



EST. 1971

BERGEN COUNTY
Special Services School District

**TWICE-EXCEPTIONAL STUDENTS
IDENTIFICATION
&
ACCOMMODATIONS**

PURPOSE:

The New Jersey Department of Education requires that each school district provide services to meet the needs of students who have been identified as gifted and talented. Each school district must establish a process to identify students as gifted and talented using multiple measures. These students require modification to their educational program if they are to achieve in accordance with their capabilities (*N.J.A.C. 6A:8-3.1*).

The New Jersey Department of Education has not adopted standards for gifted and talented programs. However, there are standards that have been developed by the National Association for Gifted Children (NAGC). Districts may find them useful in developing curriculum and planning classroom instruction. National standards have been created for specialized programs and services. For teacher preparation in gifted education, knowledge and skills for all teachers and advanced standards in teacher preparation will help guide and improve teaching and deepen student learning.

IMPLEMENTATION:

This document is to be shared with all faculty at the beginning of each school year in an effort to identify twice-exceptional students in their respective classrooms and to provide accommodation strategies to differentiate instruction for identified students.

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Identifying Twice-Exceptional Students

Mission

Recognize and nurture outstanding potential so
that gifted students with disabilities
may become all that they are capable of becoming.

Definition

Twice-exceptional students are:

1. Students who are identified as gifted and talented in one or more areas of exceptionality (specific academics, general intellectual ability, creativity, leadership, visual or performing arts);

and also identified with:

2. A disability defined by Federal/State eligibility criteria: specific learning disability, significant identifiable emotional disability, physical disabilities, sensory disabilities, autism, or ADHD.
- ➡ The disability qualifies the student for an Individual Education Plan (IEP) or a 504 Plan.

TWICE-EXCEPTIONAL STUDENTS

Where Strengths and Challenges Intersect

Strengths	Challenges
<ul style="list-style-type: none">• superior vocabulary• highly creative• resourceful• curious• imaginative• questioning• problem-solving ability• sophisticated sense of humor• wide range of interests• advanced ideas and opinions• special talent or consuming interest	<ul style="list-style-type: none">• easily frustrated• stubborn• manipulative• opinionated• argumentative• written expression• highly sensitive to criticism• inconsistent academic performance• lack of organization and study skills• difficulty with social interactions

Characteristics of Twice-Exceptional Children

Elizabeth Nielsen, 1994
University of New Mexico

The following list should be viewed as characteristics that are *typical* of many children who are gifted and who also have a disability, rather than characteristics that *all* such children possess. These twice-exceptional children do not form a simple, homogeneous group; they are a highly diverse group of learners.

Indicators of Cognitive/Affective Strengths

- Have a wide range of interests that are not related to school topics or learning.
- Have a specific talent or consuming interest area for which they have an exceptional memory and knowledge.
- Are interested in the "big picture" rather than small details.
- Are extremely curious and questioning.
- Possess high levels of problem-solving and reasoning skills.
- Have penetrating insights.
- Are capable of setting up situations to their own advantage often as a coping method.
- Are extremely creative in their approach to tasks and as a technique to compensate for their disability.
- Have an unusual imagination.
- Are humorous often in "bizarre" ways.
- Have advanced ideas and opinions which they are uninhibited in expressing.
- Have a superior vocabulary.
- Have very high energy levels.

Indicators of Cognitive/Affective Problems

- Have discrepant verbal and performance abilities.
- Have deficient or extremely uneven academic skills which cause them to lack academic initiative, appear academically unmotivated, avoid school tasks, and frequently fail to complete assignments.
- Are extremely frustrated by school.
- Have auditory and/or visual processing problems which may cause them to respond slowly, to work slowly, and to appear to think slowly.
- Have problems with long-term and/or short-term memory.
- Have motorical difficulties exhibited by clumsiness, poor handwriting, or problems completing paper-and-pencil tasks.
- Lack organizational skills and study skills, often appearing to be extremely "messy."
- Are unable to think in a linear fashion; have difficulty following directions.
- Are easily frustrated; give up quickly on tasks; are afraid to risk being wrong or making mistakes.
- Have difficulty explaining or expressing ideas, "getting to the point," and/or expressing feelings.
- Blame others for their problems while believing that their successes are only due to "luck."
- Are distractible; unable to maintain attention for long periods of time.
- Are unable to control impulses.
- Have poor social skills; demonstrate antisocial behaviors.
- Are highly sensitive to criticism.

Indicators of Low Self-Esteem

One of the most common characteristics of these children is low self-esteem. They frequently "disguise" this low self-esteem through the use of any or all of the following behaviors:

- | | | |
|------------------|------------------------|---------------------------|
| • Anger | • Disruptive behaviors | • Withdrawal |
| • Self-criticism | • Clowning behaviors | • Daydreaming and fantasy |
| • Crying | • Denial of problems | • Apathetic behaviors |

Distinguishing Characteristics of Gifted Students with Factors

	Traditional Characteristics	Characteristics of Culturally/Linguistically Diverse Gifted Students	Characteristics of Low Socio-Economic Gifted Students	Characteristics of Gifted Students With Disabilities
Basic Skills	Ability to learn basic skills quickly and easily and retain information with less repetition	May require more repetition or hands-on experiences at an introductory level	Lack of opportunities and access to school-readiness materials may delay acquisition of basic skills	Often struggle to learn basic skills due to cognitive processing difficulties; need to learn compensatory strategies in order to acquire basic skills and information
Verbal Skills	High verbal ability	May have high verbal ability in native language; may rapidly acquire English language skills if they possess academic skills in their home language	Lack of opportunities may delay the development of verbal skills	High verbal ability but extreme difficulty in written language area; may use language in inappropriate ways and at inappropriate times
Reading Ability	Early reading ability	May demonstrate strong storytelling ability and ability to read environmental print in home language	Lack of access to reading materials may delay acquisition of reading skills	Frequently have reading problems due to cognitive processing deficits
Observation	Keen powers of observation	May display high levels of visual memory or auditory memory skills	Strong observational skills, which are often used to "survive on the streets"	Strong observation skills but often have deficits in memory skills
Problem Solving	Strong critical thinking, problem-solving and decision-making skills	Strong critical thinking in primary language; often solve problems in creative ways; particularly interested in solving "real-world" problems	Excel in brainstorming and solving "real-world" problems; strong critical thinking ability; rapid decision-making skills	Excel in solving "real-world" problems; outstanding critical thinking and decision-making skills; often independently develop compensatory skills
Persistence	Long attention span — persistent, intense concentration	Long attention span — persistent, intense concentration	Persistent in areas of interest usually unrelated to school	Frequently have attention deficit problems but may concentrate for long periods in areas of interest

Albuquerque Public Schools Gifted Task Force; developed by E. Nielsen (1999).

Distinguishing Characteristics of Gifted Students with Factors

	Traditional Characteristics	Characteristics of Culturally/Linguistically Diverse Gifted Students	Characteristics of Low Socio-Economic Gifted Students	Characteristics of Gifted Students With Disabilities
Curiosity	Questioning attitude	Some culturally diverse children are raised not to question authority	Questioning attitude which may at times be demonstrated in a confronting or challenging way	Strong questioning attitude; may appear disrespectful when questioning information, facts, etc. presented by teacher
Creativity	Creative in the generation of thoughts, ideas, actions; innovative	Often display richness of imagery in ideas, art, music, primary language, etc.; can improvise with commonplace objects	Strong creative abilities	Unusual imagination; frequently generate original and at times rather "bizarre" ideas
Risk Taking	Take risks	Degree of risk taking may depend upon the familiarity of the situation based on different cultural experiences	Take risks often without consideration of consequences	Often unwilling to take risks with regard to academics; take risks in non-school areas without consideration of consequences
Humor	Unusual, often highly developed, sense of humor	Humor may be displayed through unique use of language and responses	May use humor to become "class clown," to deal with stressful situations, and to avoid trouble	Humor may be used to divert attention from school failure; may use humor to make fun of peers or to avoid trouble
Maturity	May mature at different rates than age peers	Accept responsibilities in the home normally reserved for older children	Often mature earlier than age peers since they must accept responsibilities in the home which are normally reserved for older children or even adults; inexperience may make them appear socially immature	Sometimes appear immature since they may use anger, crying, withdrawal, etc. to express feelings and to deal with difficulties
Independence	Sense of independence	May be culturally socialized to work in groups rather than independently	Circumstances often have forced the student to become extremely independent and self-sufficient	Require frequent teacher support and feedback in deficit areas; highly independent in other areas; often appear to be extremely stubborn and inflexible

Albuquerque Public Schools Gifted Task Force; developed by E. Nielsen (1999).

Distinguishing Characteristics of Gifted Students with Factors

	Traditional Characteristics	Characteristics of Culturally/Linguistically Diverse Gifted Students	Characteristics of Low Socio-Economic Gifted Students	Characteristics of Gifted Students With Disabilities
Emotionality	Sensitive	May be sensitive, particularly to racial or cultural issues	May be critical of self and others including teachers; can understand and express concern about the feelings of others even while engaging in anti-social behavior	Sensitive regarding disability area(s); highly critical of self and others including teachers; can express concern about the feelings of others even while engaging in anti-social behavior
Social Skills	May not be accepted by other children and may feel isolated	May be perceived as loners due to racial/cultural isolation and/or inability to speak English; student entertains self easily using imagination in games and ingenious play	Economic circumstances as well as his/her giftedness may isolate the student from more financially secure peers	May be perceived as loners since they do not fit typical model for either a gifted or a learning disabled student; sometimes have difficulty being accepted by peers due to poor social skills
Leadership	Exhibit leadership ability	May be leaders in the community but not in the school setting; demonstrate "street-wise" behavior	May be leaders among the more non-traditional students; demonstrate strong "street-wise" behavior; often excel in brainstorming and problem-solving around social issues	Often leaders among the more non-traditional students; demonstrate strong "street-wise" behavior; the disability may interfere with ability to exercise leadership skills
Broad Interests	Wide range of interests	Interests may include individual culturally related activities	Wide range of interests that are often unrelated to topics/subjects addressed in school	Wide range of interests but student is handicapped in pursuing them due to process/learning problems
Focused Interests	Very focused interests, i.e., a passion about a certain topic to the exclusion of others	Very focused interests, i.e., a passion about a certain topic to the exclusion of others	Very focused interests, i.e., a passion about a certain topic to the exclusion of others — usually not related to school subjects	Very focused interests, i.e., a passion about a certain topic to the exclusion of others — often not related to school subjects

Albuquerque Public Schools Gifted Task Force; developed by E. Nielsen (1999). Sources: New Mexico State Dept. of Ed. (1994) *Technical Assistance Document-Gifted Education*; Fox, L., Brody, I., & Tobin, D. (1983). *Learning Disabled Gifted Children*; Torrance, E.P., Goff, K., & Neil, B. (1998). *Multicultural Mentoring of the Gifted and Talented*; Van Tassel-Baska, J., Patton, J., & Prillaman, D. (1991). *Gifted Youth At Risk*.

Identification

Twice-exceptional students are difficult to identify because they possess the characteristics of gifted students and the characteristics of students with disabilities. Gifted characteristics may mask disabilities or disabilities may mask gifted potential. Either the strengths, the disabilities, or both may not be identified. To be considered twice-exceptional, the student must be identified for gifted education and for either special education services or a 504 plan. Research indicates that 2-5 percent of the gifted population will have disabilities and 2-5 percent of students with disabilities will be gifted (Dix & Schafer, 1996; Whitmore, 1980; & Maker, 1977).

Gifted Identification

When gifted students begin to struggle in school, their identification for gifted services is sometimes questioned. Just because students have disabilities does not mean they are not gifted. Many eminent people have struggled in school and later gone on to make substantial contributions to society. Not achieving commensurate with ability should raise a red flag that there is the possibility a disability may be impacting learning. Disabilities in gifted students can go unnoticed for years and valuable windows for effective interventions are missed. It is important to utilize a collaborative problem-solving approach as early as possible to prevent the development of behavioral and social/emotional issues. For more information, see www.state.nj.us/education/aps/cccs/gandt.

Identification of Disability

A collaborative problem-solving approach should be considered for students who are struggling in school and who may need academic and/or behavioral support. Use of this approach is “effective when multiple perspectives collaborate to identify student needs, implement targeted interventions, utilize data to measure student progress as a result of the interventions, as well as to monitor intervention integrity”.

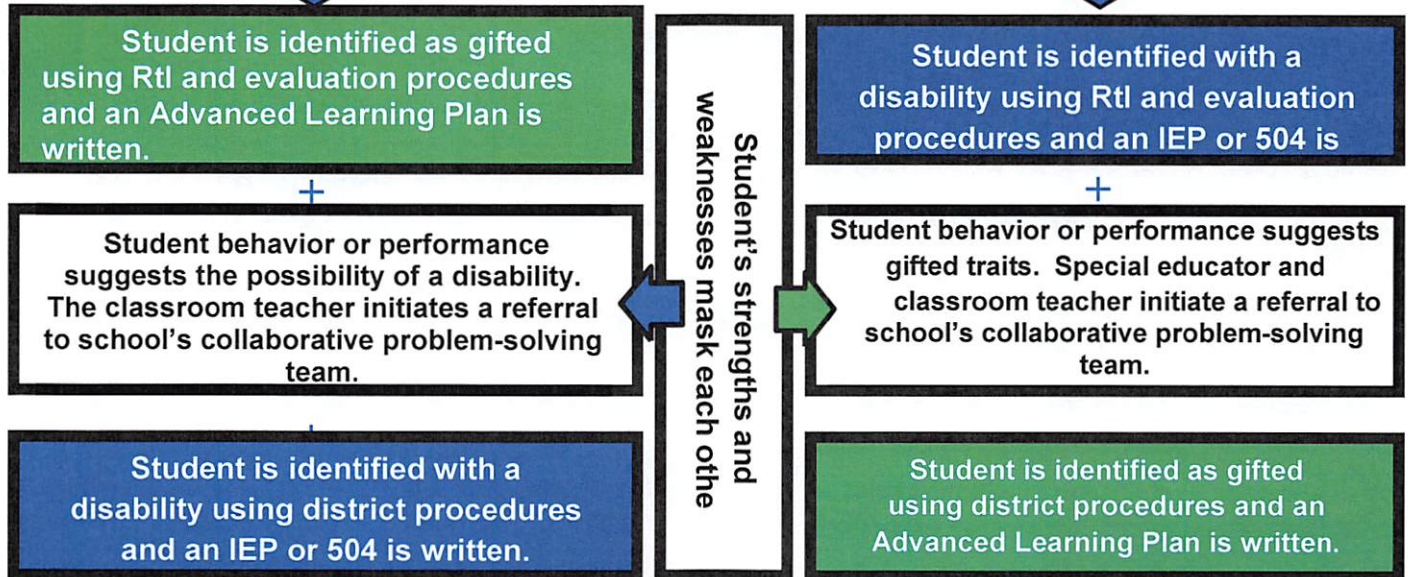
Students Who Have Inconsistent Academic Performance

Strengths and disabilities may mask each other and the student may appear to have average ability. However, inconsistent performance may indicate the presence of gifted potential and disabilities. It is important to focus on developing potential and providing strategies to help students when they struggle. Research-based strategies for twice-exceptional students can be implemented before formal identification is achieved. Continue to look for indicators of gifted behaviors or behaviors that suggest a disability.

Identification and Programming for Twice-Exceptional Students

Identification

Twice-exceptional students are difficult to identify because their strengths and weaknesses may mask each other, creating a unique learner profile atypical of a gifted student or a student with disabilities.



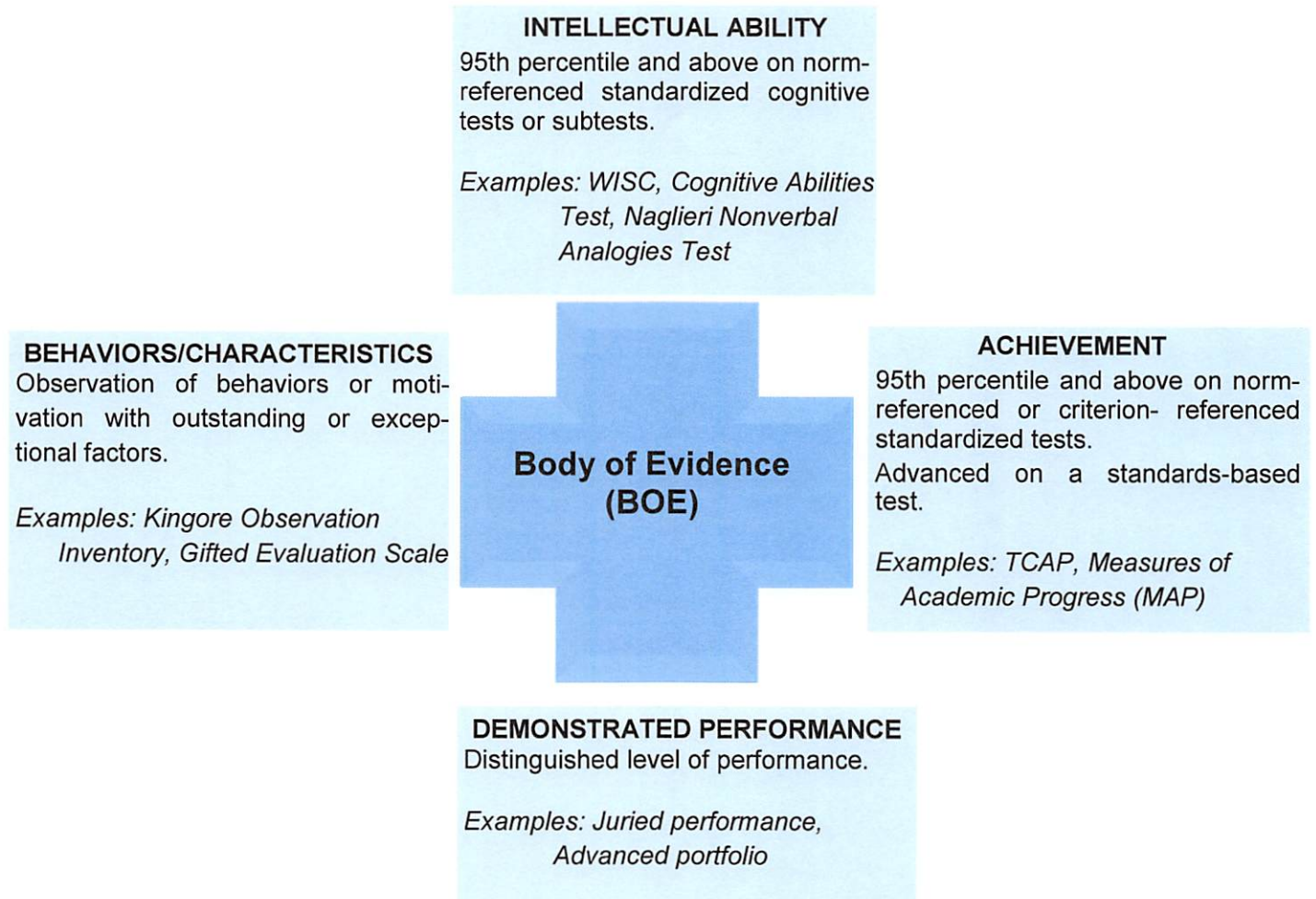
Programming

A collaborative effort between the classroom teacher, gifted educator, and special educators, appropriate tiered content and strategies will be implemented to:

- nurture the students' potential.
- support their development of compensatory strategies.
- identify their learning gaps and provide explicit curriculum and instruction.
 - foster their social and emotional development.
 - enhance their capacity to cope with mixed abilities.

⇒ The Advanced Learning Plan and the IEP are reviewed simultaneously.
⇒ Identified student is noted as gifted and special education on district enrollment database.

Body of Evidence



Categories of Disability under IDEA

IDEA lists 13 different disability categories under which 3- through 21-year-olds may be eligible for services. Federal definitions guide how states define who is eligible for a free appropriate public education under IDEA.

1. Autism Spectrum Disorder...

...means a developmental disability significantly affecting verbal and non-verbal social communication and social interaction, generally evidenced by the age of three, which prevents the child from receiving reasonable educational benefit from general education. Other characteristics often associated with ASD are engagement in repetitive activities and stereotyped movements, resistance to environmental changes or changes in daily routines, and unusual responses to sensory experiences. The term *autism spectrum disorder* does not apply if the child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in #4 below.

A child who shows the characteristics of ASD after age three could be diagnosed as having autism spectrum disorder if the criteria above are satisfied.

2. Deaf-Blindness...

...means concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

3. Hearing Impairment Including Deafness...

...means a deficiency in hearing sensitivity as demonstrated by an elevated threshold of auditory sensitivity to pure tones or speech where, even with the help of amplification, the child is prevented from receiving reasonable educational benefit from general education.

4. Serious Emotional Disability...

...means emotional or social functioning which prevents the child from receiving reasonable educational benefit from general education. Serious Emotional Disability means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree:

- (a) An inability to learn which is not primarily the result of intellectual, sensory, or health factors.
- (b) An inability to build or maintain interpersonal relationships which significantly interferes with the child's social development.
- (c) Inappropriate types of behavior or feelings under normal circumstances.
- (d) A general pervasive mood of unhappiness or depression.
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

6. Intellectual Disability

...means reduced general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which prevents the child from receiving reasonable educational benefit from general education.

7. Multiple Disabilities...

...means two or more areas of significant impairment, one of which shall be an intellectual disability. The other areas of impairment include: Orthopedic Impairment; Visual Impairment, Including Blindness; Hearing Impairment, Including Deafness; Speech or Language Impairment; Serious Emotional Disability; Autism Spectrum Disorders; Traumatic Brain Injury; or Other Health Impaired. The combination of such impairments creates a unique condition that is evidenced through a multiplicity of severe educational needs which prevent the child from receiving reasonable educational benefit from general education. The term does not include Deaf-Blindness.

8. Orthopedic Impairment...

...means a severe neurological/muscular/skeletal abnormality that impedes mobility, which prevents the child from receiving reasonable educational benefit from general education.

9. Other Health Impairment...

... means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment due to a chronic or acute health problem, including but not limited to asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, leukemia, kidney disease, sickle cell anemia or Tourette syndrome. As a result of the child's Other Health Impairment, as described above, the child is prevented from receiving reasonable educational benefit from general education.

10. Specific Learning Disability...

... a learning disorder that prevents the child from receiving reasonable educational benefit from general education. Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of: visual impairment, including blindness; hearing impairment, including deafness; orthopedic impairment; intellectual disability; serious emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency.

11. Speech or Language Impairment...

...means a communicative disorder which prevents the child from receiving reasonable educational benefit from general education. Speech or Language Impairment may be classified under the headings of articulation, fluency, voice, functional communication or delayed language development.

12. Traumatic Brain Injury...

...means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, which impairment adversely affects the child's ability to receive reasonable educational benefit from general education. A qualifying Traumatic Brain Injury is an open or closed head injury resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term "traumatic brain injury" under this rule does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

13. Visual Impairment Including Blindness...

...means a deficiency in visual acuity and/or visual field and/or visual functioning where, even with the use of lenses or corrective devices, he/she is prevented from receiving reasonable educational benefit from general education.

For more information, see www.state.nj.us/education/aps/cccs/gandt.

Acceleration

Acceleration is the appropriate movement of a student and/or curriculum by pace or place to match learning opportunities with student strengths, readiness, and needs.

- **Single-Subject Acceleration:** The delivery of curriculum in one subject area by either moving the child into a higher grade level or providing higher-grade level curriculum in age-based classrooms.
- **Concurrent Enrollment:** Attending classes in more than one grade or building (e.g., a middle school student attends a class at the high school).
- **Post-Secondary Options:** High school students are allowed to spend part of their day taking college or university classes onsite or online and receive both high school and college credit.
- **Advanced-Level Courses:** Students take the SAT or ACT in high school and can qualify for advanced-level courses at universities throughout the country.
- **Correspondence/Distance Learning:** Courses taken within or outside regular school time for personal interest or credit.
- **Independent Study:** Students pursue an area of interest in depth or required curriculum at a pace that meets their individual needs.

For more information, see www.state.nj.us/education/aps/cccs/gandt.

Content Extension

Content extension is the process of extending the curriculum beyond what is typical or expected in a class or grade level. Content extension includes:

- Exposure beyond the regular curriculum — to new ideas, skills, and concepts not encountered before.
- Extension of the regular curriculum — going more broadly and deeply into the ideas already introduced in that curriculum. Extend learning beyond level through advanced content, materials, and complexity.
- Concept development — using a concept introduced within the regular curriculum and exploring its meaning and implications across the curricular areas.

Content extension requires depth, complexity, and novelty:

Depth encourages students to venture further, deeper, and with greater elaboration through quality of subject matter, rules and ethics, language, and patterns. It involves learning from:

- Concrete to abstract.
- Familiar to unfamiliar.
- Known to unknown.
- Literal to synthesized.

Complexity helps students make connections and identify relationships and associations between, within, and across subjects and disciplines. It focuses on:

- Varying perspectives.
- Issues, problems, and themes.
- Conceptual learning.

Novelty encourages students to create a personal understanding or connection to the subject area, thereby making content more memorable. It provides opportunities to:

- Interpret meaning and give personal insights.
- Use non-traditional study methods.
- Approach content through inquiry, experimentation, invention, and exploration.
- Synthesize information using irony, paradox, and metaphors.

It is important to realize that these components interact. For example, depth of learning at some point demands both novelty and complexity — a student cannot study extinction without recognizing the relationship between areas of biology, natural phenomena and man's influence. Personal interests may also come into play.

Higher-Order Thinking Skills

Curriculum for twice-exceptional students should challenge their thinking and problem-solving skills. The Socratic questioning method helps students formulate questions and think through problems. Twice-exceptional students often struggle with executive processes. They have a difficult time organizing, prioritizing, and generalizing information. Teachers can help by modeling and teaching metacognitive skills. Use “think aloud” to help students develop their thinking language.

Higher-Order Thinking Skills Include:

- **Analytical Thinking Skills** — Various cognitive processes that deepen understanding of knowledge and skills.
- **Critical Thinking Skills** — Various thinking skills that are used to analyze and evaluate in order to respond to an argument or position.
- **Executive Processes** — Various cognitive skills involved in organizing, synthesizing, generalizing, or applying knowledge.
- **Creative Thinking Skills** — Various cognitive skills that are involved in creative production.
- **Creative Problem Solving** — Provides an excellent structure for helping twice-exceptional students learn how to solve problems creatively.

1 Social/Emotional Support

Twice-exceptional students need a nurturing environment that supports the development of the students' potential.

Teachers provide a nurturing environment when:

- They value individual differences and learning styles.
- The development of students' potential is encouraged.
- Students' readiness, interests, and learning profiles shape instruction.
- Excellence is defined by individual growth.
- Flexible grouping is used for instruction.
- Students are assessed in multiple ways.
- Instruction includes activities for multiple intelligences.

Social/Emotional Issues

Making friends can be difficult for twice-exceptional students. They may need help developing peer relationships and opportunities to work with peers of similar abilities and interests. Friendship groups help twice-exceptional students learn how to make and keep friends.

Twice-exceptional students can be very self-critical, and this can lead to dysfunctional perfectionism. Counseling is needed to address their unique needs and should be available on an as-needed basis.

Developing an awareness of their strengths and challenges is beneficial for twice-exceptional students. Role-playing can help students learn how to become self-advocates and how to ask for help when it is needed.

Lack of organizational, time management, and study skills can have a negative effect on the emotional well-being and school performance of twice-exceptional students. They need explicit instruction to develop those skills and specialized intervention services related to challenge areas.

Learning how to set personal goals and how to develop sequential steps or a series of short-term goals to achieve long-term goals can be beneficial for twice-exceptional learners. Career and college guidance is essential for these students.

Differentiated Instructional Strategies for Twice-Exceptional Students

Strategy	Description of Strategy	Why Appropriate for 2X Students
Flexible Skills Grouping	Students are matched to skills work by virtue of readiness, not with the assumption that all need the same spelling task, computation drill, writing assignment, etc. Movement among groups is common, based on readiness and growth in a given skill.	<ul style="list-style-type: none"> Exempts students from basic skills work in areas where they demonstrate a high level of performance (100% is not required). Can allow for independent student work at their own pace.
Compacting	A three-step process in which the teacher (1) assesses what a student knows about material to be studied and what the student still needs to master, (2) plans for learning what is not known and excuses student from what is known, and (3) plans for freed-up time to be spent in enriched or accelerated study.	<ul style="list-style-type: none"> Eliminates boredom from unnecessary drill and practice. Satisfies students' desires to learn more about a topic than school often allows. Encourages independence.
Most Difficult First	Students can demonstrate mastery of a concept by completing the five most difficult problems with 85% accuracy. Students who can demonstrate mastery do not need to practice anymore.	<ul style="list-style-type: none"> Honors students' mastery of a concept. Eliminates unnecessary drill and practice. Reduces homework load of students who can demonstrate mastery.
Orbital Study	Independent investigations, generally of three to six weeks. They orbit, or revolve, around some facet of the curriculum. Students select their own topics for orbital, and they work with guidance and coaching from the teacher to develop more expertise on the topic and the process of becoming an independent investigator.	<ul style="list-style-type: none"> Allows students to develop expertise on a topic and work with complex ideas. Builds on student interest and enables students to use their preferred learning style. Teachers and students establish criteria for success.
Independent Projects, Group Investigations	Process through which student and teacher identify problems or topics of interest to the student. Both student and teacher plan a method of investigating the problem or topic and identifying the type of product the student will develop. The product should address the problem and demonstrate the student's ability to apply skills and knowledge to the problem or topic.	<ul style="list-style-type: none"> Builds on student interest and encourages independence. Uses preset timelines to zap procrastination and logs to document the process involved. Teacher provides guidance and structure to supplement student capacity to plan. Teachers and students establish criteria for success.
Problem-Based Learning	The student is placed in the active role of solving problems as a professional would.	<ul style="list-style-type: none"> Utilizes varied learning strengths, allows use of a range of resources, and provides a good opportunity for balancing student choice with teacher coaching.
Agendas	A personalized list of tasks that a particular student completes in a specified time. Teacher coaches and monitors individuals for understanding and progress.	<ul style="list-style-type: none"> Encourages students to learn how long tasks take to complete and to prioritize. Teacher coaching supports student independence.
Learning Centers, Interest Centers	Centers are flexible enough to address variable learning needs. Interest centers are designed to motivate student exploration of a topic. Learning centers are a collection of activities designed to teach, reinforce, or extend a skill/concept.	<ul style="list-style-type: none"> Materials and activities address a wide range of reading levels, learning profiles, and student interests. Activities vary from simple to complex, concrete to abstract, structured to open-ended.
Choice Boards, Tic-Tac-Toe, RAFT	Students make a work selection from a certain row or column. Teachers can target work toward student needs while giving students choice.	<ul style="list-style-type: none"> Well-suited to dealing with readiness, interests, and learning style preferences among students.
Portfolios	A collection of student work that can be a powerful way of reflecting on student growth over time.	<ul style="list-style-type: none"> Portfolios are motivating because of emphasis on student choice and focus on readiness, interests, and learning profile.
Assessment	Assessment is ongoing and diagnostic. It provides the teacher with day-to-day data on students' readiness, interests, and their learning profiles. Assessment has more to do with helping students grow than with cataloging their mistakes.	<ul style="list-style-type: none"> Student growth can be documented and shared with student for motivation and goal-setting. Varied means of assessment are used so that all students can fully display their skill and understanding.

Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* by Carol Ann Tomlinson (ASCD, 1999).

Differentiated Curriculum Meets the Needs of Twice-Exceptional Learners

Curriculum Component	Build on Strengths	Adaptations for 2X Learner Needs
Content: What students should know, understand, and be able to do as a result of the study.	<ul style="list-style-type: none"> • Focus on broad-based issues, themes, or problems. • Pretest to find out what a student knows and eliminate unnecessary drill and practice. • Student readiness, interest, and learning profile shape instruction. • Guide students in making interest-based learning choices. • Explore the topic in greater depth; issues and problems should be complex and multi-faceted. • Combine ideas or skills being taught with those previously learned. 	<ul style="list-style-type: none"> • Key concepts, ideas, and skills the teacher wants students to learn remain constant. The way students access this information is varied in response to students' readiness, interests, and learning profiles. • Use multiple texts and supplementary print resource materials to accommodate students' reading levels. • Use varied computer programs, audio/video recording, highlighted print materials, and digests of key ideas. • Provide support mechanisms such as note-taking organizers to help students organize information. • Time allocation varies according to student needs.
Process: Activities designed to help students make sense of the content.	<ul style="list-style-type: none"> • Teacher facilitates students' skills at becoming more self-reliant learners. • Encourage students to develop independent learning skills. • Respectful (engaging, high-level) tasks for all learners. • Focus on key concepts, principles/generalizations, and skills versus coverage. • Tasks should be based on readiness, interests, and learning profiles of students. • Encourage creativity and skills of fluency, flexibility, originality, and elaboration. 	<ul style="list-style-type: none"> • Encourage students to make sense of an idea in a preferred way of learning (multiple-intelligence assignments). • Match the complexity of the task with the students' levels of understanding. • Give choices about facets of topic to specialize and help link a personal interest to sense-making goal. • Vary the amount of teacher/peer support or scaffolding. • Provide graphic organizers to help students synthesize information. • Teach investigation and research skills. • Promote cognition and metacognition.
Product: The vehicles through which students demonstrate and extend what they have learned.	<ul style="list-style-type: none"> • Product assignments should cause students to rethink, apply, and expand on key concepts and principles. • Multi-option assignments are used allowing students to use their strengths to demonstrate their knowledge. • Use products as a way to help students connect what they are learning to the real world. • Set clear standards of high expectations. • Encourage self-evaluation based on agreed-upon criteria. • Use formative (in-process) and summative (end-of-process) evaluation by peers, self, and teachers to promote growth and success. • Excellence is defined by student growth: continually model and talk about what constitutes personal excellence. 	<ul style="list-style-type: none"> • Support the use of varied modes of expression, materials, and technologies. • Balance clear directions that support success with freedom of choice that supports individuality of interest and learning profile. • Provide templates or organizers to guide students' work. • Help students break down projects into manageable steps and develop a timeline. Stress planning, check-in dates, and logs, as these help students use all the time allocated. • Help build passion for the ideas being pursued. • Product assignments should necessitate and support creativity. Help students develop skills needed to create authentic products. • Self-evaluation helps build realistic academic self-image.

Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* by Carol Ann Tomlinson (ASCD, 1999)

A Continuum of Services

The unique characteristics of individual students should determine the type and level of support services the student receives. Some twice-exceptional students will require more intensive services than others. Because gifted and twice-exceptional students differ in a variety of ways, their needs require appropriate placement along several continua:

A continuum of services is the variety of delivery and programming options available to gifted and talented students for meeting educational and affective needs.

A continuum of delivery of services refers to “where” twice-exceptional students receive services: general classroom, resource room, classroom cluster groups, interest groups, magnet classrooms, special schools for gifted students, vertical team groups, learning clusters for special interests or topics, mentorships, or special education.

The continuum of learning refers to the content standards and evidence outcomes, K-12, that allow for continuous learning and/or acceleration based upon progress monitoring and student achievement in the content standards.

A continuum of programming options refers to the curricular and affective opportunities provided through implementation of programming components (structure, content options, differentiated instruction, and affective guidance).

Seven Steps to Strategic Planning for Twice-Exceptional Students

1. Identify Stakeholders

The first step is to identify the stakeholders — those people who will be impacted by the resulting instructional plan or who will play a role in implementing the plan. Stakeholder groups for twice-exceptional education should include representatives from gifted education, special education (special education teachers, school psychologists, social workers, occupational therapists, speech/language pathologists), classroom teachers, administrators, counselors, students, and parents.

2. Collaborate with a Problem-Solving Team

The problem-solving team must include representatives from each stakeholder group. Identify a facilitator who will guide the process and ensure a supportive environment. This group will collaborate to develop an instructional plan for the student, monitor its success and measure student growth.

3. Determine Strength/Interests

Identify the student's strengths and interests and determine specific data points to inform the decision-making process. In what areas does he/she excel? What data tell you so? What comes easily for him/her? What data tell you so? What are the passions and interests of the student? What does he/she enjoy doing during free time? How do you know?

4. Determine Challenges/Needs

Identify the student's challenges and concerns and determine specific data points to inform the decision-making process. What content areas come as a challenge for the student? What data tell you so? What are behavioral concerns?

5. Select One Strength and One Challenge/Need for Focus

Choose one strength and one challenge upon which the instructional plan will focus. Decide if the problem-solving team has other questions and whether additional data needs to be gathered.

6. Develop an Action Plan

Having a clear understanding of what you want to accomplish unifies the commitment of the team. Develop an action plan that has specific measurable outcomes by: determining appropriate interventions and the length of the intervention, and establishing a review date when the team will meet again. The action plan should include: goals, interventions to achieve goals, interventionist (person who will be responsible for delivering intervention), frequency and duration, method of progress monitoring, materials needed, and necessary accommodations and/or modifications.

7. Implement Instructional Plan

Implement the selected interventions with the student, being careful to record the student's response and success or lack of success. Facilitator of the problem-solving team should follow up with responsible individuals to ensure the plan is being implemented as designed.

Examples of Accommodations and Explicit Instruction for Cognitive Processing/General Intellectual Ability

Strength-/Interest-Based Accommodations	Accommodations to Access Learning
<ul style="list-style-type: none"> • Provide fast-paced instruction and provisions for progress through curricula at students' personal learning rates. • Place emphasis on higher-level abstract thinking and problem-solving. • Utilize pre-testing to identify what students know and eliminate unnecessary drill. • Use instructional planning that anticipates diverse learning needs and characteristics of individual students. • Use inter-disciplinary instruction and application of learning content to aid students in making connections. • Place emphasis on students' interests, learning styles, and strengths. • Provide opportunities for independent and small-group projects and investigations. • Create a conceptual framework or overview of new material for conceptual/holistic processing. • Employ concept-based thematic instruction. 	<ul style="list-style-type: none"> • Extend time for students with slow processing and fluency issues. • Allow audio-taped or verbal responses instead of written response. • Use technology to increase productivity. • Provide preferential seating away from distracting noises (radiators, projectors). • Chunk new learning into manageable subtasks. • Use FM system for a student with auditory processing or hearing problems. • Create visual graphs/charts to support learning and demonstrate relationships. • Incorporate organizational activities into classroom activities. • Make sure students understand the homework by having them retell what they are to do. • Team disorganized student with a well-organized student for collaborative project, making sure each student can contribute from a strength area.
Explicit Instruction: Compensatory Strategies	Explicit Instruction: Intervention/Remediation
<ul style="list-style-type: none"> • Teach students to create flow charts, graphic organizers, and cognitive webs. • Train students how to identify important facts or concepts and to create outlines or webs. • Use self-talk to accompany visual input. • Coach students in the use of mnemonics to enhance memory. • Teach metacognitive/mental scripts that emphasize self-regulation. • Demonstrate and teach task-analysis and prioritization strategies. • Teach strategies to maintain attention, like sitting up straight and leaning upper body toward speaker. • Highlight and color-code to organize and prioritize new information. • Provide instruction in self-directed learning skills with emphasis on study skills, time-management skills, organizational skills, etc. 	<ul style="list-style-type: none"> • Coach students in setting realistic long-term and short-term goals. • Teach students to chunk or break down project into steps and talk through steps. • Instruct in systematic multi-sensory approaches. • Teach students how to rephrase key ideas and link to key words. • Teach strategies to group and categorize information. • Provide direct instruction in organization, time management, and study skills. • Provide explicit instruction in phonological awareness, phonics, and decoding. • Teach verbal mnemonics and rhyming to increase automaticity. • Use games to encourage fact memorization and continued practice using dice rolls, spinners, and game cards.

Examples of Accommodations and Explicit Instruction for Specific Academics

Strength-/Interest-Based Accommodations	Accommodations to Access Learning
<ul style="list-style-type: none"> • Use flexible, non-permanent instructional grouping practices designed to facilitate accelerated/advanced academic learning (cluster groups, cross-age groups, interest groups, etc.). • Provide content learning that requires gifted and talented students to be engaged in higher-level thinking, abstract thinking, and problem-solving. • Use challenging reading program/materials (<i>Jr. Great Books</i> or <i>William & Mary Curriculum</i>). • Provide high-level materials, activity, and product options that include analytical and critical thinking skills. • Accelerate vocabulary development through a variety of strategies and materials. • Encourage participation in creative writing opportunities, debate, or advanced literacy activities. • Pre-test in math to identify material already mastered and replace with enriched and accelerated material. • Use high-level problem-solving approaches that emphasize open-ended problems with multiple solutions or multiple paths to solutions. 	<ul style="list-style-type: none"> • Provide books on tape for students who struggle with reading and high-level discussions. • Use advance organizers or provide outlines. • Utilize computer spell-check, thesaurus, grammar checker, and calculator. • Display fact charts or have fact charts available for student use. • Reduce number of problems required or increase amount of time for assignment. • Provide adequate space for students to work out solutions. • Cut the worksheet in half or in fourths, and require the completion of one section at a time. • Use matrix paper as a physical guide to keep the numbers aligned. • Provide copies of notes and overheads. • Shorten directions and make them clear and concise. • Encourage neatness rather than penalize for sloppiness. • Clearly segment instruction and plan 20-minute instructional segments.
Explicit Instruction: Compensatory Strategies	Explicit Instruction: Intervention/Remediation
<ul style="list-style-type: none"> • Teach <i>Inspiration</i> software to aid students in organizing information, writing, and projects. • Instruct students in how to break new learning into manageable subtasks. • Teach students how to keep an idea journal. • Instruct students in the use of highlighters to note key information. • Highlight the mathematical sign for operation to be performed. • Use manipulatives and arrays to help students understand mathematical processes. • Provide instruction for a wide range of technology to increase productivity. • Estimate amount of time an activity will take and determine how long it actually took. • Use software programs. • Teach research strategies and skills essential for in-depth study and advanced learning. 	<ul style="list-style-type: none"> • Use systematic multi-sensory approaches to teach decoding/encoding. • Provide instruction in organization/strategies for written language, computation, problem-solving. • Utilize choral reading to increase fluency. • Teach typing and word processing. • Use activities to increase rate and fluency (flash cards, computer games, etc.). • Teach students to prioritize homework. • Encourage three-finger tracking. • Provide direct instruction in comprehension strategies, connecting, inferencing, predicting, etc. • Teach and model webbing, storyboarding, and flowcharting. • Teach students to use checklists, keep logs, or mark their progress on a chart.

Examples of Accommodations and Explicit Instruction for Creativity

Strength-/Interest-Based Accommodations	Accommodations to Access Learning
<ul style="list-style-type: none"> • Provide opportunities for “real world” investigations and experiences (in-depth study of real problems, career exploration, etc.). • Encourage fluency, flexibility, originality, and elaboration through open-ended classroom activities and products. • Provide opportunities for creative problem-solving and divergent thinking techniques. • Utilize biographies of creative/talented individuals to promote success and to provide awareness of characteristics. • Provide opportunities for students to connect prior knowledge to new learning experiences and to establish relationships across the discipline. • Utilize “think, pair, share” strategies. • Integrate creative thinking skills and problem-solving strategies with solid learning content. • Emphasize mastery of concepts and minimize home practice. 	<ul style="list-style-type: none"> • Provide creative choices when students process information or develop products. • Provide opportunities for creative and critical thinking. • Assess specific content in spelling, writingskills. • Allow multiple ways for students to demonstrate knowledge. • Provide a stimulating educational environment where there are opportunities for critical and creative thinking and problem-solving. • Emphasize time-management in the classroom and give notice for deadlines, tests, etc. • Allow time at the end of the day for students to get organized before they leave school. • Encourage students to learn compensation strategies to bypass their disabilities. • Celebrate effort, completion of homework, and attainment of goals.
Explicit Instruction: Compensatory Strategies	Explicit Instruction: Intervention/Remediation
<ul style="list-style-type: none"> • Instruct students in the multiple steps of creative problem-solving: to identify problem, explore data, generate ideas, develop solutions, and build acceptance. • Coach students in SCAMPER technique to substitute, combine, adapt, modify, put to other use, eliminate, and rearrange. • Teach technique of brainstorming so students can generate numerous and innovative ideas or alternatives in a safe environment where judgment is withheld. • Coach students in generating ideas or alternatives with fluency, flexibility, originality, and elaboration. • Encourage students to start a homework session by planning what will be accomplished during the session. • Ask students to jot down how long they think an assignment will take and ask them to record how long it actually took. 	<ul style="list-style-type: none"> • Teach idea-generation and brainstorming. • Instruct students in paraphrasing. • Coach students in how to break down and chunk projects into multiple steps with realistic short-term goals. • Promote success as the ability to achieve realistic short-term goals. • Provide opportunities for students to explore career and college opportunities. • Teach students how to solve problems using creative problem-solving steps. • Encourage students to talk through the steps they will use when completing assignments and projects. • Help them break down tasks into manageable segments and use a calendar to plan steps needed to complete project. • Provide specific instruction on organization. • Teach students how to study, prepare for tests, and organize reports and projects.

Examples of Accommodations and Explicit Instruction for Visual, Spatial, and Performing Arts

Strength-/Interest-Based Accommodations	Accommodations to Access Learning
<ul style="list-style-type: none"> • Provide exposure and access to advanced ideas, research, and works of eminent producers in many fields. • Embed multiple intelligence strength areas into instruction. • Create story boards. • Learn and use visual-spatial strategies in the content areas. • Use visual-spatial activities/products to improve performance in weaker academic area(s). • Help students transfer abstract thinking into a variety of forms of expression. • Use graphic organizers to help students organize and process information in content areas. • Offer choice in student assignments and assessments so students can use their strengths to demonstrate their knowledge. 	<ul style="list-style-type: none"> • Offer options for acquiring information and communicating what is learned using multiple intelligences and learning styles. • Provide connections to real world and build on students' intrinsic motivation. • Allow students to vary assignments. • Provide adaptive physical education. • Allow students to vary assignments and use alternative ways to demonstrate knowledge, such as oral presentation, tape-recorded or video response, creation of a poster or book jacket, etc. • Accept oral responses in lieu of written. • Match teaching style to students' learning styles. • Provide opportunities for students to demonstrate achievement and excellence through competitions, exhibitions, performances, presentations, etc. • Provide environmental modifications to allow for movement, flexibility of workspace, etc.
Explicit Instruction: Compensatory Strategies	Explicit Instruction: Intervention/Remediation
<ul style="list-style-type: none"> • Use musical chants, raps, rhymes, melody, and rhythm to help students learn. • Teach students to use visual imagery. • Create visual graphs/charts to support new learning and demonstrate interrelationships. • Teach grouping and categorizing strategies. • Teach and model creating flow charts, graphic organizers, and cognitive webs. • Anticipate/predict when and where difficulties may occur. • Draw the solution to a problem to capitalize on visual strengths. • Make everything as visual as possible. Use graphic organizers, charts, graphs, timelines, maps, pictures, or videos. • Teach problem-solving strategies. • Encourage struggling readers to listen to books on tape so they can participate in class discussion. • Teach visual approach to spelling. 	<ul style="list-style-type: none"> • Provide direct instruction in use of <i>Inspiration</i> software. • Teach how to use visual imagery. • Guide students through long-term projects designed to demonstrate good planning and time allocation. • Teach students to use nonverbal cues and environmental cues. • Educate students in organizational techniques and study skills. • Teach a variety of strategies to plan, organize, and manage daily routines and meet personal goals. • Teach self-monitoring strategies. • Teach students to use metacognitive strategies to monitor their thinking in the learning process. • Teach the meaning of prefixes, suffixes, and root words in order to teach new words. • Provide explicit instruction in phonological awareness, phonics, and decoding.

Examples of Accommodations and Explicit Instruction for Physical/Psychomotor/Athletics

Strength-/Interest-Based Accommodations	Accommodations to Access Learning
<ul style="list-style-type: none"> • Pre-test and compact the curriculum when students have mastered concepts to eliminate unnecessary drill and practice. • Provide hands-on experiential learning opportunities so students can enhance learning by making mind/body connections. • Use “most difficult first” strategy (see page 28) and pre-testing to allow students to demonstrate mastery of concepts and eliminate unnecessary drill. • Provide a great deal of structure and consistency in daily schedule with clearly defined rules and consequences. • Incorporate high-interest topics or activities to enhance the likelihood students will initiate and sustain work on assignments. • Create opportunities for students to build a model or a 3D display. • Encourage students to pursue writing in their area of interest and share with appropriate audiences. 	<ul style="list-style-type: none"> • Provide opportunities for movement with a purpose such as sharpening a pencil or running an errand. • Allow use of manipulatives (Silly Putty, balls, clay, etc.) to help sustain attention. • Eliminate excessive copying from the board or book to paper. • Provide preferential seating away from distractions. • Provide adaptive physical education. • Provide clear, concise directions, expectations. • Grade papers for ideas, not handwriting. • Provide grading rubric and/or show an example of what is expected. • Record homework on voicemail or web site so student can access assignments from home. • Give positive feedback and re-direction when attention wanders. • Build lots of movement into learning tasks for those students who learn better when they are moving.
Explicit Instruction: Compensatory Strategies	Explicit Instruction: Intervention/Remediation
<ul style="list-style-type: none"> • Classroom teacher collaborates with special educators. • Teach keyboarding skills. • Teach students how to create and give a multi-media presentation. • Use audiotape instead of hand-writing notes. • Learn to use oral input software. • Teach strategies for dealing with change. • Introduce creative writing activities where the student can have fun while practicing correct letter formation. • Break down writing into smaller tasks whenever possible. • Teach visual approach to spelling. • Brainstorm ideas prior to writing. • Alert students when important information is being shared. • Provide clear, concise directions, expectations, and rules that are limited in number. 	<ul style="list-style-type: none"> • Encourage students to think about training to study and do schoolwork the same way they train for a sport. • Provide instruction in proper sequencing of hand-writing specific letters. • Provide practice to improve visual motor control with activities where students coordinate what they do with what they use (e.g., use of easels, chalkboards, playing jacks, pick-up sticks). • Teach students to create a “To Do List” and prioritize homework. • Teach reading and writing strategies like outlining, mapping, and editing. • Teach students self-management skills like strategies for staying on-task, skills for thinking and waiting before acting, and skills for sustaining attention. • Provide practice tracing shapes and letters, especially similar letters such as l, j, t, etc. • Teach keyboarding and word processing skills.

Examples of Accommodations and Explicit Instruction for Interpersonal/Leadership

Strength-/Interest-Based Accommodations	Accommodations to Access Learning
<ul style="list-style-type: none"> • Provide opportunities in the classroom for students to develop their leadership skills. • Encourage a social climate within the classroom that fosters acceptance and appreciation for the strengths of all students. • Read, analyze, and discuss biographies of famous leaders. • Ask students to develop a list of qualities of a leader of their choice and then have students compare or contrast their own qualities with those of the leader. • Provide learning opportunities for students to work cooperatively with peers of like ability and interests. • Use hypothetical situations, bibliotherapy, and moral dilemmas to foster an accepting environment for all students. • Search for strengths of students and build on those strengths. 	<ul style="list-style-type: none"> • Constantly search for opportunities to promote and encourage appropriate social interactions for socially challenged students. • Provide preferential grouping or pre-select teams of students — don't permit students to choose and reject others. • Set clear expectations for behaviors. • Do not tolerate intolerance. • Provide preferential seating. • Encourage students to develop interpersonal and leadership skills. • Clearly state and consistently implement expectations and consequences. • Develop behavior plans to address problem situations. • Avoid power struggles, pick your battles, and maintain a calm, neutral response. • Communicate with peers or experts online.
Explicit Instruction: Compensatory Strategies	Explicit Instruction: Intervention/Remediation
<ul style="list-style-type: none"> • Teach skills needed to participate successfully in group work. • Provide groups with checklists of social skills needed for group work and have students evaluate their group. • Teach empathy. • Provide positive reinforcement when students use the skills they were taught. • Teach leadership skills and provide in-school leadership opportunities. • Encourage and teach students how to become self-advocates. • Help students learn to value diversity. • Provide opportunities for structured group work. • Develop high-level effective communication, collaboration, and self-advocacy skills. • Support a positive environment where students respect and compliment others. 	<ul style="list-style-type: none"> • Provide friendship groups where students can learn and practice interpersonal skills. • Assist students in learning social skills and appropriate interactions. • Provide opportunities for students to practice self-advocacy and have students role-play to develop advocacy skills. • Teach students how to develop and maintain friendships. • Help students learn how to resolve issues that occur as friendships grow. • Encourage the development of effective skills to interact with peers. • Provide support services for students with trained counselors or social workers. • Teach students to work as part of a team. • Teach skills for resolving conflicts. • Coach students in understanding body language and reading social cues.

Examples of Accommodations and Explicit Instruction for Intrapersonal and Social/Emotional

Strength-/Interest-Based Accommodations	Accommodations to Access Learning
<ul style="list-style-type: none"> • Provide a nurturing environment that values and respects individual differences. • Include activities that will help the student explore his/her attitudes, opinions, and self-awareness. • Teach knowledge of self, including learning abilities, learning styles, interests, nature of giftedness, etc. • Help students view mistakes as a valued part of the learning process. • Seek opportunities to compliment students on effort rather than ability. • Encourage students to equate effort with success. • Provide students with frequent opportunities to work cooperatively in a group. • Teach awareness and expression of different feelings. • Teach metacognition and sensitivity to others. • Provide access to scholars, expert practitioners, and gifted role models. 	<ul style="list-style-type: none"> • Allow breaks for physical activity to reduce mental fatigue. • Maximize success and minimize failures. • Offer counseling and guidance strategies specifically designed around the unique affective needs of GT students (feelings of being different, effects of uneven development, motivation, coping with learning barriers). • Provide career exploration and career counseling programs including future education planning, counseling, and guidance. • Focus attention on the development of strengths, interests, and intellectual capabilities rather than disabilities. • Encourage the development of strength areas by allowing time and resources to explore interests. • Ask students to become resident experts for the class in their areas of strength or interest.
Explicit Instruction: Compensatory Strategies	Explicit Instruction: Intervention/Remediation
<ul style="list-style-type: none"> • Teach students to use self-talk/metacognitive cues to accompany processing. • Help students understand that mistakes are a part of the learning process. • Work with students to develop a grading rubric before a project begins. • Teach students how to evaluate their own work. • Help students learn to set realistic goals, develop a plan to achieve those goals, and evaluate their progress. • Teach knowledge and skills necessary to manage potential difficulties in learning such as perfectionism, risk-taking, stress, heightened sensitivities, pressure to perform, and high expectations of self and others. • Help students deal with fear of failure, fear of success, procrastination, and paralyzing anxiety. 	<ul style="list-style-type: none"> • Provide support services with counselors, school psychologist, or social worker. • Teach mental scripts that emphasize self-regulation. • Teach strategies to manage anger. • Promote and teach positive coping strategies. • Work at building resiliency. • Help students to use positive self-talk about studying and to develop positive self-monitoring strategies. • Teach how to identify and manage feelings. • Develop personal behavior management skills. • Teach students to label, control, and express their emotions appropriately. • Assist students in developing positive coping strategies such as seeking support, positive reappraisal, and accepting responsibility.

Agenda Resolution

20-A-26S

APPROVAL – BERGEN COUNTY SPECIAL SERVICES SCHOOL DISTRICT NURSING PLAN AND
ASSIGNMENT SCHEDULE FOR THE 2019-2020 SCHOOL YEAR

RESOLUTION

WHEREAS New Jersey Administrative Code N.J.A.C. 6A:16-2(f)3 and N.J.A.C. 6:2.1(a)10 requires that each school district prepare a nursing plan and assignment schedule; and

WHEREAS, the Bergen County Special Services School District will continue to compile and prepare information for the continued education of our certified nurses and health care professionals;

BE IT RESOLVED, the Board of Education adopts the attached nursing plan and assignment schedule for District nurses and health care professionals for the 2019-2020 school year.

ATTACHMENTS:

Description	File Name	Upload Date
Nursing Plan	19- 20SchoolNursingServicesPlanSigned.pdf	9/12/2019
Nursing Schedule	2019-2020_Nurse_Assignments.pdf	9/12/2019