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Supporting The Hidden Gifted

Meeting the needs of the twice exceptional students



Suzanne Buswell and Angela Bell



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What is it like to be 2e?


Opening activity

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Expectations of this workshop

- * The role of social-emotional issues
- * The role of executive functioning
- * Strategies for withdrawal and classroom programmes



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Who are the 2e students?

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Who are the 2e students?



- * Recognising and discussing the students like Arabella
- * How are 2e students different from gifted students?
- * Key characteristics of 2e students
- * How can we recognise 2e without a formal assessment (psych report)?



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Social- emotional needs of 2e students

- * Video of Giselle and Double

Anxiety- the elephant in the room

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- * Test taking issues
- * Managing time
- * Perfectionism
- * Anger
- * Phobias
- * Panic attacks
- * Disengagement
- * Avoidance
- * High absences
- * Physical symptoms (headaches , nausea)
- * "Losing" things
- * "flying under the radar"



Interventions for anxiety


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Interventions for Anxiety

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- * Work on 70/30 rule
- * Include in gifted programmes – withdrawal and in classroom in areas of strength
- * Self-efficacy
- * Visualising anxiety
- * Role play
- * Mindfulness
- * Cognitive behavioural therapy



Positive paradigms for stress

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- * But stress is not all negative
- * TED Kelly Mc Conigal
How to make stress your friend

http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend?language=en



Executive functioning in 2e students


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- * Working Memory difficulties (key indicator for success in life - more so than IQ on its own - Adele Diamond)
- * Slow Processing Speed
- * Contrasted with high verbal and/or nonverbal comprehension
- * TED: Torkel Klingberg "Improving Working Memory Capacity".
- * <http://www.youtube.com/watch?v=hh2Z2hSgFIY>


Weak cognitive proficiency is seen in

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- * Difficulty with timed tasks
- * Time management issue
- * Organisational difficulties
- * Poor focus and attention
- * Weak mental control
- * Weak study skills



➔ **HUGE FRUSTRATION and HIGH ANXIETY**



Strategies/Interventions



- * Withdrawal – P4C, passion projects, FPS
- * Enrichment across curriculum – arts, sport
- * Focus on key programmes and eliminate unnecessary ones (eg. second language)
- * NCEA – manage number and types of standards
- * Multi-levering to meet needs and strengths
- * Mentoring

Strategies/Interventions



- * Use assistive technology
ipads, apps
- * Online stopwatch - (count up)
- * Special assessment conditions
- * Allow more time
- * Provide checkpoints
- * Manage number of tasks (every 2nd/3rd example)
- * Task checklist
- * Planners
- * Provide choice in how student shows their learning
- * Use multi-sensory strategies
- * Modelling and annotated examples

Metacognitive strategies



- * Keep talking about what they **can** do
- * Recognise and value differences
- * Regularly evaluate learning progress with student
- * Develop mindfulness



Carol Dweck



I. The power of 'yet'

<http://www.youtube.com/watch?v=ZyAde4nllm8>

I. A study on praise and mindsets (fixed and growth)

<http://www.youtube.com/watch?v=NWv1VdDeoRY>



Instructions and orally delivered information in the classroom

- . Be prepared to repeat instructions and allow time for student to process these. Encourage student to ask for clarification where necessary.
- . Keep instructions short and give one instruction at a time- chunk them
- . Maintain eye contact when giving instructions
- . Directions need to be clear and consistent
- . Give instructions and information in writing, as well as verbally
- . Check student has understood instructions /task before she begins
- . Pause after an instruction so that student can process the information
- . Give clear and precise instructions – not too wordy
- . Avoid multi-tasking (e.g. writing while also listening etc).
- . Emphasise key words in instructions
- . Link verbal instructions to visual cues to help student remember what to do
- . Use a buddy system – allow student to quietly check instructions, sequence etc with a neighbour
- . Take photos of notes on the board



CASE STUDY



Choose one of the students that you thought about earlier

Using some of the strategies/ interventions that we have talked about, construct a brief personal plan for that student.

Personal Plan:

Think about their learning strengths and learning weaknesses

Is anxiety an issue?

Who might be able to help you with this student.?

What strategies could work without significant resourcing?

