

The background of the slide is an aerial photograph of a city skyline at sunset. The sky is a mix of blue and orange, with scattered clouds. In the foreground, a river flows through the city, reflecting the sky. On the right side, several tall skyscrapers are visible, including one with a distinctive pointed top. The overall scene is a mix of urban architecture and natural elements like trees and water.

Serving Twice-Exceptional Students from the Gifted/Talented Focus

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MMEN Network Webinar

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for
Gifted/Talented Education**



“Together, we are committed to high expectations and strong systems that achieve equitable outcomes for students in special populations.”



Special Populations Mission Statement



Establish the importance of serving the G/T population in your district.

Review the characteristics of G/T students.

Serving Twice-Exceptional. Students



State Goal for Gifted/Talented

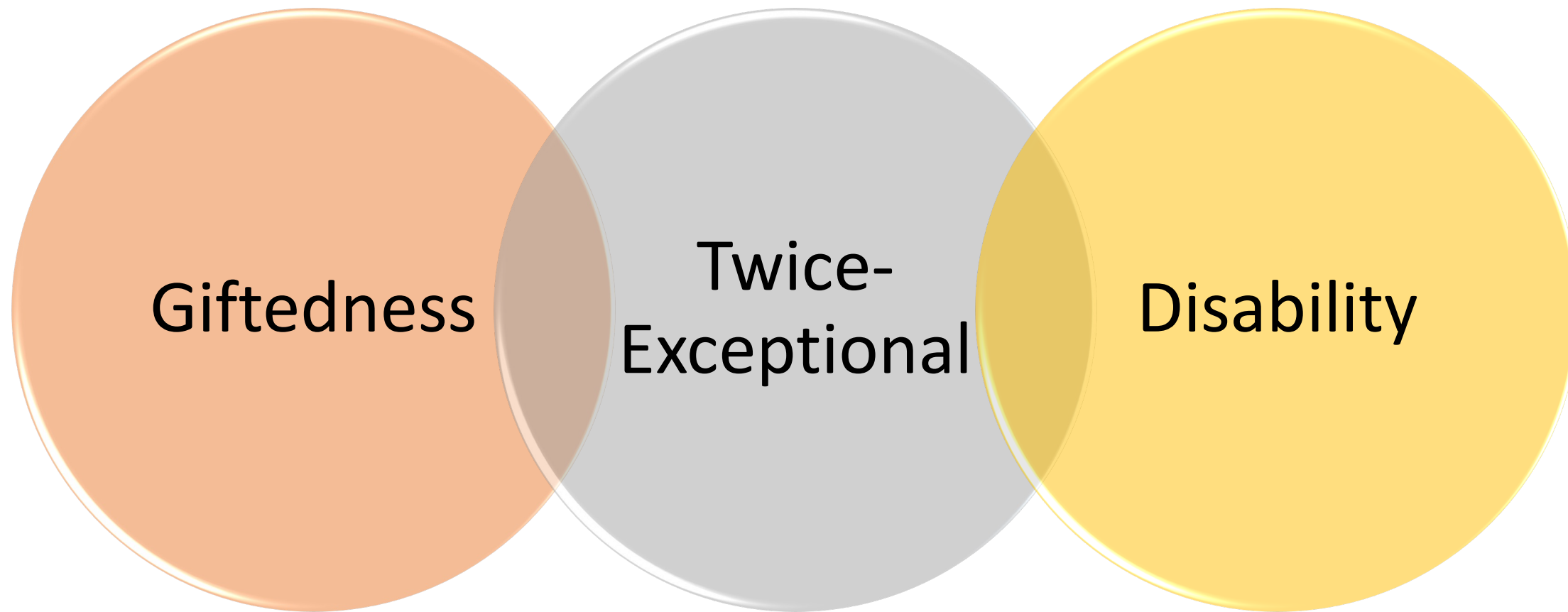
Students who participate in services designed for gifted/talented students will demonstrate skills in **self-directed learning, thinking, research and communication** as evidenced by the development of **innovative products and performances** that **reflect individuality and creativity** and are advanced in relation to students of **similar age, experience, or environment**.

High school graduates who have participated in services for gifted/talented students will have **produced products and performances of professional quality** as part of their program services.

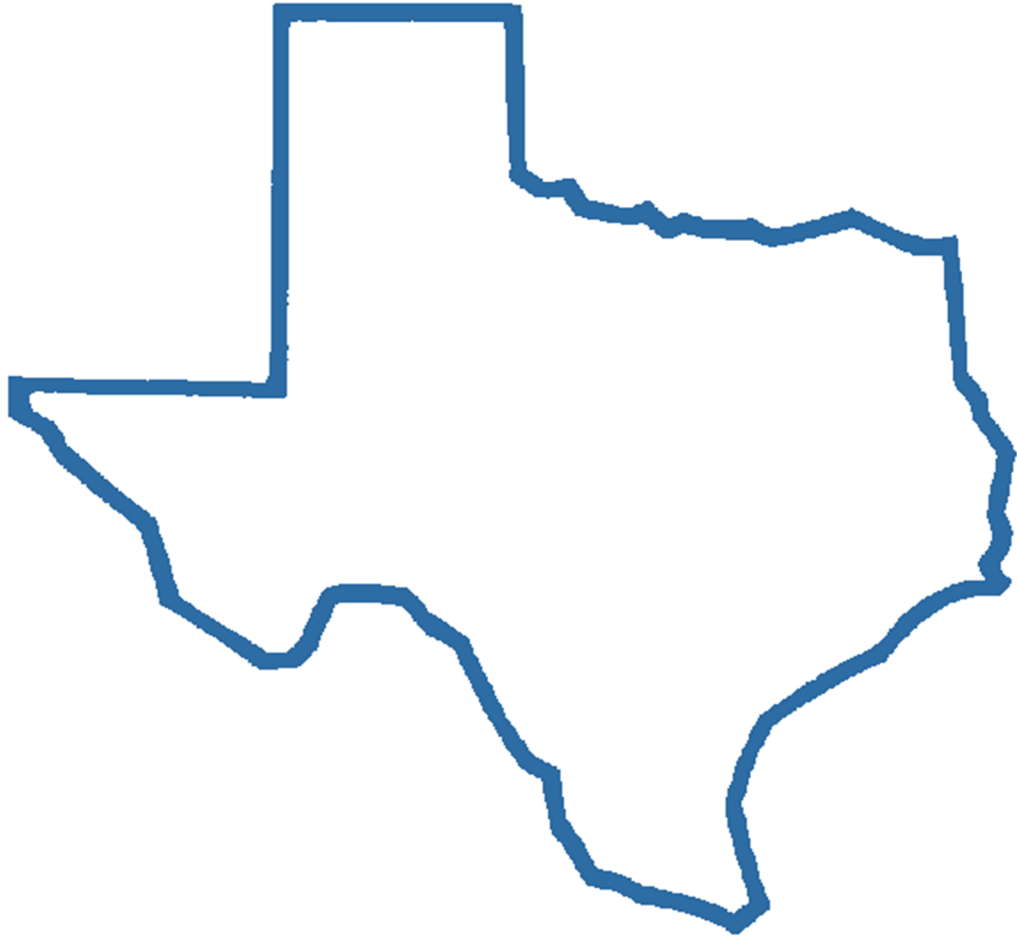
The State definition: “...gifted and talented students” means: a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- Exhibits high performance capability in an intellectual, creative, or artistic area,
- Possess an unusual capacity for leadership, or
- Excels in a specific academic field.

What is Your Understanding?



Texas students in special population categories



Students in Special Education – 11%



English Learners – 20%

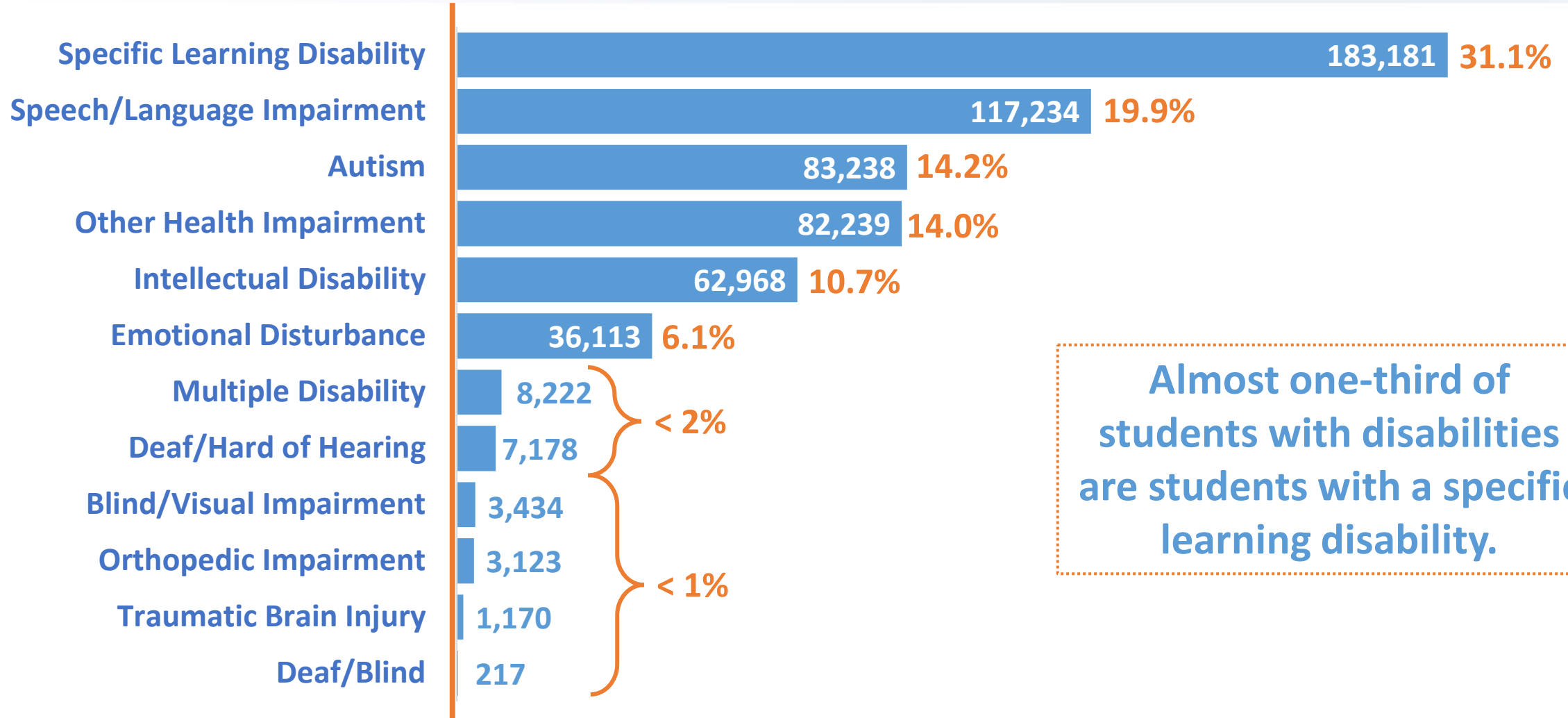


Gifted and Talented – 8%

504

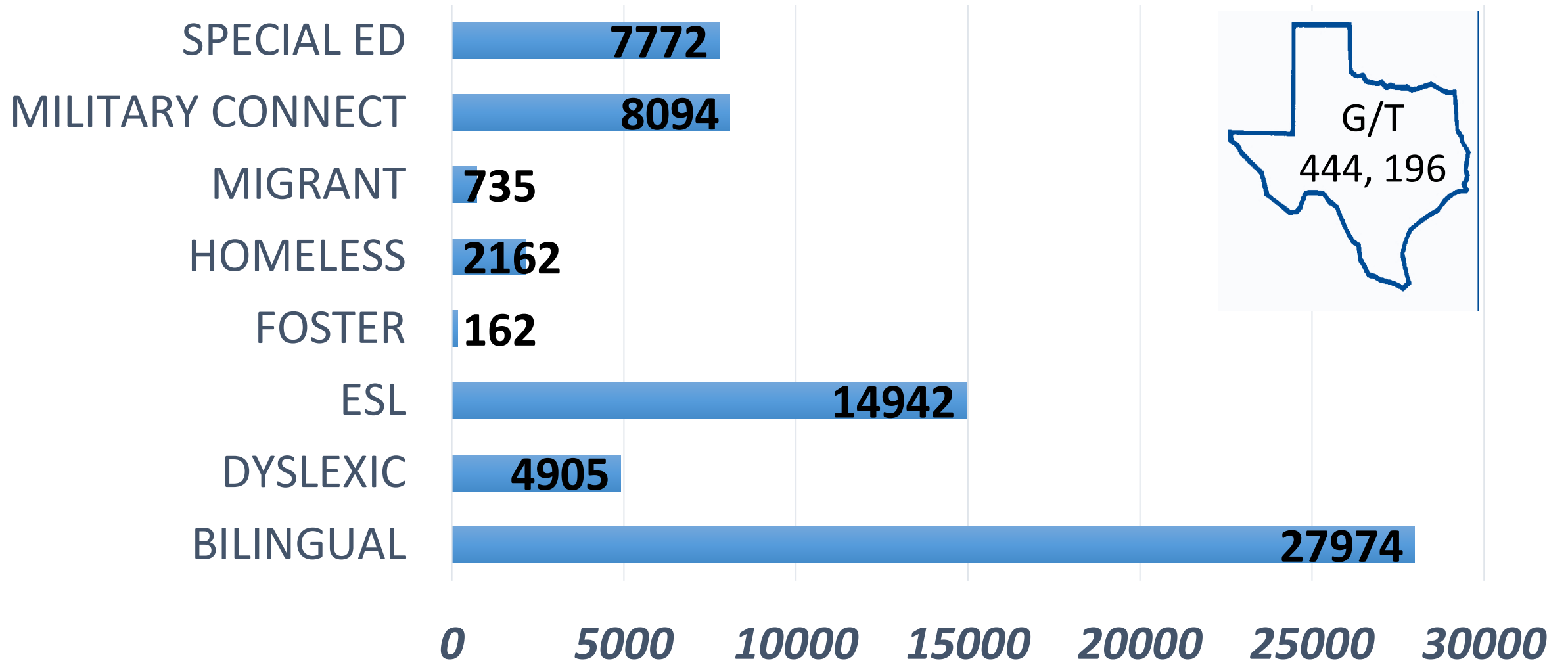
Students in Section 504 – 7%

Eligibility Categories in Texas for Special Education Qualification



Almost one-third of students with disabilities are students with a specific learning disability.

Gifted/Talented and Other Populations



I'm Not Who You Think I Am



Twice-exceptional students could succeed if they just try harder.

Fact

MYTH

Defining Twice-Exceptional Learners

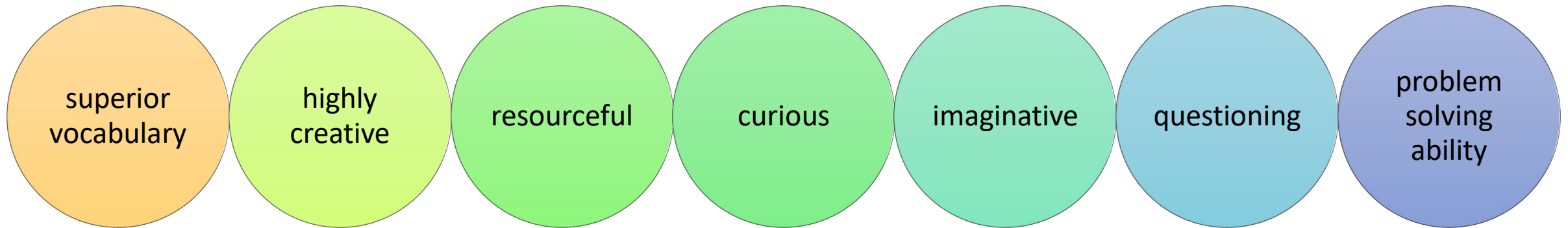
“Twice-exceptional learner” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- 1) exhibits high performance capability in an intellectual, creative, or artistic area;
- 2) possesses an unusual capacity for leadership;
or
- 3) excels in a specific academic field (TEC 29.121)

... and who also gives evidence of one or more disabilities as defined by federal or state eligibility (IDEA, 2004) (300.8) (Section 504) criteria such as:

- 1) learning disabilities;
- 2) speech and language disorders;
- 3) emotional/behavioral disorders;
- 4) physical disabilities;
- 5) sensory disabilities (hearing impaired, visually impaired, blind-deaf);
- 6) traumatic brain injury;
- 7) autism spectrum disorder; or
- 8) other health impairments such as ADHD

Characteristics of gifted twice-exceptional learners may include:



<http://gtequity.org/twice/characteristics/giftedness-with-exceptionalities.php>

Characteristics Associated with Giftedness & With Exceptionalities

Autism/Asperger
Syndrome

Specific Learning
Disability

Attention Deficit
Disorder Without
Hyperactivity

Attention Deficit
Disorder With
Hyperactivity

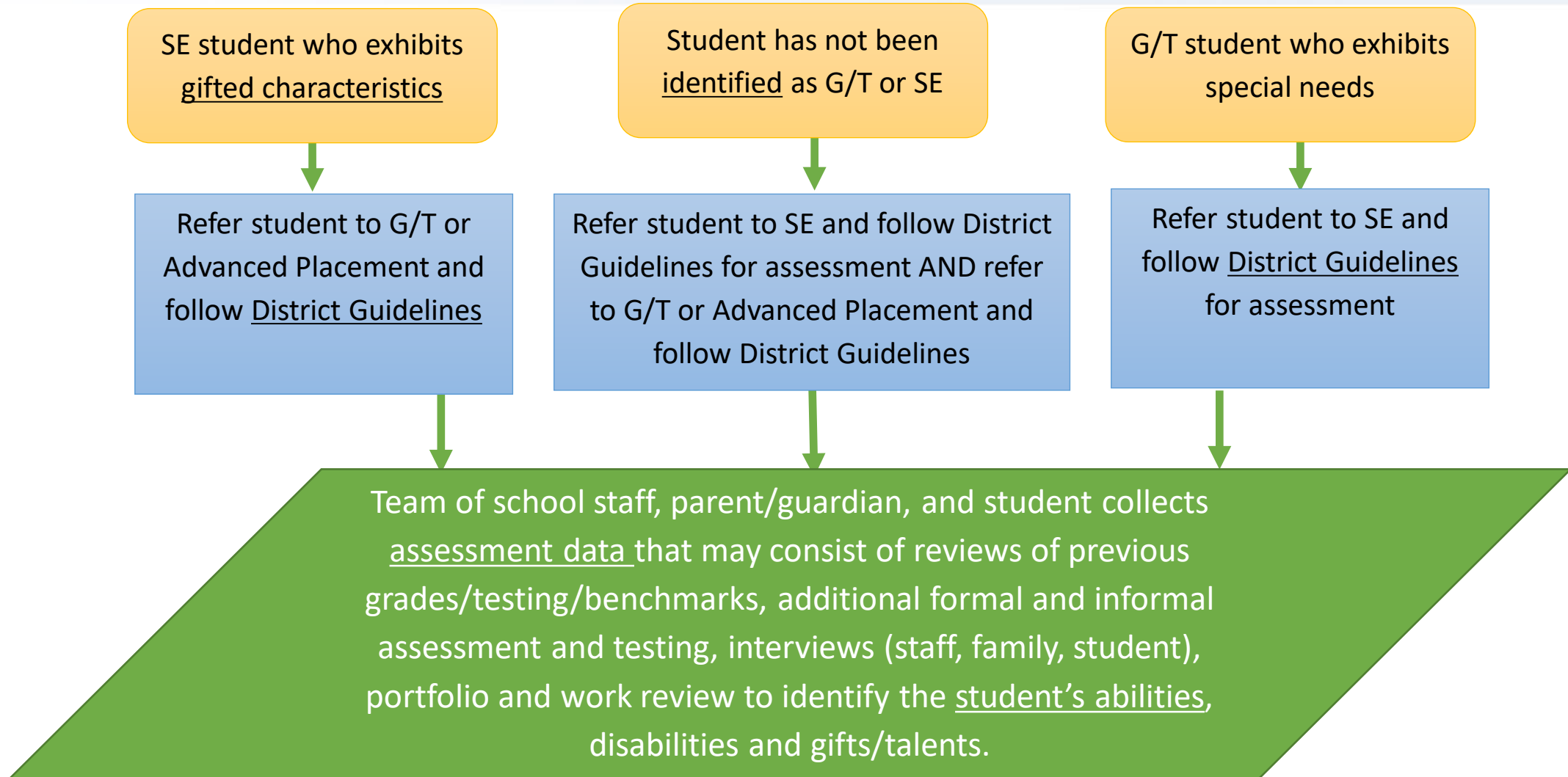
Sensory
Processing
Disorder

Emotional
Behavioral
Disorder

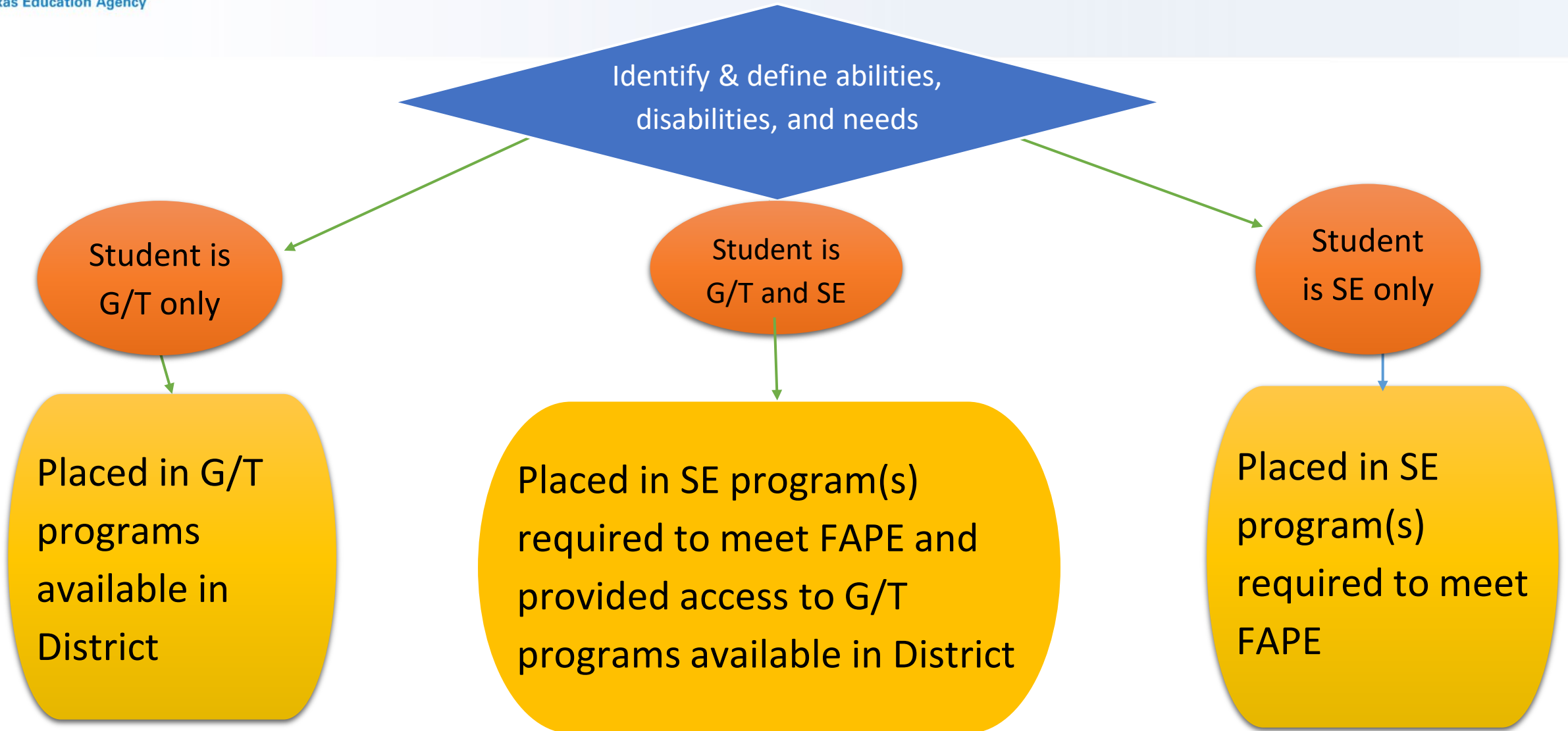
Speech and
Language
Impairment

Traumatic Brain
Injury

Identifying Students – Assessment



Identifying Students – Placement



Some possible instructional considerations:

- Pursue topics in depth and at a pace that matches students' abilities and interests
- Allow creative exploration beyond rigid curriculum guidelines and structured formats
- Encourage students to question
- Explore areas of emotional interest for each student
- Offer independent projects of the student's choosing
- Collaborate with ESL teachers to help ELL students express their ideas verbally and in writing in their heritage language

Who Are Twice-Exceptional Learners?



"A Chance to Read"



Questions

Thoughts

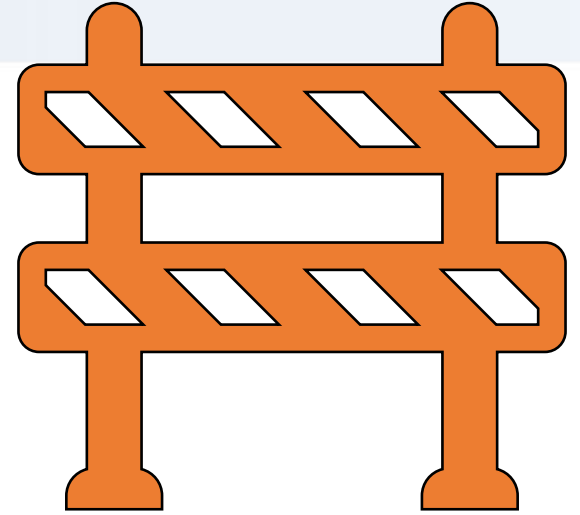
Comments

I learned ...

Potential Barriers to G/T Services

Certain practices can act as barriers:

- Limited types of assessment
- One measure eliminates a student from the process
- Untrained teachers making referrals or evaluating students
- No accommodations or modifications for assessment and instruction
- Limited opportunity for advocacy of students
- Lack of materials for parents in their native language or translator
- Type of G/T program services



Section 504's Two Main Purposes

Provide



1. Provide Free Appropriate Public Education (FAPE) for students with disabilities in K–12 public schools.

Prohibit



2. Prohibit discrimination against people with disabilities in “programs and activities” that receive federal funding.

What's in a Section 504 Plan?

Section 504 Plans often include accommodations such as:



Changes to the environment (e.g., taking tests in a quiet space)



Changes to instruction (e.g., frequently checking for understanding on key concepts)



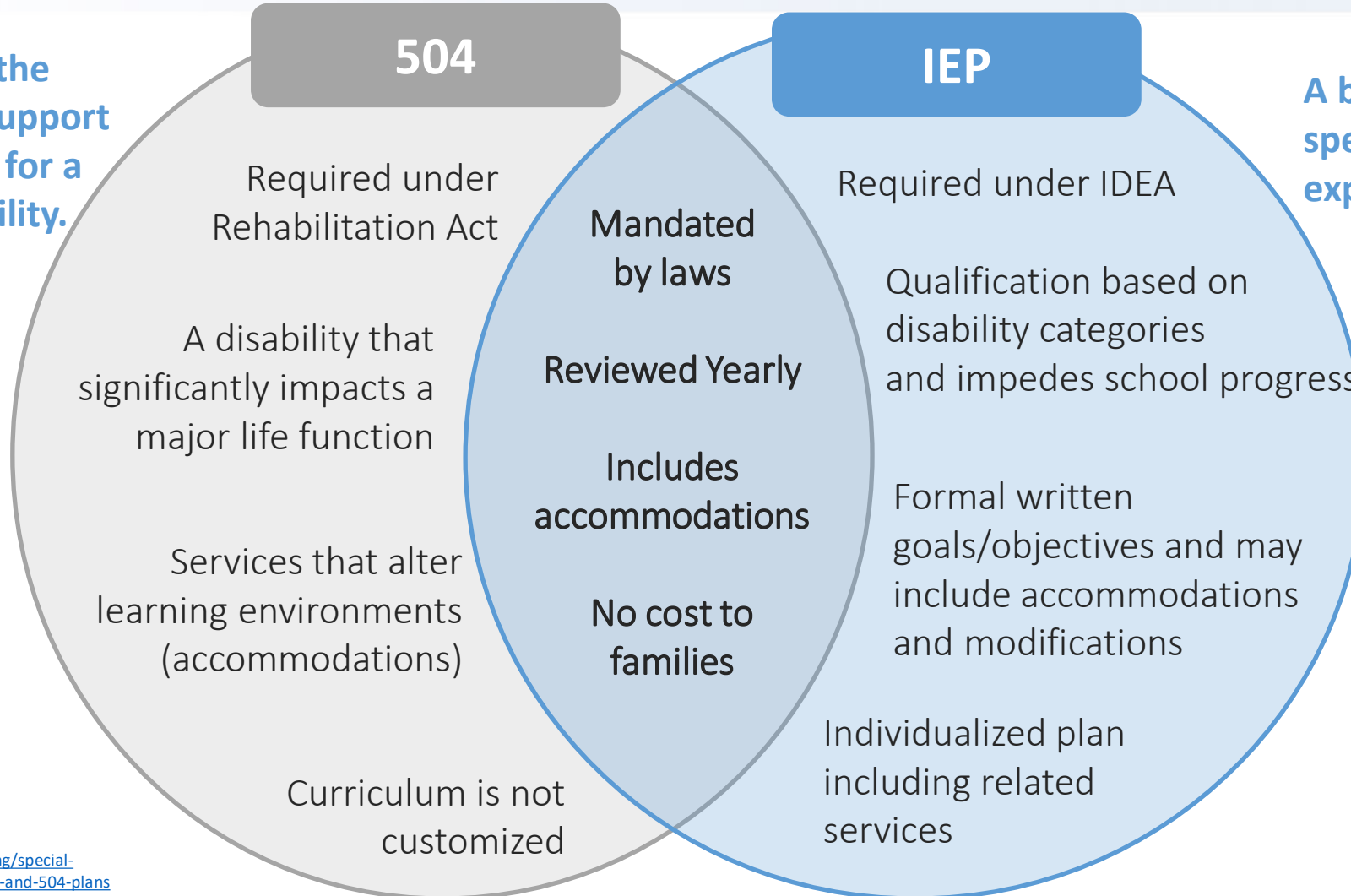
Changes to **how** curriculum is presented (e.g., getting outlines of lessons in advance)



Accommodations don't change *what* students learn, just *how* students access the content.

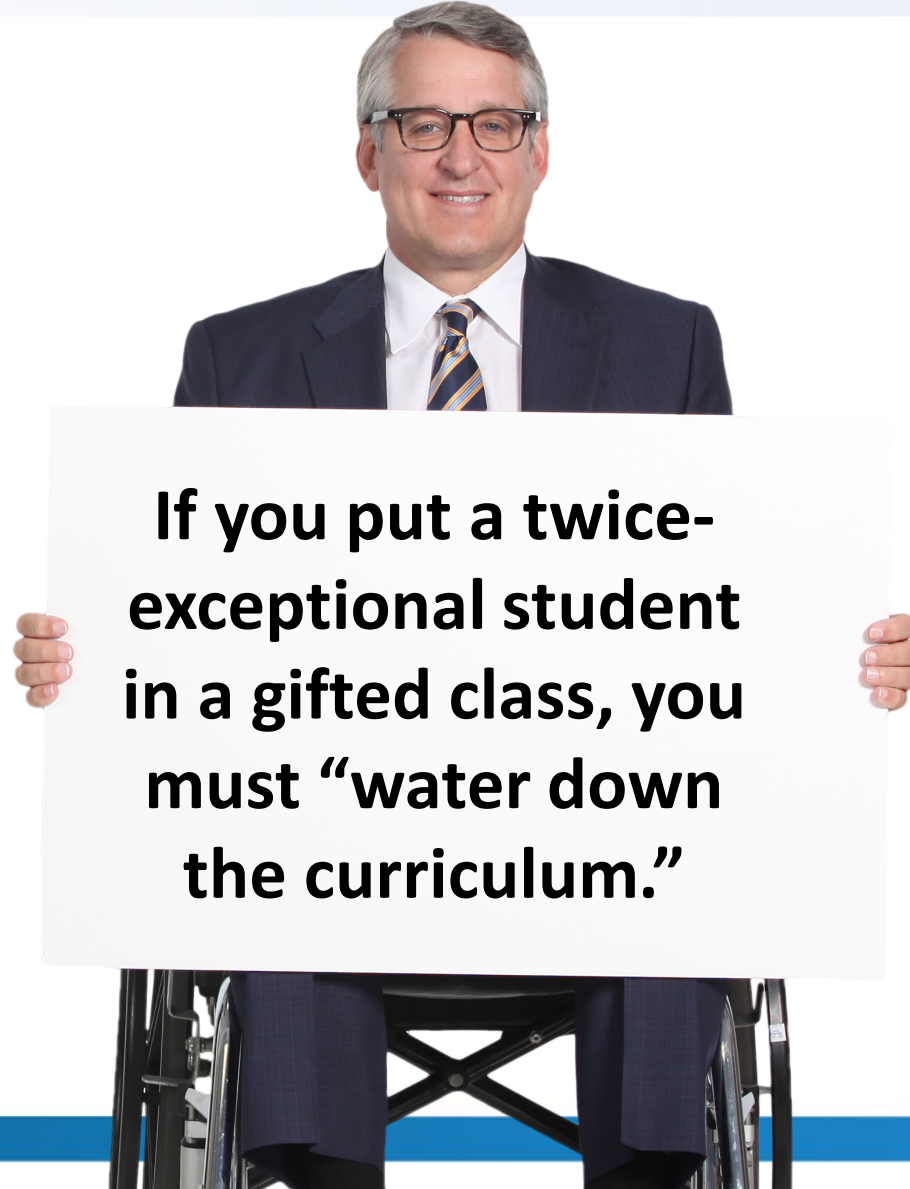
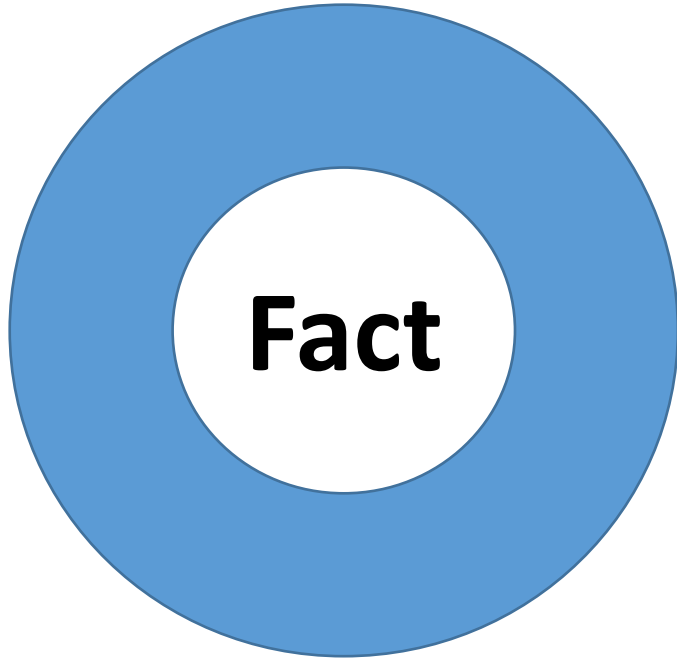
Section 504 Plan vs. IEP

A blueprint for how the school will provide support and remove barriers for a student with a disability.



A blueprint for a child's special education experience at school

From Understood.org - <https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans>



If you put a twice-exceptional student in a gifted class, you must “water down the curriculum.”





G/T Services



4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).

4.1.1 Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.

Service Design Options

- An environment that nurtures their giftedness directed by a professional in gifted education
- Direct, intense instruction in areas of challenge directed by a professional in special education
- Evidence that they are valued for their uniqueness

- Qualitatively differentiated curriculum that includes
 - Interdisciplinary learning
 - Inquiry and discovery learning
 - Research opportunities
 - Universal Design for Learning

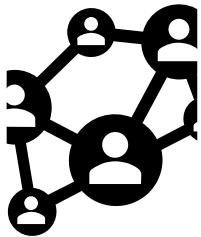
- Ancillary services and support (e.g., occupational therapy, counseling)
- Direct instruction and experiences to develop the skills for autonomous learning
- Time with other twice-exceptional peers

Needs of Twice-Exceptional Students

“Twice-exceptional learners are at risk in an educational system that does not recognize their **unique characteristics** or provide **the timely support they need to be successful**” (*Trail, 2011*). Each learner has a **unique combination of strengths and challenges**. For optimal learning, twice-exceptional learners need a **continuum of services designed** to meet their cognitive, social, emotional, and physical needs.



General education services with collaborative support from gifted and special education professionals.



General education services combined with a) attendance in a special education program for gifted learners and b) support from special education professionals.



Full-time participation in a self-contained classroom for twice-exceptional learners.



General education services combined with a) attendance in a special education program for special education and b) support from gifted education professionals.

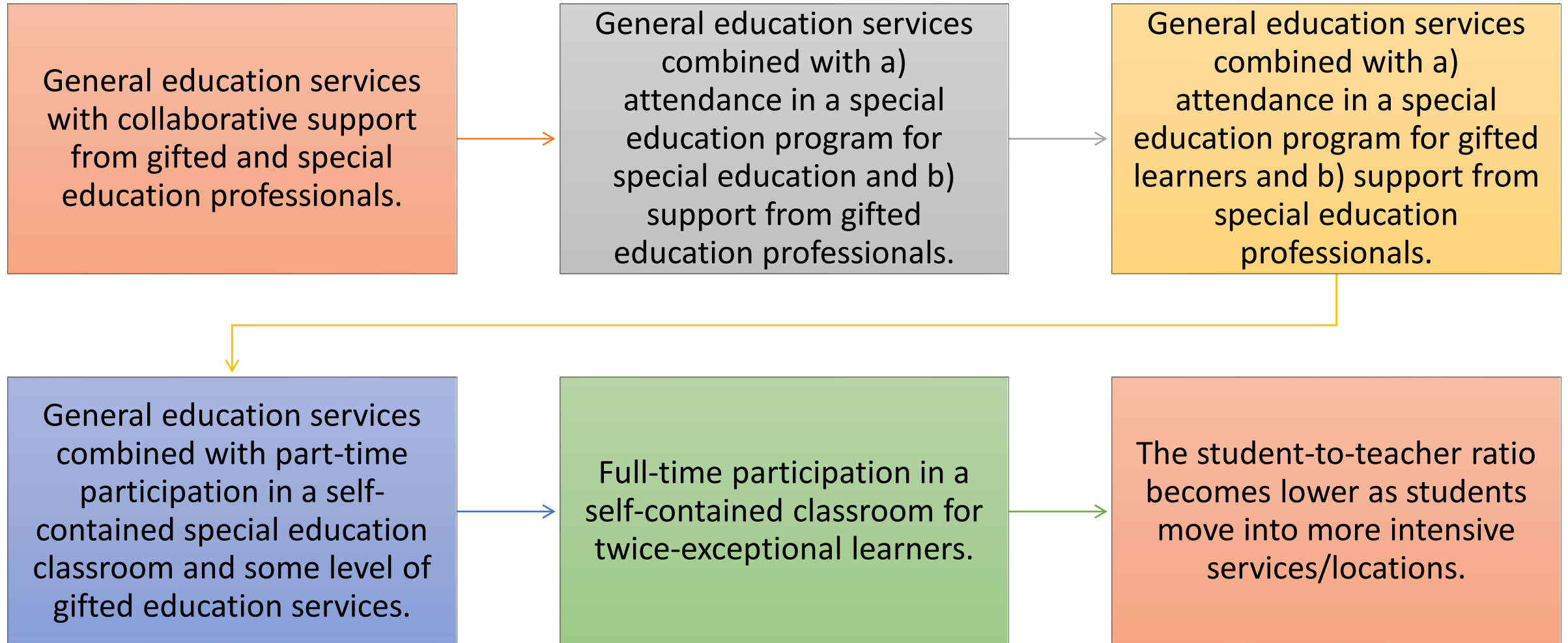


General education services combined with part-time participation in a self-contained special education classroom and some level of gifted education services.



The student-to-teacher ratio becomes lower as students move into more intensive services/locations.

Continuum of Services for Twice-Exceptional Learners



Pause and Reflect



I learned ...

Questions

Thoughts

Comments

Twice-exceptional learners will require a wide variety of strategies in order to be successful in school. These include a combination of gifted education and special education strategies as well as a variety of adaptations and accommodations that support their areas of challenge.

These strategies include:

- strategies to nurture gifted potential,
- strategies to support cognitive style,
- strategies to foster social relationships, and
- strategies to promote emotional understanding.

- Modify the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school (Texas State Plan for the Education of Gifted/Talented Students)
- Provide opportunities through a continuum of learning experience to develop advanced-level product and performances
- Provide a rigorous curriculum that meets their needs and is appropriately challenging while accommodating individual exceptionalities
- Provide differentiated instruction in core subjects along with ancillary services and support

Universal Design for Learning and G/T Education

MULTIPLE MEANS OF REPRESENTATION

Give gifted students a choice of ways to approach acquiring information.

Provide options for resources in addition to textbooks.

Accommodate gifted students' needs for flexible grouping.



MULTIPLE MEANS OF ACTION AND EXPRESSION

Offer layers of scaffolding for gifted students with low need for supports.

Provide multiple ways for students to demonstrate what they know.

Provide models for superior products for the lesson or unit.

Collaborate with gifted specialist / coordinator for follow up or extensions.



MULTIPLE MEANS OF ENGAGEMENT

Vary the pace at which content is delivered.

Provide problem solving activities to motivate gifted students.

Allow for integration of issues, themes, and concepts across content areas.

How can we provide a challenging curriculum to twice-exceptional students while meeting their unique needs?



Do Your Part for Art Kindergarten

INTERDISCIPLINARY

This task is designed to help students gain a deeper understanding of art and a basic knowledge of artistic styles. [Read More](#)

PDF

Download Task (PDF)

Game of Life™ Grade 7

INTERDISCIPLINARY

In this task, students will begin to explore their career options. [Read More](#)

PDF

Download Task (PDF)

Download 7E Version of Task (PDF)

Pursuit of Passion Grade 9—Grade 12

ELA & READING

This task allows students to explore the relationship between their personal interests and future opportunities. [Read More](#)

PDF

Download Task (PDF)

Download 7E Version of Task (PDF)

Enigmas Grade 4

SCIENCE

This task allows students to study a naturally occurring enigma, an unsolved mystery, using scientific research methods. [Read More](#)

PDF

Download Task (PDF)

Download Student Attachments in Spanish (PDF)

Download 7E Version of Task (PDF)

What's the Diagnosis? Historical and Physical Impacts of Disease Science

SCIENCE

In this task, students explore the physical and historical impacts of disease. Students begin by researching cells, bacteria, and viruses and the role of each in the body. [Read More](#)

PDF

Download Task (PDF)

Download 7E Version of Task (PDF)

Traffic Jam Mathematics

MATHEMATICS

In this task, students will explore how leading researchers are using mathematics to understand the roots of complex problems such as "phantom traffic jams." [Read More](#)

PDF

Download Task (PDF)

Download 7E Version of Task (PDF)



Animal Nation

Grade 1, Science

7E Model Spanish

 Worksheets

 Print Task

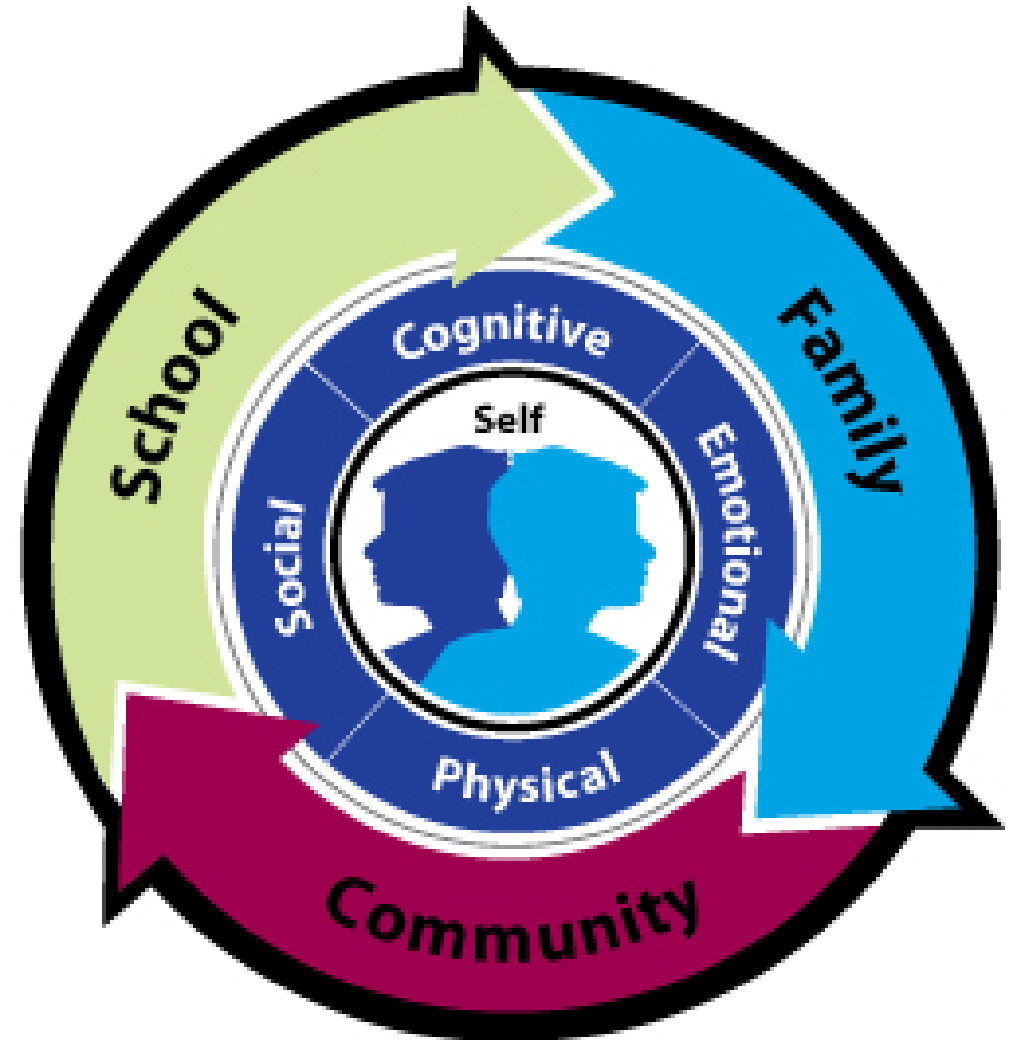


www.gtequity.org

Socioeconomic Representation

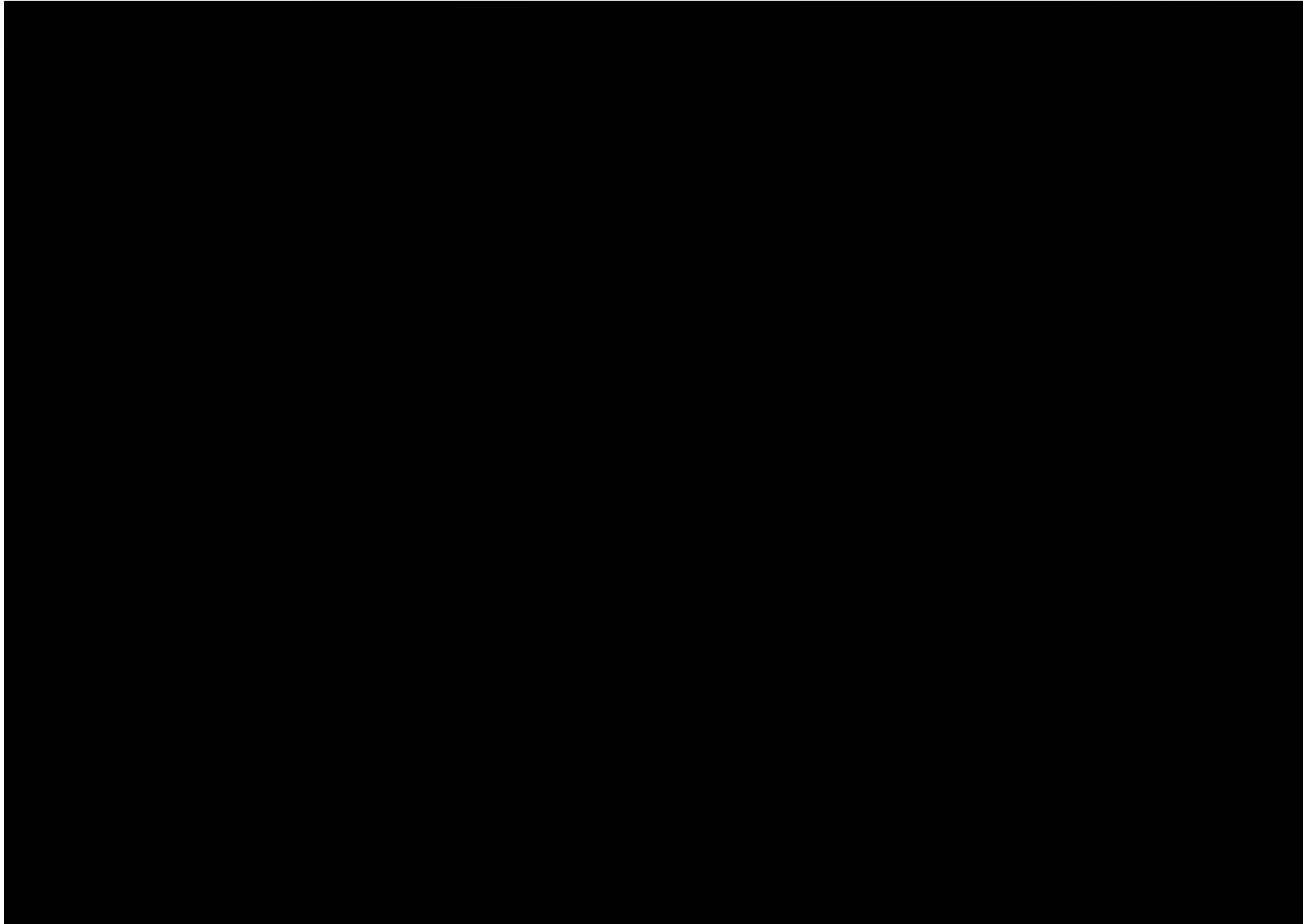
Bilingual G/T Education

Twice-Exceptional Children and
G/T Services





Equity in G/T Education





I learned ...

Questions

Thoughts

Comments



Texas G/T
Program
Implementation
Resource



The Texas
Performance
Standards
Project



Equity in G/T
Education



Gifted/Talented
Teacher Toolkit I



Gifted/Talented
Teacher Toolkit II



Estudios, A J.
K. Javits Grant
Program



Thank you for participating today!

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