



JOHNS HOPKINS
CENTER *for* TALENTED YOUTH

ACTIVATE:

AWESOME!

Welcome to the CTY Webinar
**Understanding the Gifted Underachiever and
Twice-Exceptional Student**



BEFORE WE GET STARTED

- Welcome and introductions
- Today's session will last about 20 minutes
- Feel free to ask questions at any time by speaking into your phone or by using the "Q&A" feature at the top of your screen
- Please press *6 to mute your phone; #6 will unmute your phone
- Copies of the slides from today's presentation will be available from the web page you will be directed when we conclude the session

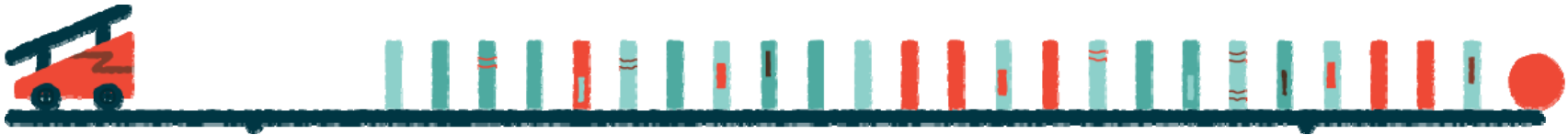


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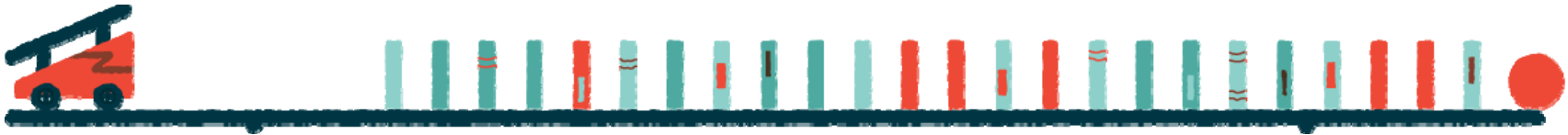
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Diagnostic and Counseling Center
Center for Talented Youth at Johns Hopkins University



Diagnostic and Counseling Center

- Provides individualized assessments and educational guidance for average to above-average students
- Helps families, students, and schools understand the strengths and weaknesses of students (we focus on both)
- Assists individuals and their families in finding ways to support the student's overall educational needs



Who We Serve?

- **Students from age 4 to 18**
- **Students whose parents want information about their children's cognitive strengths and areas in need of growth**
- **Capable students who are not sufficiently challenged in school**
- **Students who are underachieving and/or have inconsistent performance in school**

Presentation Goals

- Definitions and Myths
- Characteristics of the Gifted Underachiever & Twice-Exceptional (2e) Student
- Strategies for 2e identification and programming



DEFINITIONS

Gifted Underachiever =

- student who has cognitive abilities and/or academic skills above the majority of their same-aged peers, but who does not consistently demonstrate these abilities and skills

Twice-Exceptional Student =

- student who has a significant strength and a significant weakness, each relative to same-aged peers (i.e., Gifted with a Learning Disability or with ADHD)

The two overlap but not 100%; 2e is a partial subset of the gifted underachiever group.

MYTHS ABOUT GIFTED STUDENTS

Gifted students...

- Will excel in any academic environment
- Do not need to work hard – learning is easy for them
- Love learning and love subjects in which they excel
- Have perfectionism, which yields high performance
- Can *not* have learning disabilities and/or ADHD
- Have advanced social and emotional development

GIFTED UNDERACHIEVER AND 2E LEARNER CHARACTERISTICS

- An outstanding ability and/or evidence of high achievement
- Unexplained differences between test scores and classroom performance
- Wide-ranging test scores, even within the same subject
- Slow or inefficient processing of information on basic tasks and timed tasks
- Disorganization (things, work, ideas)

EXAMPLES

- 2nd grader who has excellent verbal reasoning and excels in math, but struggles to read and write
- 5th grader who is creative, excels sporadically, is disorganized, and is thought to be “lazy”
- 8th grader who works with great effort to compensate for difficulty learning new material quickly and completing multi-step tasks
- 11th grader who has a long history of getting excellent grades but now struggles with a demanding course load

BARRIERS TO 2E IDENTIFICATION

- Conception that Giftedness Cannot Co-exist with Weaknesses
- Gifts Hide Disabilities – verbal expression > reading
- Disabilities Mask Gifts – creativity > writing production
- Gifts and Disabilities Mask Each Other

STRATEGIES

- A good evaluation identifying strengths and weaknesses
- Advanced-level programming in areas of strength
- Developmentally-appropriate instruction in some areas
- Remedial instruction in areas of significant weakness
- Adaptive instruction and/or accommodations in areas of significant weakness
- Nurturing and flexible environment. **One program does not fit all!**

A GOOD EVALUATION

Takes a multisource approach and is more than just testing

- **Includes many areas of functioning**
 - cognitive abilities and processes (reasoning, memory)
 - academic skills (reading, writing, math)
 - specific areas of concern
 - social and emotional issues
 - other possible explanations
- **Includes a written report that summarizes and explains**
 - factors leading to a diagnosis, if one is made
 - recommendations for education tailored to the child

ADVANCED-LEVEL PROGRAMMING

Ability grouping – bright children need intellectual stimulation and some time with other bright children

Acceleration – opportunities to work forward (subject or grade level)

Independent work – computer courses, projects

*Can be provided by CTY's Online and Summer Programs

REMEDIAL & ADAPTIVE INSTRUCTION

**Should be concurrent with
advanced-level programming in areas of strength**

Skills – reinforcement and gap-filling

Flexible-pacing

Modification of assignments and accommodations (e.g.,
extended time on assessments, computer for writing)

RESOURCES

- DCC - cty.jhu.edu/counseling/index.html
- kmickenberg@jhu.edu
- Hoagies - www.hoagiesgifted.org
- NAGC - www.nagc.org
- IDL - gifteddifferentlearners.org/Walkingthepath
- 2e - www.2enewsletter.com
- *Legal Issues in Identifying and Serving Twice-Exceptional Learners*
(weinfeldeducationgroup.com)
- LDOnline - <http://www.ldonline.org/>

EXAMPLE - Anna

- 2nd grader who has struggled to make progress in reading even with some intervention with the school reading specialist
- Teacher – reading is difficult, needs a lot of time to copy from the board, average attention
- Testing – above average reasoning, conceptual understanding, memory; however, very low reading (rate and accuracy for oral, phonological awareness and memory)
- Reading Disorder – with recommendations for a reading specialist and intervention at the phonological level, support services such as books-on-tape, build sight-word vocab., but not decrease discussion of material and level of challenge in math
- All other programs \geq grade level

EXAMPLE - Michael

- 3rd grader - good grades without effort, but inconsistent writing performance. He is distracting to others and seated by himself in the back of the class. He feels alienated.
- Teacher - indicated that he is excitable and impulsive, interrupts others, fidgets, and leaves his seat.
- Parents - frustrated the school focuses on his behavior rather than his academic abilities, concerned that Michael feels that school is not a good place for him
- Testing - excellent verbal and nonverbal reasoning abilities, visual working memory, academic skills in math, reading, and writing. However, he has significant weaknesses in sustained attention on basic tasks, shifting of attention, impulsivity, and auditory attention (i.e., separating teacher's instructions from classroom noise).
- Very bright but with ADHD (Combined Type) - needs challenge in all subjects and the option to work forward, minimization of rote and repetitious work, clear instructions and prompts to get back on task, placement in the front of the class, and reward system to increase quiet work, finding errors, etc...

QUESTIONS?

