



Twice Exceptionality

What Counseling Professionals need to understand about 2E



What Is Twice Exceptionality?

□ Twice Exceptionality Poll

The screenshot shows a web browser displaying a Poll Everywhere poll. The poll title is "Select your familiarity with twice exceptional from the options below:". Below the title, there are instructions: "Respond at PollEv.com/tracieself897" and "Text a CODE to 37607". The poll options are displayed in a grid with their respective counts:

Option	Count
I have a great deal of familiarity and feel comfortable assessing and treating individuals who have been diagnosed as twice exceptional	167455
I have some familiarity and feel modestly comfortable assessing and treating individuals who have been diagnosed as twice exceptional	167457
I have limited familiarity and feel only slightly comfortable assessing and treating individuals who have been diagnosed as twice exceptional	223142
What's twice exceptional?	223143

At the bottom of the poll, there are "Next" and "Previous" buttons. The Poll Everywhere logo is visible in the bottom left corner. On the right side of the browser, there is a text message interface showing a message to 37607 with a green "167457" response.



Definition

- 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



Everybody is a genius.



But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

Albert Einstein.

Identification (Kelvin)

- 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



Identification (Kelvin)

- 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.



Multicultural (Kelvin)

- African Americans trail their white and latina/o peers in gifted programs (Ford & Moore, 2004, 2005; Jackson & Moore, 2003; Moore 2003)
 - 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

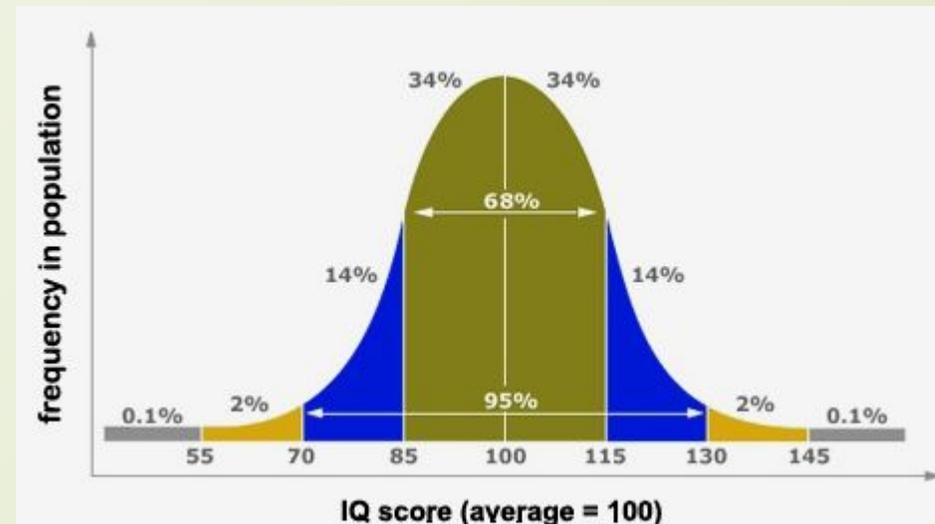
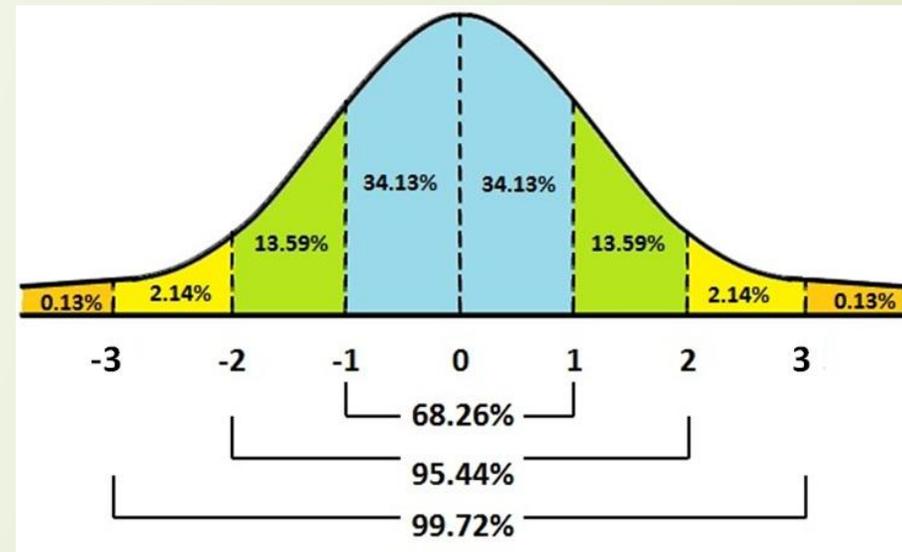
- Assessment Procedures
 - Clinical interview with parent and child
 - Review of records
 - Wechsler Intelligence Scale for Children – Fifth Edition (WISC –V)
 - Wechsler Individual Achievement Test – Third Edition (WIAT-III)
 - Conners Continuous Performance Test – Third Edition (CPT-3)
 - ADHD Rating Scale – Fourth Edition, Home Version and School Version
 - Behavior Rating Inventory of Executive Function, Second Edition (BRIEF) Parent and Teacher Forms
 - Behavior Assessment System for Children – Second Edition (BASC-2), Self-Report Parent, and Teacher Rating Scales
 - 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

Anna Wilde

Testing

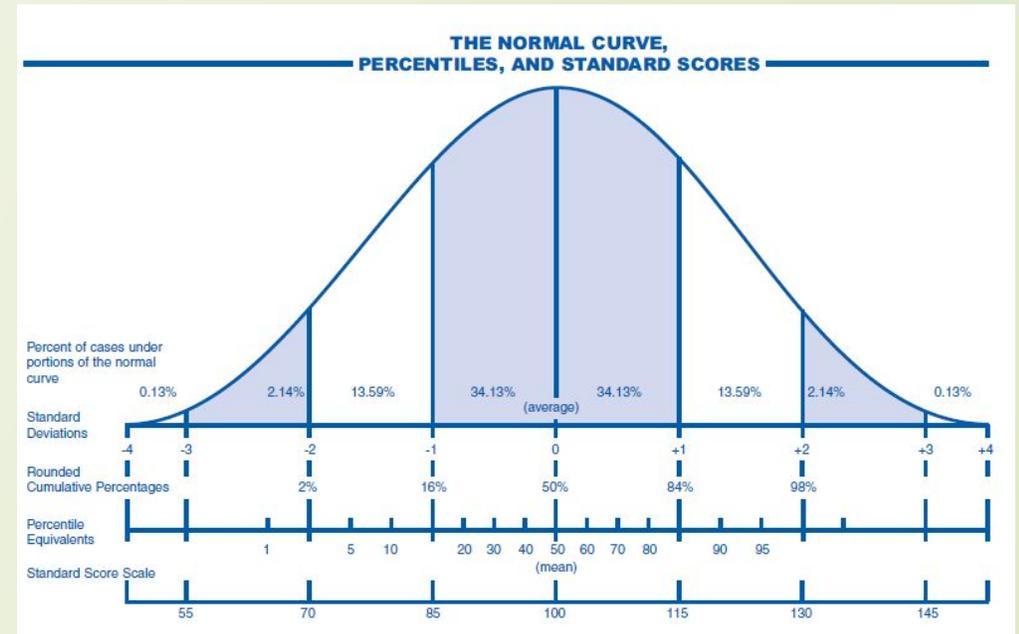
- Testing: Intelligence and academic testing
- Scales of an IQ test
 - Verbal Comprehension
 - Visual Spatial
 - Fluid Reasoning
 - Working Memory
 - Processing Speed



Testing (Kelvin)

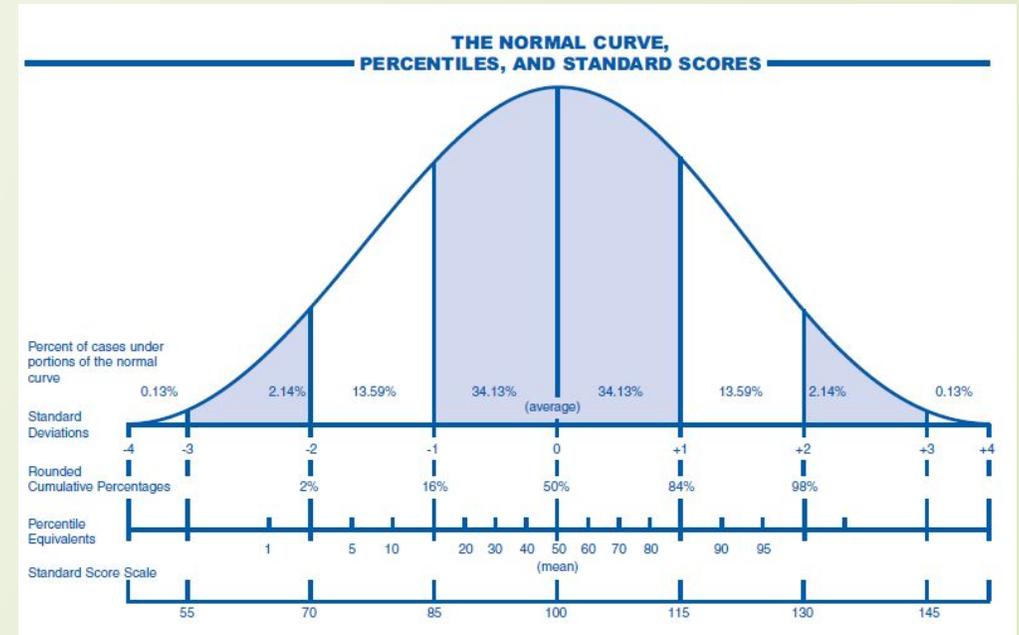
□ Score samples – Sample 1 [F:\Anna Wild Assessment Final.docx](#)

Scales/Indices	Standard Score	Confidence Interval	Percentile Rank
Verbal Comprehension	111	102-118	77
Visual Spatial	100	92-108	50
Fluid Reasoning	97	90-104	42
Working Memory	97	90-105	42
Processing Speed	98	89-107	45



Testing

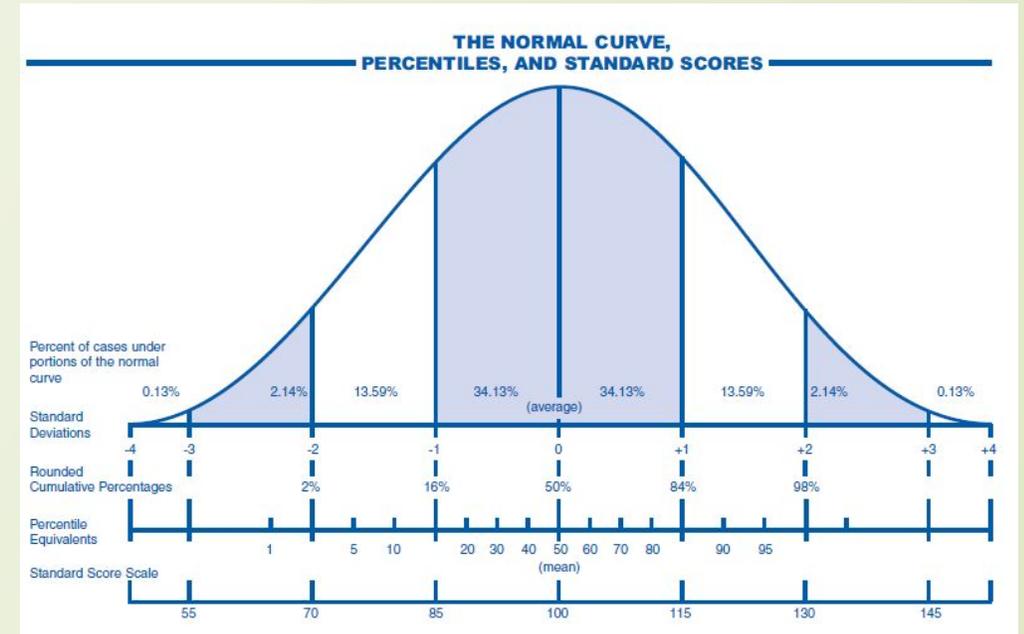
Subject/subtest score	Standard Score	Confidence Interval (95 percent)	Percentile
Total Reading	116	111-121	86
Reading Comprehension*	108	96-120	70
Word Reading	111	106-116	77
Pseudoword Decoding	109	103-115	73
Oral Reading Fluency*	121	113-129	92
Mathematics	106	99-113	66
Math Fluency	107	101-113	68
Addition	110	99-121	75
Subtraction	114	105-123	82
Multiplication	94	85-103	34
Written Expression	126	119-133	96
Spelling	117	110-124	87
Sentence Composition	113	103-123	81
Essay Composition	128	117-139	97



Intelligence Testing

□ Score samples – Sample 2

Scales/Indices	Standard Score	Confidence Interval	Percentile Rank
Verbal Comprehension	127	117-132	96
Visual Spatial	111	102-118	77
Fluid Reasoning	121	112-137	92
Working Memory	103	95-113	58
Processing Speed	105	95-113	63



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



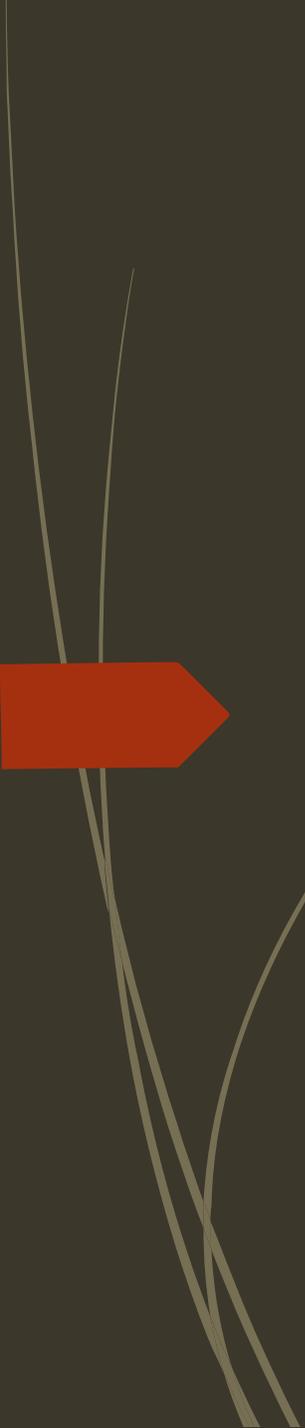
Advocacy for 2E students





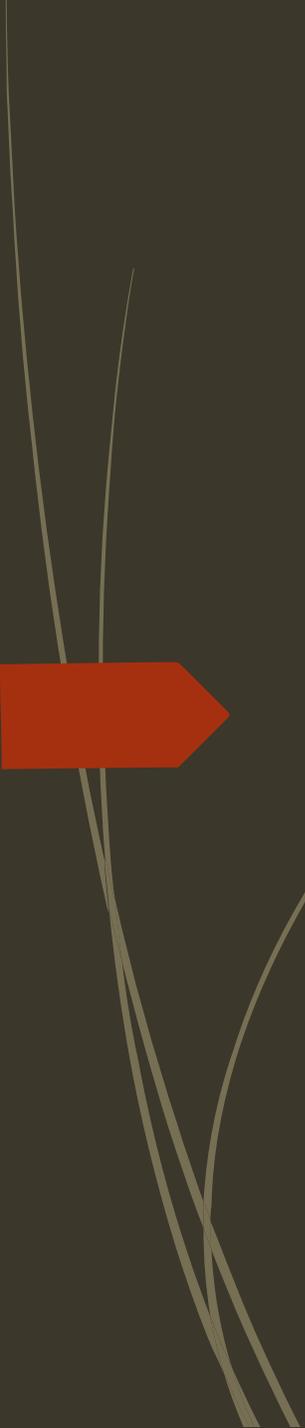
Advocacy and Intervention for 2e students

- Anxiety often masquerades as misbehavior
- Trauma
- Multidisciplinary Team
- Social Stories
 - <https://www.pbisworld.com/tier-2/social-stories/>



Roles for School, Mental Health, and Addiction Counselors (Casey)

- 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.



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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.



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Case Studies

□ 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 listless 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.



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