

Twice Exceptional Learners

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What is 2e?

Twice-exceptional (2e) children possess exceptional talents and experience learning differences such as autism spectrum disorder, ADHD, dyslexia, etc.

Don't always fit into common understanding of 504/IEP, may confuse educators with their inconsistent profiles



REEL



- REEL supports 2e kids by providing a bridge between their educators and parents.
- We raise awareness and understanding of 2e kids and provide resources to make school a place they can be successful.
- We disseminate and create 2e resources for advocating for and supporting 2e kids at school.

www.reelpaloalto.org

www.facebook.com/reelpa

NEW! Resource Kit

www.reelpaloalto.org/2e-distance-learning-tips



Top 10 Teaching Tips for Helping 2e Students with Distance Learning



supports 2e (twice-exceptional) kids by building bridges between their educators and parents. When asked what's most important for teachers to know about distance learning for 2e students, our members recommend these top tips.

What is 2e? Children who possess exceptional talents AND experience learning differences such as ASD, ADHD, dyslexia, and anxiety.

- 1. Build trust.** 2e kids rely on a trusted bond with their teacher for motivation, especially in challenge areas. Get to know students with 1:1 online sessions and remote "ice breakers"; find common interests and share personal stories. Consider a driveby "wave" or book/materials "pick up" at school to start a connection.
- 2. Establish strong school/home partnerships.** Parents' ability to support their kids vary with different family circumstances, but there is no way around the fact that parents are now part of the teaching team. Teachers should consider ways to collaborate with parents, who see their child's successes and struggles with distance learning firsthand.
- 3. Leverage strengths and interests.** 2e learners engage best when their passions are woven into their schoolwork - and, during distance learning, teachers and parents can work together to find at-home assignments and tools that play to children's interests.

REEL is excited to launch the "Teaching 2e: Supporting 2e Distance Learners" Resource Kit for educators, with top tips, strategies for key challenges, and a series of in-depth blog posts.

[What to Do? Twice-Exceptional Students and Distance Learning](#)

[Critical Success Factor: The Daily Schedule](#)

[Benefits of Distance Learning for 2e Learners](#)



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Hello!



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AGENDA

- **Supports Available Through IEP and 504 Plans**
- **Curriculum Enhancements**
- **Distance Learning**
- **Questions**



PRESENTING CONCERNS



- **Social Skills** - social interactions, pragmatic language, difficulty during group work
- **Emotional Needs** - anxiety, depression, poor self-concept
- **Executive Functioning Deficits** - organization challenges, trouble with chunking, planning, and breaking down assignments
- **Behavioral Challenges** - impulse control, refusal, elopement, aggression
- **Academic Challenges** - writing, reading comprehension, math calculation, academic fluency
- **Attention** - trouble taking notes, distraction, boredom



STEPS TO INITIATE SUPPORT OPTIONS



- **Request a Student Study Team (SST) meeting to document agreed-upon accommodations and supports**
 - Informal document
 - Must be shared and re-negotiated at the beginning of each school year
- **Request an assessment through the school district for eligibility under 504**
 - Legal document mandating all staff must implement accommodations and supports
 - Formally reviewed on an annual basis
 - Assessment may involve record review or socially-distanced in-person assessment
- **Request an assessment through the school district for eligibility for an IEP**
 - Legal document mandating that all staff must implement accommodations and services
 - Formally reviewed on an annual basis
 - Eligibility formally reviewed every three years
 - Assessment may involve record review or socially-distanced in-person assessment



504 PLAN



To be protected under Section 504, a student must be determined to:

- 1) have a physical or mental impairment that substantially limits one or more major life activities (e.g., learning, concentration, reading, thinking, communicating); or
- 2) have a record of such an impairment; or
- 3) be regarded as having such an impairment.

Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

All qualified elementary and secondary public school students who meet the definition of an individual with a disability under Section 504 are *entitled to receive regular or special education and related aids and services* that are designed to meet their individual educational needs as adequately as the needs of students without disabilities are met.



504 PLAN



In OCR's investigative experience, school districts sometimes rely on a student's average, or better-than-average, classroom grades or grade point average (GPA) and, as a result, make inappropriate decisions.

For example, a school district might wrongly assume that a student with an above-average GPA does not have a disability and therefore fail to conduct a Section 504 evaluation of that student, even if the school suspects that the student has ADHD or the school is aware that the student has been diagnosed with ADHD outside of school.

However, a student with a disability may achieve a high level of academic success but may nevertheless be substantially limited in a major life activity due to the student's impairment because of the additional time or effort the student must spend to read, write, or learn compared to others.

**Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools - Department of Education

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GENERAL 504 ACCOMMODATIONS FOR TWICE EXCEPTIONAL STUDENTS



- Minimize repetitive tasks/Shorten tasks to demonstration of mastery
- Offer alternative ways to demonstrate knowledge
- Seat student away from distracting stimuli or peers
- Use a daily workflow list
- Provide a check-in/check-out system for tracking assignments
- Allow use of technology for all writing assignments
- Avoid power struggles and use of confrontational techniques
- Offer student choices within assigned tasks
- Provide selective pairing and increased supervision during group work
- Provide leadership opportunities
- Provide access to challenging activities/tasks once assigned work has been completed
- Allow space and time to move

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IEP

13 eligibility categories, but the following categories most often apply to twice exceptional students:

- Specific Learning Disability - SLD
- Other Health Impairment - OHI
- Autism - ASD
- Speech and Language Impairment - SLI
- Emotional Disturbance - ED

IEP SUPPORTS

1) Accommodations

2) Direct Services:

- Counseling
- Speech and Language - Social Skills/Pragmatic Language Support
- Behavioral Support
- Occupational Therapy
- Assistive Technology
- Executive Functioning Supports
- Specialized Academic Instruction (math, reading, writing)

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CURRICULUM ENHANCEMENTS



- Participation in district gifted program
- Differentiated instruction = Accommodation of content, process, product, or learning environment (e.g., alternative online curriculum or challenging assignments, alternative way to demonstrate knowledge)
- Project-based learning
- Higher grade level curriculum
- Placement in a higher grade level for specific subjects
- Test out of class prerequisites
- Advanced placement classes
- Choice of topics

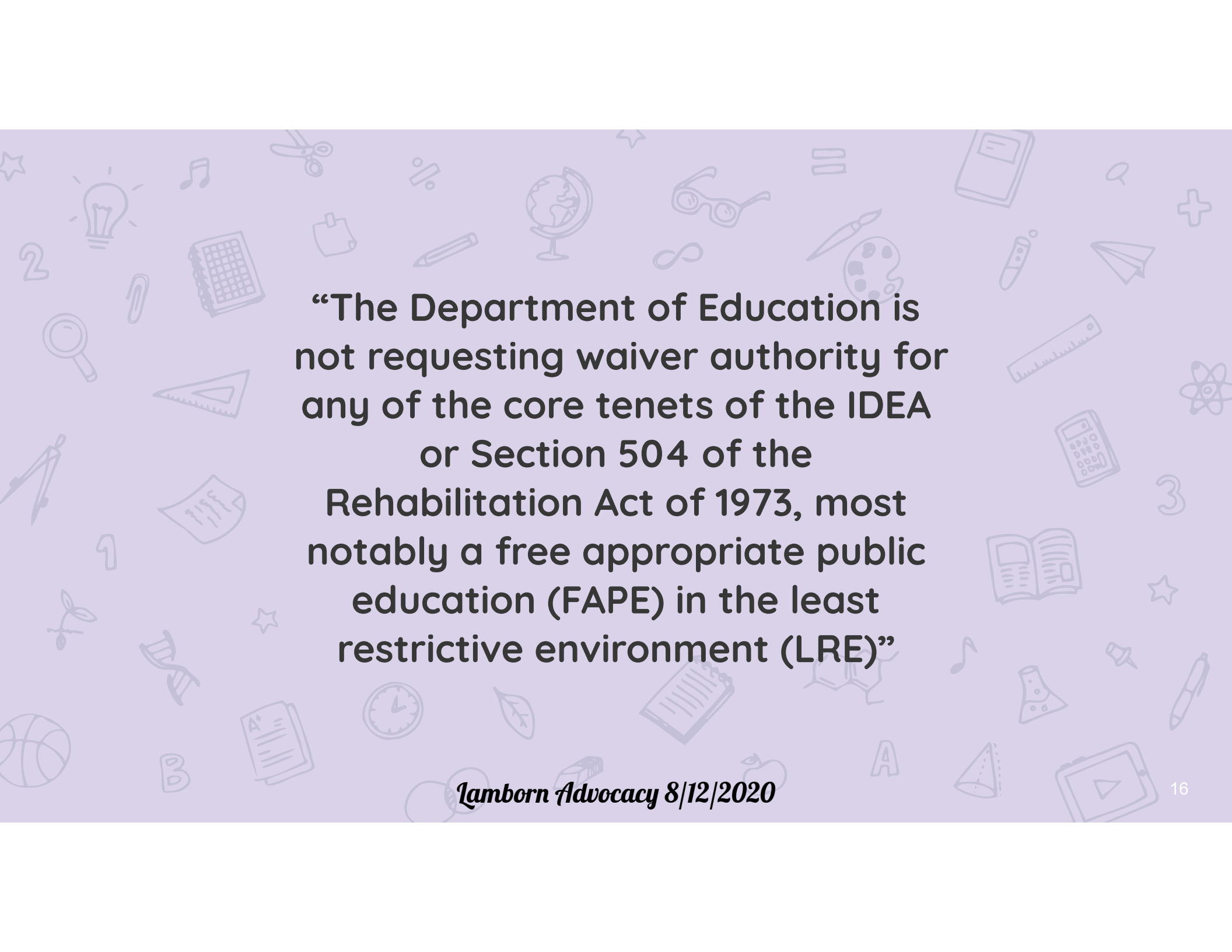


STATE REQUIREMENTS RELATED TO COVID



- If your county is on the watch list, your district will start with distance/online learning.
- School districts can open their campuses when the county they are in is off the monitoring list for 14 consecutive days.
- A school would be closed when at least 5% of the student body and staff are diagnosed with COVID within a 14-day period.
- A superintendent should close a school district if a quarter of its schools have been closed due to COVID cases within two weeks.

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“The Department of Education is not requesting waiver authority for any of the core tenets of the IDEA or Section 504 of the Rehabilitation Act of 1973, most notably a free appropriate public education (FAPE) in the least restrictive environment (LRE)”



WHAT DOES THIS MEAN?



- Schools can, and must, provide education to all students, including children with disabilities.
- The health and safety of children, students, educators, and service providers must be the first consideration.
- The needs and best interests of the individual student, not any system, should guide decisions and expenditures.
- Parents or recipients of services must be informed of, and involved in, decisions relating to the provision of services.
- Services typically provided in person may now need to be provided through alternative methods, requiring creative and innovative approaches.

What can I do to support my student?

COLLABORATE

COMMUNICATE

ACCOMMODATE

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COLLABORATE AND COMMUNICATE WITH STAFF



- Request a meeting with SST, 504, or IEP team
- Approach team with a positive and creative mindframe during COVID pandemic
- Retain insight into school district limitations and impact on funding during COVID
- Quiet emotions
- Think outside of the box
- Gather data to support your requests
- Based upon your knowledge of your child, offer specific, creative solutions as opposed to asking open-ended questions (e.g., This is what my child needs to access distance learning)
- Forward proposed accommodations and supports to district in advance of meeting
- Send introduction letter to all staff working with your child. Solicit your child's input regarding how to engage them, how to set boundaries, strengths, challenges, etc.
- Use appropriate hierarchical channels when unable to resolve concerns with your team (e.g., Principal, Program Specialist, etc.)

ACCOMMODATIONS AND SUPPORTS FOR DISTANCE LEARNING

Social Skills

- Online pragmatic language/social skills group
- Targeted skill instruction in distance learning groups
- Staff/Parent-supported social interactions (e.g., games)

Executive Functioning

- Check-in/check-out to track completion of assignments
- Daily workflow lists
- Break assignments into smaller chunks

Anxiety/Depression

- Camera off, with agreements
- Thoughtful, selective breakout groups
- One-on-one presentations
- Daily check-ins with therapist/case-manager

Learning Disability

- Assistive technology support
- Accommodated or differentiated assignments
- Screen free/Email work for printing
- Adjust timing of service delivery

ADHD

- Streamlined assignments
- Frequent breaks
- Ability to move and stand during synchronous classes
- Flexible due dates

Behavior

- Behavior plan specifically designed for home learning
- Check-in/check-out with behaviorist
- Consultation with behaviorist

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HOW AND WHEN TO HIRE AN ADVOCATE

- Reach out to an advocate when you have hit a wall with the team, when you are feeling overwhelmed and confused, when you do not feel you are being heard
- Advocates can provide behind-the-scenes support (e.g., preparing you for a meeting with strong arguments and data) and direct support (e.g., attending SST/504/IEP meetings)
- How to choose an advocate - Inquire about:
 - Years working in the field of 504 and special education
 - Years working as an advocate
 - Experience within the public school system (e.g., breadth and depth of knowledge about the support and service options within a district)
 - Personality and style match

QUESTIONS?

