago (1974) by James Webb, *Misdiagnosis and dual diagnosis of gifted children*
(from www.sengifted.org)

Citation: Abstracted from: *Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, bipolar, OCD, Asperger's, depression, and other disorders.* (2004) Scottsdale: Great Potential Press. Available from the publisher.

Author: James T. Webb, Edward R. Amend, Nadia E. Webb, Jean Goerss, Paul Beljan, F. Richard Olenchak

EXECUTIVE FUNCTIONS WITH A GIFTED PERSPECTIVE

Cynthia Hansen, M.Ed., ET/P

Executive functioning skills are qualitatively different for gifted students when compared to their neuro-typical peers. The interconnected nature of executive functions along with a child's intensities and learning differences are part of a uniquely complex profile that colors their view of themselves and their abilities.¹ The following are definitions of several clusters of executive functions followed by the nuances from a gifted prospective.

- **Attending & Sustaining Attention:** Choosing to focus even when a task is non-preferred, and maintaining that focus through task completion.
Often gifted students demand novelty which may require increased sensory input in order to maintain focus on routine tasks. Those with attention deficits have difficulty maintaining purpose on non-preferred projects as well as areas of high interest. Exhaustion comes quickly with the stress of attending to routine tasks.
- **Working Memory:** Holding onto information in short-term memory while manipulating it to complete a task or organizing it for long-term storage.
Gifted students with poor working memory have difficulty holding onto information bites, directions, or sequenced tasks which have little connection to their interests or their divergent processing style slows their data intake increasing the probability that valuable information is not processed.
- **Time Management:** Using time in service of a goal and internally conceptualizing the passage of time.
Time seems flexible for students who feel that time spent working on passionate topics slips by in seconds while homework takes hours, even when the clock shows the reverse is true. Gifted students don't realize that their hours spent procrastinating and complaining to delay non-preferred tasks adds to the feeling of wasted hours.
- **Planning & Task Initiation:** Being able to begin a task in a timely manner after setting goals, creating a plan of action, organizing materials, and incorporating the time needed in order to complete a task.
Many of our high ability students have extravagant plans which could be attainable because of their abilities. However, their success is hindered by a future that is distant and huge, part of a fantasy, an automatic leap, and not understood as a step-by-step process. Initiation is also stalled when students have a poor concept of the time it actually takes to complete tasks. .
- **Flexibility:** Mental and emotional flexibility including the ability to shift from one task to the next and to seek connections between novel tasks, situations, and learning.
Gifted students tend to combine their early learning with their imagination and may become attached to their incorrect conclusions. Mental flexibility includes being open to multiple ways to confront a problem, willingness to confront the unknown, openness to admit to mistakes, and the ability to re-calibrate conclusions based on new evidence. Emotional flexibility includes being adaptive to social, emotional, and environmental shifts.
- **Metacognition:** Thinking about thinking that leads to self-awareness and self-monitoring of executive functions.
For highly gifted and 2e students, empathy and social awareness may be strong, but relating those strengths to learning, self-correction, and the need for self-advocacy may be underdeveloped.
- **Emotional Control & Inhibition:** Utilizing self-monitoring and awareness to modulate intensities, emotions and actions.
The intensities of a high-ability child may make it difficult for that child to move beyond the desire to give up, to overcome frustration, to regulate impulsivity and to find hope.

¹ Hansen, C. "When LaZy Doesn't Make Sense: How Executive Functions Affect our Brightest Students."
Association of Educational Therapists 2013 National Convention, October 25-27, San Mateo, CA

Comparing Attributes or Characteristics of Multiple Exceptionalities
Every Child is Unique! This is not an exhaustive list, nor is it meant for diagnosis.

Gifted	AD/HD	CPAD	Dyslexia
Poor attention, boredom, daydreaming in specific situations	Poorly sustained attention in almost all situations; <i>Alternatively, difficulty stopping or transitioning to another task</i>	Difficulty maintaining focus on an activity ; easily distracted by sounds in the environment	Difficulty maintaining focus on non preferred reading tasks
Early reading and verbal abilities	Difficulty with reading and/or spelling		
Early reading and verbal abilities	Difficulty with reading comprehension		
Easily fatigued in learning situations that are too easy, too hard, or redundantly taught.			
Strong vocabulary development and verbal skills			Strong vocabulary development but may have difficulty sequencing syllables
Unaware of environment when interested in a task			
Poor Handwriting; dislikes writing	Difficulty taking notes,		
Poor attention, boredom, daydreaming in specific situations	Difficulty directing, sustaining or dividing attention		
Poor attention, boredom, daydreaming in specific situations	Difficulty following multi step directions		
Low tolerance for persistence on tasks that seem irrelevant	Diminished persistence on tasks not having immediate consequences		Easily exhausted by non-preferred reading tasks
Low tolerance for persistence on tasks that seem irrelevant	May have difficulty with organizational tasks		
Intensity may lead to power struggles with authorities	Impaired adherence to commands to regulate or inhibit behavior in social contexts	Difficulty following verbal directions or long conversations	
High activity level; may need less sleep	More active, restless than other children		
Questions rules, customs, and traditions	Difficulty adhering to rules and regulations	Difficulty remembering spoken information	Difficulty with working memory

10 Growth Mindset Statements



What can I say to myself?



INSTEAD OF:

TRY THINKING:

I'm not good at this.
I'm awesome at this.
I give up.
This is too hard.

I can't make this any better.
I just can't do Math.
I made a mistake.

She's so smart. I will never be that smart.
It's good enough.
Plan "A" didn't work.

- 1 What am I missing?
- 2 I'm on the right track.
- 3 I'll use some of the strategies we've learned.
- 4 This may take some time and effort.
- 5 I can always improve so I'll keep trying.
- 6 I'm going to train my brain in Math.
- 7 Mistakes help me to learn better.
- 8 I'm going to figure out how she does it.
- 9 Is it really my best work?
- 10 Good thing the alphabet has 25 more letters!

(Original source unknown)

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Accommodations and Explicit Instruction for Twice Exceptional Students

Adapted from Colorado Department of Education, Twice-Exceptional Students: Gifted Students with Disabilities; Level 1: An Introductory Resource Book (pp. 41-47)

<https://www.cde.state.co.us/sites/default/files/documents/gt/download/pdf/twiceexceptionalresourcehandbook.pdf>

Strength-Interest Based Accommodations

- Provide fast-paced instruction and progress at the learner's personal learning rate
- Emphasize higher-level abstract thinking and problem-solving
- Provide open-ended problems that emphasize multiple solutions or multiple paths to solutions
- Pre-test to identify ways to compact or eliminate unnecessary drill
- Integrate and support a learner's interests, learning styles, and strengths
- Add depth before breadth when compacting
- Provide opportunities for independent investigations and projects (process, planning and stamina may need to be explicitly supported)
- Offer conceptual framework and purpose to focus processing and lesson intent
- Use flexible grouping within content areas
- Accelerate vocabulary development through a variety of strategies and materials

Accommodations to Access Learning

- Extend time for students and/or reduce the number of problems required for learners with slow processing and fluency issues (cut worksheets into strips or quarters)
- Provide books on tape for students who struggle with reading so they may participate in high-level discussions
- Allow audio-taped or verbal responses instead of written responses
- **Investigate errors with the learner to clarify poor understanding vs disability impact**
- Use technologies which support productivity
- Allow use of spell-check, thesaurus, grammar checker, and calculator
- Provide preferential seating away from distractions (**rely on the child to assist with this process- privately supporting their Metacognition and self advocacy**)
- Chunk new learning into manageable subtasks
- Keep new instruction to 20 minute segments (mini-lessons)
- **Keep written instructions clear and clutter-free. Allow space on the page for a child's notes, reminders and illustrations as needed**
- Provide plenty of space for students to work out problems
- Use a multi-sensory approach, offering illustrations, demonstrations of content, and opportunities to share with peers as well as spoken and written instruction
- Incorporate organizational activities into the class routine, with explicit reasoning for the tasks to assist in autonomy growth
- **Consider teaming students who can support each other's organizational or production skills while challenging each other with their intellectual and social/emotional strengths**

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Explicit Instruction in Compensatory Strategies

- Teach the reasoning and creation skills of graphic organizers, cognitive webs, flow charts and visual planning devices
- Train students how to identify important facts and concepts in lectures and reading
- Teach how to effectively use assistive technologies
- Use self-talk to accompany visual input
- Coach students in memory enhancing techniques such as the use of mnemonics, humor, and illustrations
- Teach Metacognition/self-talk that emphasize self regulation and stamina
- Demonstrate and teach task-analysis and prioritization strategies
- Use analog clocks and personal timers to teach time awareness and regulation
- **Coach learner in strategies to become aware of attentiveness including seating position, use of movement chairs or cushions, productive doodling and noting when attention is interrupted and awareness returns**
- Use highlights and colors consistently to organize text and prioritize directions and new information
- Teach students to highlight math operation signs
- Use manipulatives whenever possible
- Consistently demonstrate and teach organization, study and time management skills across grade levels (estimate time of a task and check how long it really took)
- Teach research strategies and skills essential for in-depth study and advanced learning

Explicit Instruction for Intervention or Remediation

- Coach students in setting realistic long and short-term goals
- Teach learners to chunk and break down tasks into realistic chunks
- Have learners talk through tasks and use tactile movements when reviewing tasks
- Teach students how to rephrase key ideas and link to key words
- Teach strategies to group and categorize information
- Provide ongoing instruction in consistent organization, study and time management skills across grade levels (**adapting to the child's growth needs with universal support from family and staff**)
- Provide explicit **multi-sensory** instruction in phonological awareness, phonics and decoding
- **Provide explicit multi-sensory instruction in language morphemes and syllabication for vocabulary and spelling development**
- Teach typing and word processing
- Teach students how to prioritize and plan the time needed for homework
- Teach students to use checklists and alarms to stay on track and to record their task progress