Twice Exceptionality
What Counseling Professionals need to understand about 2E
What Is Twice Exceptionality?

- **Twice Exceptionality Poll**

![Twice Exceptionality Poll](image-url)
Why is this important for counselors?
- Foley-Nicpon and Assouline (2013) state “In order to intervene or accommodate, one must first understand the problem.”
- Often designated as 2E
- Mills and Brody (1999) pointed out the following three characteristics as indicators of twice-exceptional students
  - Evidence of an outstanding talent of ability
  - Evidence of discrepancy between expected and actual achievement
  - Evidence of a processing deficit.
Key Concepts

- Giftedness: High cognitive ability is the psychological foundation, indeed the operationalization of the nebulous and dynamic concept of giftedness.

- Disability – in an academic setting is typically based on federal legislation that provides definitions, of varying specificity, for 13 categories defined in the Individuals with Disabilities Education Act (IDEA).
  - Discrepancy model used prior to 2004
  - Eligibility under IDEA is decided by the following:
    - Identification of a disability
    - As a result of the disability, must need special education to make progress in school
Key Concepts
Terms often applied to students in academic settings who may be 2e:
- Lazy
- Doesn’t apply himself/herself
- Underachiever
Identification (Kelvin)

- Found in the following categories:
  - Giftedness which masks disability
  - Disability which masks giftedness
  - Components mask each other, neither giftedness nor the disability are readily apparent.

- Often misdiagnosed
  - Bias
  - Incongruence
  - Unaware
May have a disability in any of the following areas
- Physical disabilities (e.g. Cerebral Palsy)
- Sensory deficits (visual impairment, deaf)
- Social/Emotional disabilities:
  - Autism Spectrum Disorder
  - ADHD
  - Specific Learning Disorders (SLD)
Identification

12.5(12) Provisions for gifted and talented students.
Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan as required by Iowa Code section 257.43. The comprehensive school improvement plan shall include the following gifted and talented program provisions: valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students’ cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program. Each school district shall review and evaluate its gifted and talented programming. This subrule does not apply to accredited nonpublic schools.
Identification

Iowa Department of Education defines gifted and talented as:

1. “Gifted and talented children” are those children who are identified as possessing outstanding abilities and who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program.

2. Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:
   
   a. General intellectual ability.
   b. Creative thinking.
   c. Leadership ability.
   d. Visual and performing arts ability.
   e. Specific ability aptitude. 89 Acts, ch 135, §44; 2010 Acts, ch 1069, §72
Identification

- All who are diagnosed will show differences in “potential and achievement” (Morrison and Rizza, 2007, p. 63)
  - Often identified through psychological and academic testing
  - Should be thorough and comprehensive testing including quantitative and qualitative components
  - May have contradictory needs (i.e., higher verbal or and nonverbal reasoning abilities, with challenges in working memory or processing speed)
  - Adaptive skills, social skills, and behavioral control are often considered underdeveloped.

Even when they are identified, they choose to opt out of the academic programs

"Acting white", nerd, peer rejection

They would rather appear stupid, than be labeled as gifted

Deficit Ideology

A disturbing number of teachers used a deficit perspective, when identifying African American students (Ford et al., 2002)

Focus on the students shortcomings, so it excludes from their strengths

Disability and Behavioral issues highlighted
Multicultural (Kelvin)

Issues related to SES
- Identification
- Testing
Ethics

- State of Iowa
- CACREP
- Interpretation versus Explanation
Assessment Procedures
- Clinical interview with parent and child
- Review of records
- Wechsler Intelligence Scale for Children – Fifth Edition (WISC – V)
- Wechsler Individual Achievement Test – Third Edition (WIAT-III)
- Conners Continuous Performance Test – Third Edition (CPT-3)
- Behavior Rating Inventory of Executive Function, Second Edition (BRIEF) Parent and Teacher Forms
- Piers Harris Children’s Self Concept Scale – Second Edition (PH_2)
- Beck Anxiety Inventory- Youth (BAI-Y)
- Beck Depression Inventory – Youth (BDI_Y)
- Multidimensional Anxiety Scale for Children – Second Edition (MASC2) parent Form
Testing

- Testing: Intelligence and academic testing
- Scales of an IQ test
  - Verbal Comprehension
  - Visual Spatial
  - Fluid Reasoning
  - Working Memory
  - Processing Speed
## Testing (Kelvin)

<table>
<thead>
<tr>
<th>Scales/Indices</th>
<th>Standard Score</th>
<th>Confidence Interval</th>
<th>Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Comprehension</td>
<td>111</td>
<td>102-118</td>
<td>77</td>
</tr>
<tr>
<td>Visual Spatial</td>
<td>100</td>
<td>92-108</td>
<td>50</td>
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<tr>
<td>Fluid Reasoning</td>
<td>97</td>
<td>90-104</td>
<td>42</td>
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<tr>
<td>Working Memory</td>
<td>97</td>
<td>90-105</td>
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<tr>
<td>Processing Speed</td>
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<td>89-107</td>
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### Testing

<table>
<thead>
<tr>
<th>Subject/subtest score</th>
<th>Standard Score</th>
<th>Confidence Interval (95 percent)</th>
<th>Percentile</th>
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<tbody>
<tr>
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<td>116</td>
<td>111-121</td>
<td>86</td>
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<tr>
<td>Reading Comprehension</td>
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<td>96-120</td>
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<tr>
<td>Word Reading</td>
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<td>106-116</td>
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<tr>
<td>Pseudoword Decoding</td>
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<td>103-115</td>
<td>73</td>
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<tr>
<td>Oral Reading Fluency</td>
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<td>113-129</td>
<td>92</td>
</tr>
<tr>
<td>Mathematics</td>
<td>106</td>
<td>99-113</td>
<td>66</td>
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<tr>
<td>Math Fluency</td>
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<td>101-113</td>
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<td>Addition</td>
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<td>99-121</td>
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<td>Subtraction</td>
<td>114</td>
<td>105-123</td>
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<tr>
<td>Multiplication</td>
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<td>34</td>
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<td>Written Expression</td>
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<td>96</td>
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<td>Spelling</td>
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<td>110-124</td>
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<tr>
<td>Sentence Composition</td>
<td>113</td>
<td>103-123</td>
<td>81</td>
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<tr>
<td>Essay Composition</td>
<td><strong>128</strong></td>
<td><strong>117-139</strong></td>
<td><strong>97</strong></td>
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## Intelligence Testing

### Score samples – Sample 2

<table>
<thead>
<tr>
<th>Scales/Indexes</th>
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<th>Confidence Interval</th>
<th>Percentile Rank</th>
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</thead>
<tbody>
<tr>
<td>Verbal Comprehension</td>
<td>127</td>
<td>117-132</td>
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<td>Fluid Reasoning</td>
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<td>Working Memory</td>
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<tr>
<td>Processing Speed</td>
<td>105</td>
<td>95-113</td>
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Prevalence (Casey)

- Exact numbers cannot be determined
- Represented in every socioeconomic, cultural, racial and ethnic population
- Approximately 3 million students are designated as academically gifted, or approximately 6% of the population
- IDEA serves nearly 6 million students each year.
- Best estimates are that 6 percent of individuals with disabilities are academically gifted as well, or about 360,000 students. This number may be higher if we account for difficulties in identification, including bias.
Difficulties (Casey)

- **Academic**
  - May perform high, low, or average, sometimes confounding teachers

- **Social/Emotional**
  - Bullying
  - Lower self-esteem
  - Depression and withdrawal symptoms
  - Difficulty perceiving difficulties with their behavior/lack of insight

- **Career/College Transitions**
  - Areas of talent should be considered along with areas of concern in planning
  - Issues with executive functioning
Advocacy for 2E students
Advocacy and Intervention for 2e students

- Anxiety often masquerades as misbehavior
- Trauma
- Multidisciplinary Team
- Social Stories
School Counselors

- May assist with early identification
- ASCA articulates positions for school counselors who work with both gifted students and students with disability in the following areas:
  - Short term focused counseling goals
  - Encouraging family involvement
  - Consulting and collaborating with staff and community providers
  - Contributing to the school’s multidisciplinary team within the scope and practice of the comprehensive school counseling program to identify students who may need to be assessed to determine special education or 504 plan eligibility
Roles for School, Mental Health, and Addiction Counselors (Casey)

- Mental Health
  - Identification, testing, and referrals to appropriate providers for full diagnostic screening
  - Consultant with school and through the IEP or 504 plan process
  - Working with families on issues related to understanding of diagnosis, disclosure to student and the school, and issues related to advocacy
Case Studies

School time

A client is referred to the school counselor because she is having a difficult time completing classwork. She often hurriedly goes through assignments giving only the most basic responses, so she can go to her preferred activities of reading as well as writing about video games. The client talks incessantly about Plants versus Zombies in session with you and will return to the topic no matter how many times you attempt to focus her elsewhere. Teachers note she is very bright and is in the schools TAG program. However, they also report to you the client has no friends at school, and seems to lack social ability.
Case Studies

- Court referred

  A 24 year old male is referred to treatment by his probation officer after an arrest for driving while intoxicated. During the initial assessment, the client reveals he has an interest in studying chemical engineering, but has flunked out of three different colleges because of a failure to go to class and turn in his work. The client was in accelerated programs throughout high school, but always struggled to complete assignments on time.
Suicidal client

An adult female comes in with suicidal ideation. After a brief stay in the hospital, she stabilizes, though continues to have some thoughts of suicide which the therapist and client work on during her sessions. As part of her discharge, the hospital sends you her records, including an IQ test, which you note has some serious discrepancies in her scores. The client reports being listess in her job and has gone from one position to another. While she believes she is bright, she has taken positions which she feels are “beneath” her and this has added to her feelings of depression.
References

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