

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF INSTRUCTION
ADVANCED LEARNING OPTIONS
GIFTED/TALENTED PROGRAMS



PARENT WORKSHOP

TWICE EXCEPTIONAL STUDENTS: UNIQUE GIFTED LEARNERS



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Gifted/Talented Programs Goal

To identify gifted and talented students, including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds, and provide high-quality differentiated opportunities for learning that meet students' particular abilities and talents.



Agenda

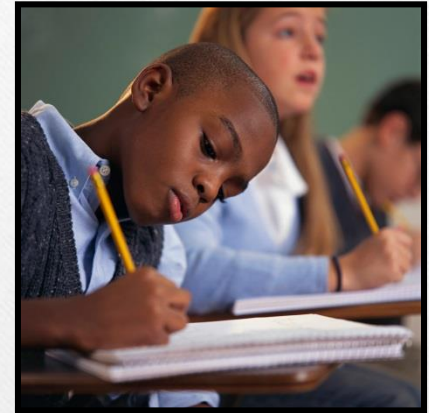


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- GATE Characteristics
 - 2e Characteristics
 - What Is Executive Functioning and Why Is It Important for 2e Students?
 - What Can You Do As a Parent?
 - District Program Options
 - Resources

Characteristics of Gifted Learners

A Gifted Learner May Exhibit:

- Early, rapid learning
- Endless energy
- Superior language ability; learns language quickly
- Large knowledge and interest base
- Exceptional memory
- Keen, mature sense of humor
- Complex/abstract thinking and great imagination
- Superior reasoning/problem-solving ability
- Long attention span when interested
- Inappropriate acting out or apathy when disinterested
- High level moral thinking; ability to detect injustice or inconsistency
- Unrealistic self-expectations; perfectionistic and competitive
- Frustrated with illogical or disorganized thinking
- Impulsive, risk-taking behavior OR worried to take risks due to fear of failure
- Overwhelming curiosity; questions everything and everyone (including authority)
- Lack of desire to socialize with age-level peers; prefers the company of adults/older friends



What Gifted Students Need

- To deal with feelings of being different
- To recognize and deal with stress
- To learn how to be proud without being arrogant
- To develop appropriate problem-solving skills
- To be challenged with meaningful, differentiated learning opportunities
- To have opportunities to interact with others of similar ability or interest
- To recognize and accept their own abilities, interests, and limitations – and those of others
- To be recognized as a gifted child, not treated as a small adult

Adapted from the 11th World Conference on Gifted and Talented Education, 1995.

Gifted Identification

Los Angeles Unified School District identifies students in SEVEN categories:

- **Intellectual Ability** (2nd semester K-12; highly gifted possibility) *Referred by school, tested by District*
- **High Achievement** (2nd grade OLSAT-8 & grades 5-12) *Automatic Identification*
- **Specific Academic Ability (ELA or Math)** (Grades 5-12) *Automatic Identification*
- **Visual Arts** (Grades 2-12) *Demonstration*
- **Performing Arts** (Grades 2-12) *Audition*
- **Creative Ability** (Grades 4-12) *Portfolio*
- **Leadership Ability** (Grades 4-12) *Portfolio*

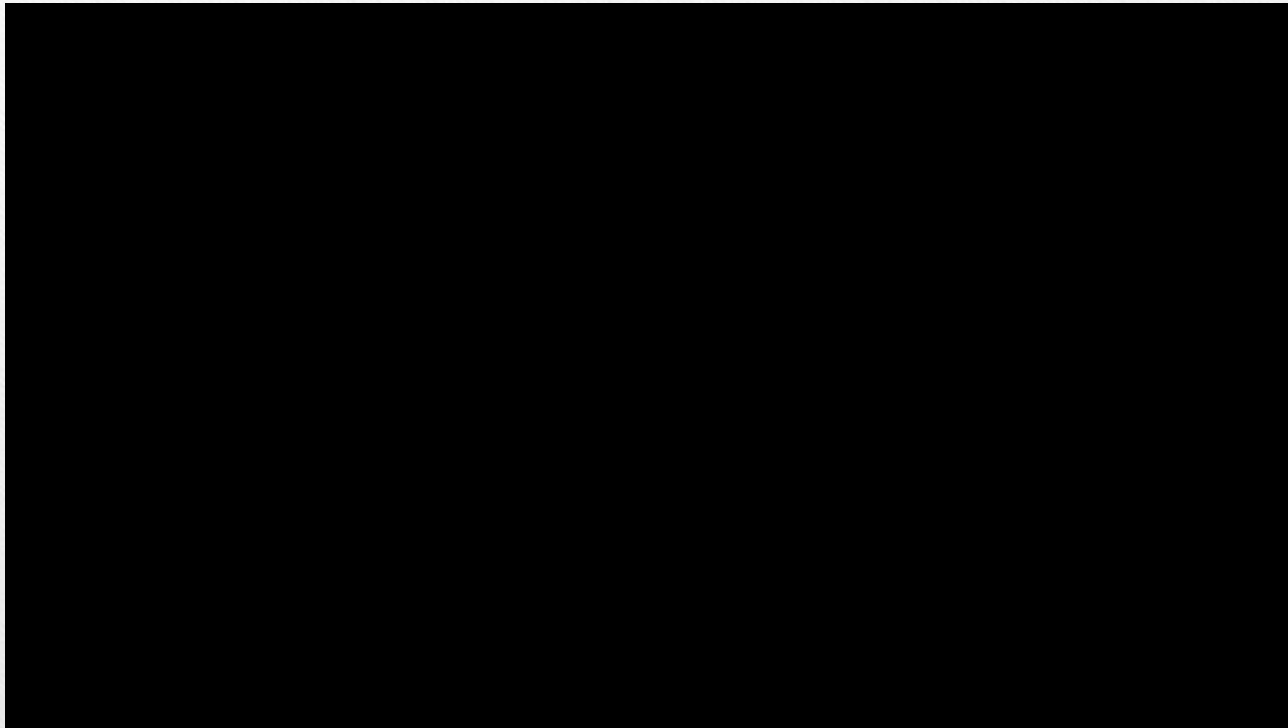


What is Twice-Exceptional?

- The term twice-exceptional (2e) refers to individuals who are both gifted and have a learning, emotional, behavioral, or social issue. They are considered twice-exceptional because they fall into the exceptional range statistically for their cognitive, academic, or creative abilities and potential, and also fall in the lower end of exceptional in their deficit area. This asynchrony, or uneven development, can cause extreme frustration, stress, and emotional and behavioral reactions.
- Examples of exceptionalities include: Asperger's Disorder, Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Obsessive-Compulsive Disorder, Dyslexia, Sensory Integration Disorder (SID), and Bipolar Disorder. –Summit Center



Introduction to Twice Exceptional: Video



Timed Pair Share

- How might it be difficult for the students depicted in the video to integrate into the regular school day?

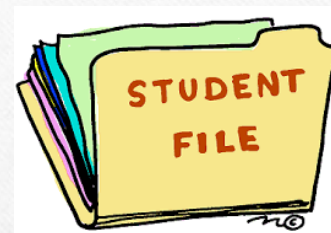
Feedback from others...

- Your child is amazing. **Your child is disrespectful.**
- Your child is bright. **Your child cannot write.**
- Your child has such empathy. **Your child does not know how others feel.**
- Your child will change the world. **Your child does not know how to behave.**
- A breath of fresh air. **Annoying.**
- Fun. **Challenging.**
- Creative. **Stuck.**
- Out of the box. **Black and white.**
- Joyful. **Weird.**
- Helpful. **Inappropriate.**



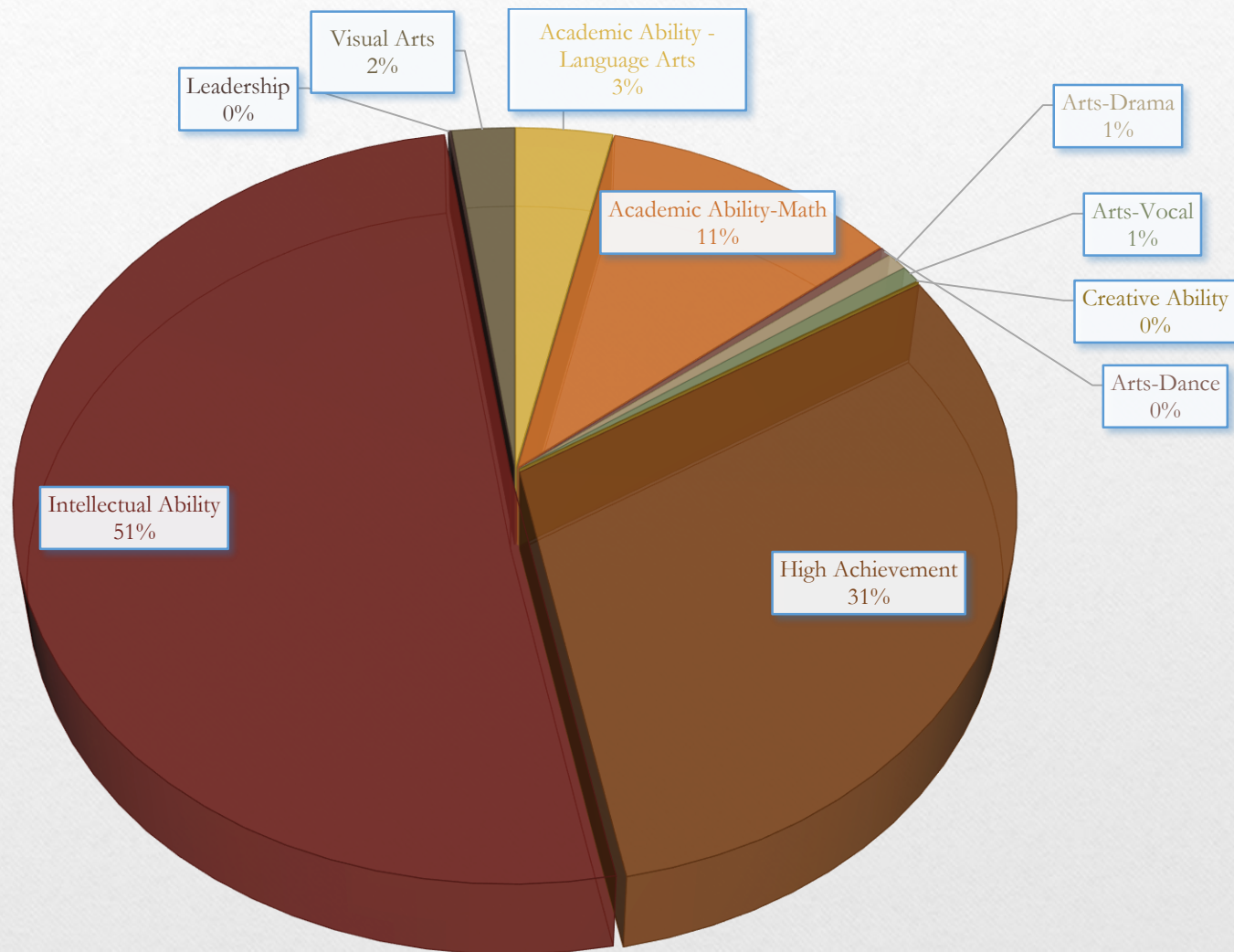
-by Julie F. Skolnick, M.A., J.D. *"The Dichotomy of my 2e Child,"* taken from sengifted.org

LAUSD Data

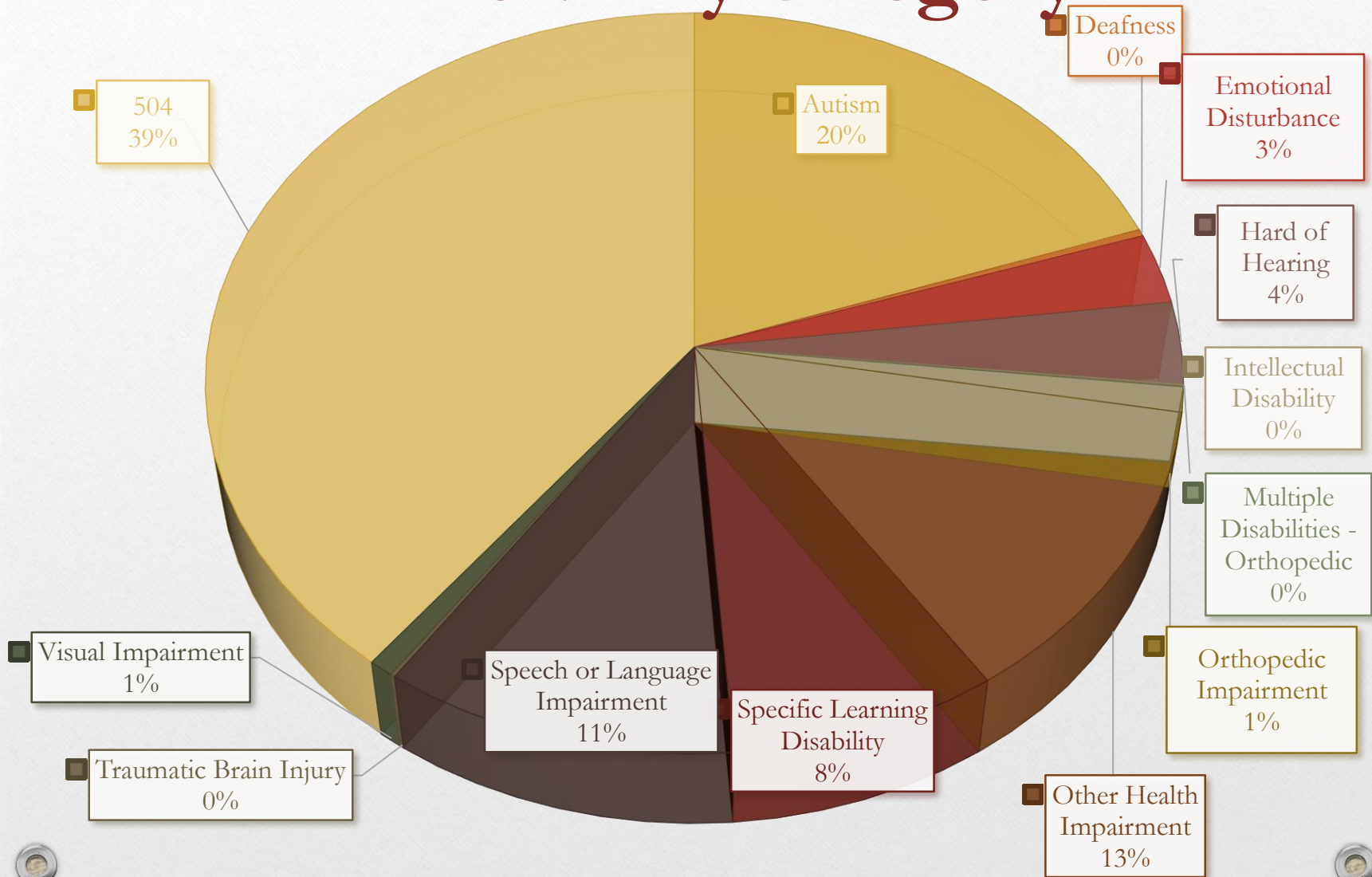


- 64,701 students enrolled in SDC or RSP programs as of June 2019.
- 61,900 students identified as gifted/talented in LAUSD as of June 2019.
- 2,012 identified GATE students also have an IEP or Section 504 plan.

GATE Category



Disability Category



Timed Pair Share

Share your thoughts about the data with an elbow partner.

Possible Misdiagnosis as ADD/ADHD



- Boredom
- Overexcitabilities
- Visual Processing Disorders
- Auditory Processing Disorders
- Sensory Processing Disorders
- Anxiety/Depression/Home-life Challenges
- Masked Learning Disability
- All other possibilities should be ruled out before diagnosing and treating for ADD/ADHD

-Taken from Dr. Lisa Reid and Pam Tupy's presentation at "All Means All" Conference, *"Supporting Students that are Gifted and Talented/ Twice Exceptional (2e)"*



Language Processing

- Difficulty understanding and using language to communicate ideas
- Missing social and routine “cues”
- Difficulty with written expression in spite of articulate verbal expression
- Difficulty with reading
- Dyslexia (gifted students sometimes exhibit compensatory strategies, thus sometimes does not show up until grade 4)
 - Compounds into further underachievement and low self-esteem

-Taken from Dr. Lisa Reid and Pam Tupy's presentation at “All Means All” Conference, *“Supporting Students that are Gifted and Talented/ Twice Exceptional (2e)”*

Auditory Processing



- Central Auditory Processing Deficit (CAPD or APD)
- Not diagnosed by hearing test
- Deals with ambient noise, background noise, accents
- Can look like attention issues because students fatigue from processing more intensely
- Can look like a behavior issue because child is overwhelmed
- “These children are, experientially, trying to go to school at a cocktail party.” from sengifted.org

-Taken from Dr. Lisa Reid and Pam Tupy’s presentation at “All Means All” Conference, *“Supporting Students that are Gifted and Talented/ Twice Exceptional (2e)”*

Visual Processing

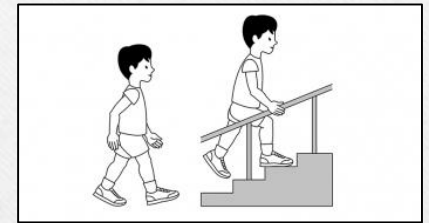


- Not diagnosed with a regular vision screening
- Screened by a Developmental Optometrist
- Not the same thing as dyslexia
- Visual Discrimination (mixing up similar letters, difficulty finding information on a page)
- Visual Sequencing (difficulty copying information to paper, skipping lines when reading)
- Long and short term visual memory problems
- Visual-Motor (Physical spatial sense)
- Visual-spatial (spatial awareness, map reading)
- May need visual information presented in smaller segments

-Taken from Dr. Lisa Reid and Pam Tupy's presentation at "All Means All" Conference, *"Supporting Students that are Gifted and Talented/ Twice Exceptional (2e)"*

Motor Function/Output Dysfunction

- Minds often move more quickly than hands are able to keep up with
- Can feel laborious and limit ability to communicate
- Frustration and a feeling of inability can ensue
- Can appear as incomplete/sloppy work (dysgraphia)
- Students are often called “lazy” or “underachieving” because of demonstrated verbal intelligence



-Taken from Dr. Lisa Reid and Pam Tupy's presentation at "All Means All" Conference, *"Supporting Students that are Gifted and Talented/ Twice Exceptional (2e)"*

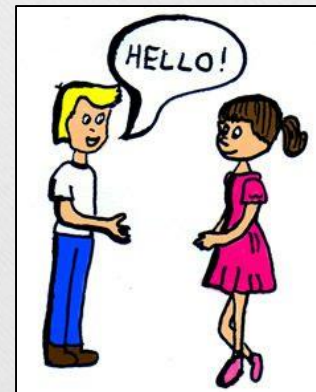
Social-Emotional Issues

- Anxiety disorders more prevalent: Just over 10% of US adults have a diagnosed anxiety disorder, compared to 20% for those in MENSA
- The brain areas for processing emotional information are expanded in gifted individuals (e.g. emotional overexcitability); thus they experience the world differently; overreactions are very real for the child
- The Problem of Perfectionism
- Needs for :
 - Locus of Control
 - Self-Regulation



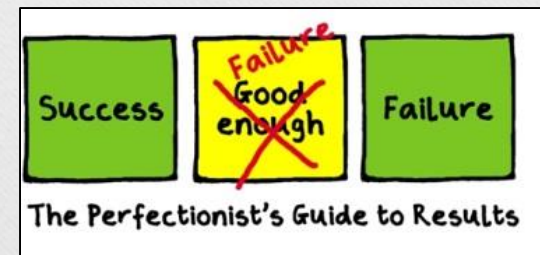
Social Skills

- Trouble interpreting social cues and nuance; difficulty generalizing and empathizing with Asperger's
- Social skills can be taught by:
 - Teaching in small, concrete steps
 - Social stories, comic strip conversations, and other concrete, visual approaches.
 - Working with a mirror and imitative exercises
 - Videotaping to teach new behaviors.
- Talking about appropriate behaviors is not effective



Perfectionism

- Imposter Syndrome
- Dichotomous (all or nothing) thinking
- Anxiety: Wants turn into Needs
- Negative thinking: Focusing on unmet goals instead of successes
- Unintentional familial pressures
- Can turn into cycle of perfectionism, avoidance, and procrastination



Quickwrite

Jot down one or two points from the previous slides that resonated with you and how those issues might be different for a 2e child.

Solutions

Increased Executive Function Video:

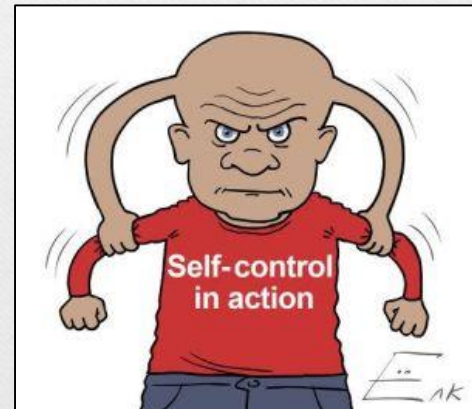
<https://youtu.be/Z6RMBGJiw94>

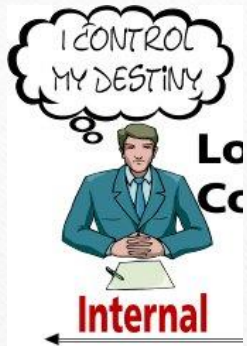
Self-Regulation

Children need to be both **emotionally and actively involved in monitoring and reflecting upon their progress** in order for a response or change to occur

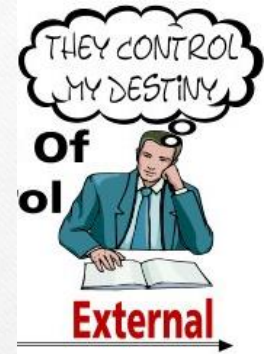
Self-regulation is driven by:

- Locus of Control
- Self-Efficacy
- Motivation





Locus of Control



“The belief that certain factors control the events of one’s life.”

- Exists on a continuum of internal to external
- Teachers and parents control the creation of a safe, organized environment with clear expectations
- Student sense of control in the classroom (and at home) can result in more self-directed learning:
 - Having a voice; the child providing constructive feedback
 - Autonomy/choice in assignments and tasks

-Adapted from Dr. Lisa Reid and Pam Tupy’s presentation at “All Means All” Conference, “*Supporting Students that are Gifted and Talented/ Twice Exceptional (2e)*”

Self-Efficacy

“The belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations.”

Self-Efficacy is influenced by:

- 1. Mastery Experiences
 - 2. Social Modeling
 - 3. Social Persuasion
 - 4. Psychological Responses
- Based on work by Albert Bandera



Motivation



Schools provide:

- A learning atmosphere that encourages learning for its own sake instead of learning as a means to avoid failure or earn rewards
- Relevant, meaningful instruction

Parents can help by:

- Teaching and modeling perseverance and positive attitude toward school
- Helping the child set short-and long-term goals and working through problem solving strategies for academic, social, and emotional issues

3:1 Rule

Video Clip:

<https://youtu.be/QSuJaMfsp54>

Need for Emotional Intelligence and “soft skills”



- People with the highest IQ scores tend to max out credit cards, miss payments, and go bankrupt more frequently than those with lower scores
- 80% of highly gifted individuals are un- or under-employed
- More than 70 percent of employers value emotional intelligence over intellectual ability (twice as important at most large corporations)
- Employers have found that people with high EI are more likely to stay calm under pressure, know how to solve conflicts effectively, be empathetic to team members and clients and react accordingly lead by example and make thoughtful business decisions.
- Emotional Intelligence includes: self-awareness, self-regulation, motivation, empathy, and social skills
- -Taken from Dr. Lisa Reid and Pam Tupy's presentation at "All Means All" Conference, *"Supporting Students that are Gifted and Talented/ Twice Exceptional (2e)"*



What can you do as a parent?

- Don't deny your child's gifts. Not every gifted child is twice exceptional, but every 2e child is gifted.
- Join a parent support group. Parents of 2e kids often feel isolated: Like their kids, they don't fit in. Some "parents of gifted" groups can't relate to learning disabilities, and parents of learning disabled (LD) groups can't relate to giftedness.
- Maintain a positive "team oriented" relationship with your child's school. Meet with your child's case carrier, classroom teacher, and/or administrator if you feel your child's needs are not being met.
- Create opportunities for non-academic gifts. Reach out to other parents to start a cooking club, or Lego club. This also creates opportunities for friendship and social skills building.

-Melissa Sornik, "*Gifted and Underachieving: The Twice Exceptional Learner*," sengifted.org



What can you do as a parent?

- Foster independence, responsibility, and self-advocacy. Include your child's input in behavior plans, contracts, and school meetings.
- Help your child to develop organizational and other executive functioning skills that work for them. Involve them in tasks and chores. Do things with them, not for them.
- Interview professional care providers. Ask them about their experience with and knowledge of gifted and gifted/LD individuals.
- Last, but perhaps most important, find some time each day to take care of yourself. Even as little as a half-hour will make a difference. Raising a twice-exceptional child can often be twice as exhausting as raising a typical child!

-Melissa Sornik, "*Gifted and Underachieving: The Twice Exceptional Learner*," sengifted.org

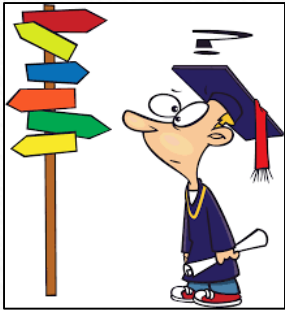
What can you do as a parent?

Dr. Susan Baum Video:

[https://www.youtube.com/watch?v= R7OqJ14ST8](https://www.youtube.com/watch?v=R7OqJ14ST8)

Mix, Pair, Share Activity

1. Stand up and mix around the room.
2. When the music stops, find a partner.
3. Presenters will ask a question.
4. Person with the longest hair answers question first.
5. Other partner answers second.
6. Thank your partner.
7. When music starts, mix around the room and start again.



District Program Options: Resident GATE Option

Most of the District's identified gifted students participate in programs at the neighborhood local school. A local school program must comply with a more rigorous standard providing differentiation as an integral part of the regular school day and follow the guidelines set forth in the student's 504 plan and IEP.

District Program Options: Specialized Program

Pilot Project “Improving Social Communication for students with ASD in general education classes”

- Was offered in all six Local Districts
- Focused on schools with more than 6 students with ASD in general education
- Is continuing at some school sites this year

District Program Options: Specialized Program

Social Communication Elective Coursework

- Offered at middle schools and high schools

District Program Options: Specialized Program

ACADEMY OF INTEGRATED ARTS AND TECHNOLOGY

Portola Middle School and Taft High School

The Academy of Integrated Arts and Technology is designed to address the needs of gifted and high achieving students and is a full inclusion program for students who are identified as twice-exceptional (students who are identified gifted/highly gifted and who are also eligible for special education services). The curriculum is taught in a highly personalized learning environment emphasizing differentiated instruction.

For more specific information and enrollment questions, please contact Sarah Bobertz, Special Education Service Center NW at (818) 654-5017 or sarah.bobertz@lausd.net

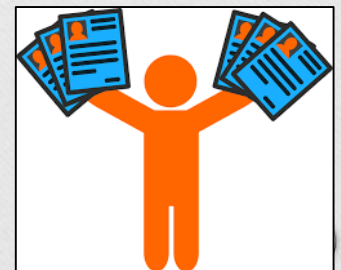
Portola Middle School Contact – Suzanne Miller (suzanne.miller@lausd.net)

Taft High School Contact – Amy Aviv (amy.aviv@lausd.net)

Resources

- *Misdiagnosis*, Chapter 15: Resources
- *2e: Twice Exceptional Movie* <http://2emovie.com/> (trailer)
- Social Emotional Needs of the Gifted
(www.sengifted.org)
- 2e Newsletter: <http://www.2enewsletter.com/index.html>

*This PowerPoint will be posted on our website under
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Thank you!

