

# **WI FACETS**

## **Twice-Exceptionality Webinar**

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WISCONSIN DEPARTMENT OF  
**PUBLIC INSTRUCTION**  
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# Today's Agenda

- Brainstorming activity
- Rhetorical question re: giftedness
- #AdministrativeRules – contextual information
- Twice-Exceptional (or 2e) – the 5 W's of twice-exceptionality
- What now? What next?
- Resources

# Gifted Administrative Rules

Administrative Rule 8.01(2)(t)2. Each school district board shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented pupils shall be identified as required in s. 118.35 (1), Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35 (1), Stats. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance.

Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115, Stats. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. 118.35 (3) and 121.02 (1) (t), Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming.



# IDEAS

- All Wisconsin public school districts need a GT plan
- All Wisconsin public school districts need a GT coordinator
- GT plan should address both the gifted identification process and appropriate programming for identified gifted learners
- The identification process must address all five potential domains of giftedness and use multiple measures
- The identification process and tools must be responsive to factors such as race, gender, economic conditions, native language, etc.
- Providing parents the opportunity to participate in identification and programming discussions is non-negotiable



# IDEA

“The excellence gap ... is [the] difference between proportions of subgroups of students performing at the highest levels of achievement ...” (Plucker, Burroughs and Song (2010)).

Wisconsin currently has a stark excellence gap for students eligible for free/reduced price lunch, English learners, twice-exceptional students, and students of color.



# IDEA

Twice-Exceptional - “Some students who are gifted and talented may also have a disability or mental health diagnosis in one or more domains, e.g., Attention Deficit Hyperactivity Disorder, dyslexia, dysgraphia, or Autism Spectrum Disorder.” (NAGC Position Paper on “What is Giftedness?,” downloaded August 2020)

“Twice-exceptional \ 'twis-ik-'sep-shən\ adj (1990) having exceptional academic ability in one or more area(s) and challenged by a learning/social emotional disability or diagnosed disorder.” ([Belin-Blank](#), accessed August 2020)



# IDEA

"...[E]stimates of students who are both gifted and have a disability range from approximately 180,000 (Davis & Rimm, 2003) to a high of 360,000 students in America's schools (National Education Association, 2006)" (Reis et al, 2014)



# IDEA

“Despite the fact that the Marland Report and IDEA were federal initiatives and both recognized that students were individuals with cognitive and academic differences who needed individualized attention, they remained disconnected. This changed with the 2004 reauthorization of IDEA (IDEA-2004), which recognized through new regulations, that children who are gifted and talented may also have disabilities.” (from NAGC’s Twice-Exceptionality White Paper, downloaded August 2020).





# IDEA

“Being twice-exceptional may negatively impact gifted education identification and opportunity to foster talents, as well as psychosocial functioning. Twice-exceptional students’ area(s) of disability often impact performance on academic tests that is commensurate to their advanced abilities and potential. Accurate identification of both talent and disability domains is crucial to guide appropriate psychological and educational planning.” (NAGC Position Paper on “What is Giftedness?”, downloaded August 2020)



# IDEA

"Some practitioners still consider the terms deficit and giftedness to be incompatible (Baum, Rizza, & Renzulli, 2006). Schultz (2012), for example, found resistance from educators to enable 2E students access to advanced-level programs. Schultz further noted that even if 2E students are admitted to advanced classes, their teachers remained reluctant to implement appropriate accommodations to support their learning challenges despite these accommodations being explicitly stated in their Individual Education Plans (IEP) or 504 Plans." (Reis et al, 2014, p. 217)

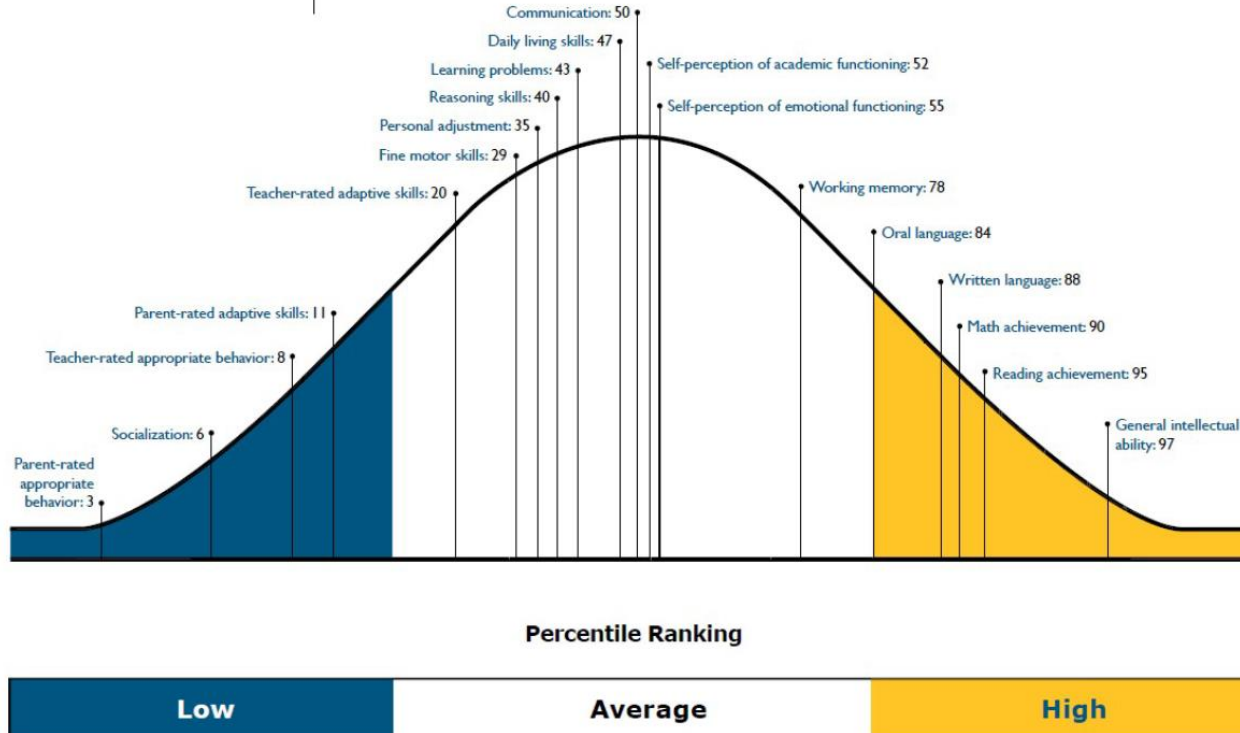


# IDEA

## Graphic Representation of the Paradox of Strengths and Difficulties

ASD

The figure below provides a visual display of students' abilities, and emphasizes the significant differences in the cognitive, academic and adaptive functioning skills of twice-exceptional students with ASD. The Belin-Blank Center is an active leading contributor to this body of research and several recent publications have been included in this document (see [Annotated Bibliography](#)).



# What Now? What Next?

Training on identifying excellence gaps, using culturally & linguistically responsive practices, Equitable Multi-Level System of Supports (E-MLSS), gifted education writ large, differentiation, family engagement, and lessons learned through our federal Javits grant has occurred and will be continuing.

# What Now? What Next? (continued)

In the [Education Forward](#) guidance, the DPI Special Education team shared how ideas like of Universal Design for Learning (UDL) and Equitable Multi-Level System of Supports (E-MLSS) are central to this work (i.e., "Ensure principles of [UDL] within an [E-MLSS] are guiding the instructional design and decision making.")

As part of our Leading for Learning work, we are pushing the ideas of UDL as a framework for meeting the needs of all students. And, using E-MLSS to match supports to needs has been--and continues to be-- a central focus for our work of G/T kids, too. This is an important example of where approaches are aligned to best serve the needs of all students, including 2e students.

# Resources

- NAGC's [White Paper](#) on Twice-Exceptionality
- NAGC's "What is Giftedness?" [webpage](#) and definitions
- NAGC's "[Supporting Twice-Exceptional Students](#)"
- Belin-Blank Center's [Paradox article](#)
- 2e News (<http://2enews.com>) Newsletter (subscription required)

# More Resources

- The Mind Matters podcast focuses on all things gifted. They have spent a considerable amount of time discussing twice-exceptional students. More information about those podcasts can be found at this [link](#).
- One podcast was about how to help 2e students (see episode 25)
- Another that I found particularly engaging was the one on Pathological (or Extreme) Demand Avoidance – PDA. These students MAY also be 2e. PDA is more well known/diagnosed in Europe (see episode 54)

# Takeaways

- In Chat, please share one or two ideas that resonated with you during this presentation.
- When applicable, please also feel free to share areas of disagreement and/or confusion.
- Thanks in advance for your thoughts.



# Parting Thoughts

Thank you for joining  
me today!

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