

Carol Lewis – President called the meeting to order at approximately at 6:41 pm at the LWSD Resource Center. Approximately 25 members were present.

**Announcements:** Introductions of board members.

- November 2016 meeting minutes approved.
- December 2016 meeting minutes approved.
- April 12<sup>th</sup>: Family Games Night and Book discussion, *Living with Intensity*
- No general Meeting in May. New parents welcome night May 2<sup>nd</sup>
- June 7<sup>th</sup>: Board Elections

**Topic: Parenting Twice Exceptional Children**

*Note: The PowerPoint presentation can be found on the GEAC website under About Giftedness.*

**General info about gifted kids “What parents need to know about Smart Kids” website**

[www.nwgca.org/resources.html](http://www.nwgca.org/resources.html)

Definition: Twice Exceptional aka 2e, GT/LD, Dual Identified

20% of gifted population is 2e.

**What’s different about these kids:**

Overexcitabilities; asynchronous development; perfectionism, high creativity and interests, enjoy learning vs. achievement; more independent vs conformist; higher sensitivity to others; “just more.....”

**Parent Experience and 2e:**

Vigilance, confusion, empathy, doubt, loneliness, grief, worry, pride, panic, are all feelings a parent may experience, amongst others.

**Child Experience and 2e:**

Eg: Shame, creative, “Imposter Syndrome,” relief when diagnosed

**Common types of exceptionalities in gifted population:**

Dyslexia—reading, dysgraphia—writing, dyscalculia—math, auditory processing.

ADHD – need more support, cuing.

Asperger’s – aka high function autism

Sensory Processing disorder – sensitivities to noise, light, movement, texture (difficulty concentrating due to stimuli)

Learning “differences” or cognitive styles such as Visual Spatial Learning Style.

Some exceptionalities can overlap. ADHD often present as well.

**Multipliers / variables of 2e**

- Other 2e presence in family
- Cultural / race factors
- Girls less likely to be identified as gifted and as 2e
- Profoundly gifted
- Stress

- Food sensitivities
- Bullying
- Teacher mismatch
- Fixed Mindset about skills
- 

**How to deal better with it:**

Humor, friends, community, family fun events

Exercise, sleep, food

Focusing on activity kids enjoy; parent support; down time; growth mindset

**Key Areas of impairment / difficulty:**

Executive function – help plan, organize, initiate tasks, time management

Chris McCurry – teaching, modeling, supervising, encouraging

Forgetful / distractible

Materials management – can't find anything, coat, pencils, keeping track of something.

Output dysfunction – know it cerebrally, can't express

Written expression

Difficulty sustaining attention, but may be able to concentrate for long periods on areas of interest

**Assessment is Essential**

Assess weaknesses and strengths

Tester must understand gifted testing

Rule out – vision, hearing/auditory processing, health concerns (hypoglycemia, vitamin deficiency, PANDAS, Lyme disease).

**Working with Schools:**

LWPTSA Council Needs webpage, lots of resources @ [www.lwptsa.net/special-needs/](http://www.lwptsa.net/special-needs/)

Meet with guidance team / student support team

IEP and 504 plans – both allow child to demonstrate full gifted potential.

**IEP:** Individual Education Plan; costs schools; individualized.

**504 Plan:** Accommodation to ensure that children are at the same level of access at other kids

Book recommendation: “**Smart but Scattered**”

**Guidance Team Meeting Conversations:**

- Idaho Dept of Education PDF on 2e: 9 pages of possible accommodations  
<https://sde.idaho.gov/academic/gifted-talented/files/manuals/Twice-Exceptional-Students-Both-Gifts-Challenges-or-Disabilities.pdf>
- Montgomery County Public Schools = Good lists of accommodations  
<http://montgomeryschoolsmd.org/uploadedFiles/curriculum/enriched/programs/gtld/2010%20Twice%20Exceptional.pdf>

### **Some useful accommodations**

Allow keyboarding – allows kids with dysgraphia to learn best  
Allow movement breaks  
Allow preferential seating; chewing gum might help  
Access specific content in spelling, writing skills separate from other content.  
Allow breaks or extended time on tests and assignments  
Allow use of sensory items  
Audiobook version of texts  
Check for understanding  
Check planner for accuracy  
Provide written instructions  
Allow Extra time for packing up  
Assist child with desk/binder organization  
Allow quiet space for test taking or working on projects  
Allow use of headphones

### **Some writing accommodations**

Allow keyboarding, scribing, dictation  
Use of graph paper for handwriting and allow plenty of space for math calculations  
Limit copying from whiteboard, text books  
Allow drafts to focus on content, not spelling, grammar, punctuation  
Provide scoring rubric, models, and anchor papers for students to evaluate their own work  
Connect to interests / real world  
Shorter writing assignments to demonstrate their learning

The speaker showcased some of the local opportunities for help.

Book Recommendation: **“Positive Discipline”**

### **Parenting Strategies:**

- Develop good habits and routines
- Regular study times
- Regular backpack “tidy” (i.e. NO ZOMBIE PAPERS)
- Communication Folder (from / to school)
- Presentation Habits – backpack packed night before, clothes etc. laid out, sleep, breakfast, get up and out with time to spare.
- Budget extra time for homework or anything else
- Don’t overschedule activities; get small tasks done ASAP
- Homework is not done till it’s “Packed up and Turned In” (high school example)
- Healthy snacks, more reminders, intersperse breaks,
- Gentle prompts - “Natural consequences” may not be appropriate for 2e kids;
- Be a good role model for working and provide supervision when necessary (*lend them your frontal lobe*)
- Can be more emotionally fragile than they appear

- Effort and progress must be recognized, not achievement.
- Reward for success; work on areas of strength
- They thrive on complexity, so enable that challenge.
- Educate child about their own strengths and weaknesses; teach compensatory skills
- Teach child to advocate for him/herself (ask for breaks at school; ask for help before they get too far behind)

Teacher's job is to GRADE the homework

Student's job is the QUALITY of homework

Parent's job is to make sure there is something the teacher can grade

### **Mottos that might help**

Just get it done

Anti-procrastination approach

Pack Up

Just 15 minutes

Don't rely on remembering

Be your kid's Watson (aka Sherlock Holmes's helpful sidekick)

Frontal lobe takes some time to develop in Gifted kids; mid-twenties to fully mature!

### **Resources Link Shared for more reference.**

- 2e: Twice-Exceptional Newsletter <http://www.2enewsletter.com/>
- Uniquely Gifted <http://www.uniquelygifted.org/>
- Gifted Development Center: Visual-Spatial Learners <http://visualspatial.org/welcome.php>
- Hoagies Gifted Education Page [http://www.hoagiesgifted.org/twice\\_exceptional.htm](http://www.hoagiesgifted.org/twice_exceptional.htm)
- Idaho Department of Education <https://sde.idaho.gov/academic/gifted-talented/files/manuals/ Twice-Exceptional-Students-Both-Gifts-Challenges-or-Disabilities.pdf>
- Montgomery County Public Schools -Twice Exceptional Students Handbook. <http://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/enriched/programs/gtld/0470.15 TwiceExceptionalStudents Handbook Web.pdf>

\*Also excellent FAQ page with "GT/LD Checklist for Parents."

<http://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/enriched/programs/gtld/2015%20GT-SLD Checklist Interactive.pdf>

- Wrightslaw Twice Exceptional Children (2e) <http://www.wrightslaw.com/info/2e.index.htm>
- Understood.org <https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/gifted-childrens-challenges-with-learning-and-attention-issues>
- For a dose of 2E humor, <http://www.laughingatchaos.com/>
- Roadblocks to Achievement: Organization and Executive Skills Presentation by Christopher McCurry, Ph.D., ABCD, Inc., Seattle, WA

The talk ended at 8:21 p.m.

Questions and comments session convened. API called "Mod Math" discussed by a parent.

The meeting adjourned at 8:40 p.m.