Tonight’s topics

• Understanding the 2e profile (Susan)– Slides 1–21 (clip 3.3 min), 8 minutes
• It isn’t easy being green and parenting green (Sally)– Slides 22–25, 8 minutes
• Shift away from deficit model (Susan)– Slides 26–39 (1 min clip and 2 min clip), 5 minutes
• Be an opportunity maker - Positive learning through SEM (Sally)– Slides 40–43, 5 minutes
• Conclusions (Susan)– Slides 44–49, 3 minutes
• Last slide (Sally)– 1 minute
Positive Parenting: Strategies for meeting the needs of 2e children

Sally Reis – Letitia Neag Endowed Chair and Board of Trustees Distinguished Professor, University of Connecticut
- Neag School of Education
- Renzulli Center for Creativity, Gifted Education, and Talent Development
  http://gifted.uconn.edu

Susan Baum – Director, 2e Center for Research and Professional Development
- Bridges Academy, Studio City, CA
- https://www.bridges.edu
1. Understanding the 2e profile

2e kids are complicated
What is 2e?
gifted
talented
dyslexic
learning disabled
twice exceptional
bright
ADHD
struggling
autism spectrum
out-of-the-box
cognitively diverse
Daniel

- Math disability
- Little written production
- Profound anxiety
Jack

- Hyperactive
- Impulsive
- Severe anxiety
- Attention issues
- Class clown
Mac

- Socially awkward
- Avid reader, but only non-fiction
- Cognitively rigid
- Sees the world in black and white
- Lost in studying WWII
Sydney

- ASD diagnosis (socially awkward, perhaps because of high verbal abilities?)
- ADHD (but not when involved in art)
- Oppositional Defiant Behavior (but maybe because needs are not being met?)
<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
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<tbody>
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<td>• Little productivity</td>
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<td>• Refuses to participate in physical education</td>
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<td>• Poor social awareness and social skills</td>
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Strengths

• Artistic
• High verbal ability

Challenges

• Argumentative
• Oppositional Defiant
• Poor social awareness and social skills
• Refuses to participate in physical education

Solution: Gifted Class for Reading, a Remedial Social Skills Program, and OT for handwriting.
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<td>• Poor social awareness and social skills</td>
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<tr>
<td>Solution: Personal Trainer (for tennis); Homework tutor; Rewards offered for better grades; Art lessons eliminated until behaviors improve</td>
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The 2e Center for Research and Development at Bridges Academy
Green includes puzzling paradoxes

• High level comprehension (need for sophisticated content) but with reading limitations.

• Creative and sophisticated ideas but difficulty putting them down on paper.

• Task commitment and flow time but difficulty attending to task when things are auditory.

• Potential for expertise but difficulty learning novice skills and with automaticity.

• Desire to fit in but little social awareness.
Puzzling paradoxes at home...

- Remembers every place you’ve ever been (“the human map”) but can’t find his shoes.
- Can give you 1,000 reasons why she needs a new cell phone to do a photographic essay assignment, but can’t provide a timeline to complete the project.
- Enjoys talking about passions but doesn’t notice when others don’t share that passion.
- Talks about specific topics with adults but doesn’t relate to age peers (“the little professor”).
With their notable abilities, gifts, and talents in certain areas, 2e students can also...

• become highly anxious
• use their creativity for survival
• have low academic self-efficacy (will say they feel like failures)
• feel negative about being different (avoid accommodations)
• experience depression
...It’s not easy being green!
It's not easy parenting green !!!
It’s not easy teaching green !!!
2. The role of parents-- What I learned: No, it isn’t easy being green

From my research

From my 2e daughter
Late Identification as having a learning disability

Negative Experiences in School
- Peer problems and teacher negativity
- Enrollment in less-than challenging classes
- Difficulty in reading and writing expression
- Retentions/self-contained special education classes
- Inappropriate (remedial) special education program
- Poor self esteem and lack of self-confidence
- Anxiety and depression
Parent advocates were a primary reason that gifted students with learning disabilities are able to succeed in school and feel supported in life.
Tips from our experiences

• Don’t assume that 2E students will be identified in traditional school settings.
• Never compare your 2E child to other students, their friends, or siblings.
• Work collaboratively and positively with School Personnel.
• Not all compensation strategies work or are appropriate for 2E students.
• Find a friend, peer, or pet to support your 2E Student.
Treatment is not just fixing what is broken; it is nurturing what is best.

(Seligman & Csikszentmihalyi, 2000)
Shift your parenting practices away from a deficit-focus to a strength-based, talent focused approach.

Creating positive environments at home and school by recognizing and communicating when your child is at his personal best.
“...we believe gifted behaviors take place in certain people (not all people), at certain times (not all the time), and under certain circumstances (not all circumstances).”

The Schoolwide Enrichment Model
Joseph S. Renzulli & Sally M. Reis
The intersection of abilities and interests
Times of personal best-
Sam and the Chickens
<table>
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A strength-based, talent-focused approach at home and at school allows growth, even in deficit areas.
WHERE THE IEP FALLS SHORT

- COMPLEX KIDS
- IEP DOESN’T CONSIDER THE YELLOW
- GRADE LEVEL PERFORMANCE
- SPECIALIZED INSTRUCTION IS OPTIONAL
- SUPPOSED TO USE STRENGTHS AND INTERESTS
**Overview of Strengths and Needs:** Katelyn is a bright student who enjoys creative writing. She has difficulty with the conventions of writing (grammar, spelling, punctuation, etc.). Katelyn is shy and tends not to participate in class. She does enjoy participating in her literature circles when she is with students with whom she feels comfortable. Katelyn has difficulty with organization and following multi-step directions.

<table>
<thead>
<tr>
<th>IEP Goals and Progress Markers (P.M.)</th>
<th>Accommodations and Modifications</th>
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<tbody>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Accommodations:</strong></td>
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</table>
| **Goal:** Given a writing assignment, Katelyn will write a multi-paragraph essay that includes a clear thesis statement, supporting examples and details, and no more than 3 spelling errors.  
  **P.M.:** Katelyn will select a graphic organizer 100% of the time when preparing a writing draft.  
  **P.M.:** Katelyn will generate one main idea or thesis statement for the topic 4 out of 5 times.  
  **P.M.:** Katelyn will be able to generate supporting examples or details for each main idea.
  **P.M.:** Katelyn will correctly spell high frequency words and make fewer than 5 errors per multi-paragraph writing assignment. | • Use of pencil grips  
• Allow student to type homework  
• Reduce amount of in-class writing required (e.g., provide a copy of class notes, reduce length of journal entries required)  
• Provide a checklist for checking conventions of writing  
• Divide long writing assignments into “chunks” with individual due dates; for example, first the graphic organizer is due, then the rough draft, then the paper with teacher checklist, and finally the finished paper  
• Write daily agenda and objectives on the board  
• Require a homework organizer  
  **Modifications:** (can be delivered by the general educator, special educator, or a related service provider)  
• Work on proper pencil grip  
• Provide mini-lessons on grammar, punctuation, and other writing conventions  
• Receive specific instruction in spelling at least 3x per week; instruction should include work with high frequency words and instruction in spelling conventions  
• Teach specific writing graphic organizers such as Story Maps, Webbing, Compare and Contrast, or Sequence Chain |
| **TESTING ACCOMMODATIONS** | • Extended time on tests  
• Use of the computer, if requested by student |
A case in point
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<td>• High verbal ability</td>
<td>• Oppositional Defiant</td>
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<tr>
<td>• Avid reader</td>
<td>• Little productivity</td>
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<tr>
<td>• Metaphorical thinker</td>
<td>• Severe attention issues</td>
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<tr>
<td>• Insightful</td>
<td>• Refuses to participate in physical education</td>
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<td>• Poor social awareness and social skills</td>
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Students need dual differentiation to thrive. Design curriculum using a strength-based lens.

**Differentiation for Interests/Talent:**
- Intellectually engaging
- Relevant
- Purposeful

**Differentiation for Deficits:**
- Access
- Processing
- Communication
I think I will study eyes this year
Be an opportunity maker: The role of talent development

When learning is joyful, skills can be learned.
Enjoyment
Engagement
Enthusiasm
The Schoolwide Enrichment Model
Joseph S. Renzulli & Sally M. Reis

School Structures

Service Delivery Components

Curriculum Modification Techniques

Comprehensive Strength Assessment Portfolio

Environment

TYPE I
GENERAL EXPLORATORY ACTIVITIES

TYPE II
GROUP TRAINING ACTIVITIES

TYPE III
INDIVIDUAL & SMALL GROUP INVESTIGATIONS OF REAL PROBLEMS

The Regular Curriculum

The Enrichment Clusters

The Continuum of Special Services

Regular Classroom

Environment In General

Renzulli Learning System

- Strength-Based Identification Instruments
- Curriculum Materials (SEM-R, Mentoring Mathematical Minds, Project M3, M2)
- Staff Development Training Materials
- Evaluation Instruments

www.gifted.uconn.edu
Motivating Real-world Impacts

The Enrichment Triad Model
The Talent Development Opportunity Maker™ (TDO)

First, build a TDO Menu by developing a list of dates, causes, resources, workshops, etc. that will focus on student interests or create Experiences. To complete Experiences, add enrichment with professionals. Use Opportunities for performance and add actions that support progression towards expertise.

<table>
<thead>
<tr>
<th>Consider Opportunities to Explore</th>
<th>Classroom and Extracurricular Options</th>
<th>Enriched Options Beyond School</th>
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<tbody>
<tr>
<td>Take Classes or Lessons</td>
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<td>Observe or Attend Events</td>
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<td>Create</td>
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<tr>
<td>Perform</td>
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<td>Find a Mentor</td>
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<td>Join Special Programs/Clubs</td>
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<td>Interview Experts</td>
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<td>Apprentice</td>
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<td>Enter Contests or Competitions</td>
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<tr>
<td>Other Options</td>
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</table>

Then create a TDO Agenda from the possibilities above:

<table>
<thead>
<tr>
<th>Options Selected (with dates)</th>
<th>Frequency and Location</th>
<th>Date to Revisit</th>
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These are the TDO tools that expand thinking and allow for progression and growth.
## Summarize and Apply

<table>
<thead>
<tr>
<th><strong>Taking Stock</strong></th>
<th><strong>Creating Possibilities in the classroom</strong></th>
<th><strong>Talent Development Opportunities (TDOs) at home &amp; in the greater community</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“This child is…”</td>
<td>• Encourage reading with historical novels, manuals, &amp; graphic novels</td>
<td>• Debate Club / Team</td>
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<td>• Include point-counterpoint arguments, mini debates, &amp; moral dilemmas as pre-writing</td>
<td>• Advanced Art classes</td>
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<td>• Use visual arts integrated lessons</td>
<td>• Credits earned as teaching assistant in visual arts</td>
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<td></td>
<td>• Use Synectics to encourage writing</td>
<td>• Drama Club</td>
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<td>• Incorporate performing arts experiences</td>
<td>• Shakespeare Boot Camp</td>
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<td>• Suggest comic books as products</td>
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<td>• Allow doodling to help with attention &amp; working memory</td>
<td>• Enter drawings for exhibit at local gallery in Culver City.</td>
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<td>• Take classes during the coming term at Art Center in Pasadena (sculpting &amp; drawing)</td>
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<td>• Visit Manga exhibition and continue to study Japanese for trip to Japan this coming summer.</td>
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<td>• Apply for prestigious Cal Arts summer program, <em>Inner Sparks</em>.</td>
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• Drawings are being considered for an art exhibit at a local Gallery in Culver City. The Japanese style comics (Manga) have been such an inspiration that she is currently studying Japanese (she'll visit Japan this summer) and will be an exhibitor at the Anime Expo 2010.

• Classes over the past five years at Art Center in Pasadena and Brentwood Art School. She continues to sculpt, draw, and create comic/graphic novels.

• Artwork has been displayed at Art Center, Brentwood Art, the Beverly Hills and she created a wall mural for Bridges.

• Accepted into Cal Art's prestigious summer program, Inner Sparks (sponsored by Governor Schwarzenegger). And more….
Programs that work

1. Psychologically safe environment
2. Time as a variable
3. Tolerance for asynchronous development
4. Positive relationships
5. Strength-based, talent focused, Interest-based approaches
• Understand your 2E child’s profiles of strengths and deficits
• Show him or her unequivocal love and support—make sure that they feel safe, respected, and valued
• Shift your parenting practices away from a deficit-focus to a strength-based, talent focused approach, by
  • Organize learning opportunities in ways that fit their academic and interests (unique brain wiring)
  • Provide options for creative fun activities that enable your children to choose how they can communicate what they have learned
  • Find ways to help your 2E students access the curriculum in ways that align to their strengths and interests, while avoiding a complete focus on problematic weaknesses (if they can’t take notes, give them the notes).
• Provide talent development opportunities (Type I, II, III) and let your children enjoy part of each day doing these.
Students with special needs: It’s not just about their deficits!

• Sara and all of the IEP meetings! Why didn’t I know what to ask?
• Susan Baum’s advice: Stop telling us what she can’t do and start telling us what she can do.
• Who is the most passionate teacher at this school?
High School experiences caused her to be depressed, worried, anxious, and to feel she was not good at anything..
We completely changed course--
Talent Development, Not Deficit Reduction!

Stop focusing on deficits and start focusing on strengths!