

Teacher Strategies
for Twice
Exceptional
Learners

Pr. Karen B. Rogers
University of St. Thomas
Department of
Special Education
& Gifted Education
Minneapolis, Minnesota

2

What Did We Learn About Twice
Exceptional Learners and About
Teaching Them?

Rogers Session 1 PaTTAN Conference February
2015

3

First, Some Definitions...

- o **Twice Exceptional**
 - o Individual who presents as "above average" in ability and exhibits a disorder or disability that prevents him/her from maximizing that intellectual potential
- o **GT/AD/HD**
 - o Individual who presents as "above average" in ability and exhibits a degree of inability to focus, or inability to control physical impulses, or both to a degree that prevents him/her from maximizing that intellectual potential in expected performance
- o **GT/EBD**
 - o Individual who presents as "above average" in ability and exhibits maladaptive social interactions or behavioral disorders to such a degree that he/she cannot maximize intellectual potential in expected performance

Rogers Session 1 PaTTAN Conference February
2015

4

More Definitions...

- o **GT/ASD**
 - o Individual who presents as "above average" in intellectual ability and exhibits inappropriate social interactions, repetitive mannerisms, inability to draw inferences or think abstractly, and inability to filter stimuli in a complex environment
- o **GT/SLD**
 - o Individual who presents as "above average" in intellectual ability and shows a large discrepancy in academic performance in one or more domains, is unable to maximize his or her intellectual potential due to this learning disability
- o **GT/Other**
 - o Individual who presents as "above average" in intellectual ability and has a physical, sensory, or nonverbal disability that prevents him or her from maximizing intellectual potential

Rogers Session 1 PaTTAN Conference February 2015

5

Even More Definitions...

- o **Teaching Strategies**
 - o Skill in managing and planning how one will teach most effectively
 - o Planning how to maneuver "forces" into the most advantageous position prior to actual engagement with the "enemy"!
 - o This managing and planning may include instructional differentiation through accommodation to the curriculum, adaptation of the curriculum, replacement learning experiences, remediation skills training

Rogers Session 1 PaTTAN Conference February 2015

6

And More Definitions ...

- o **Curricular Accommodation**
 - o Teaching strategies that allow students to demonstrate mastery of a given standard or assessment. No change is made to the standard but access to the standard is made easier; there are 9 types of curricular accommodations:
 - o Quantity, time, level of support
 - o Input, difficulty, output
 - o Participation alternate goals, substitute curriculum

Rogers Session 1 PaTTAN Conference February 2015

And More Definitions ...

- Curricular Adaptation

- o Temporary strategies that make the curriculum more suitable: adjusting a core standard to suit the conditions; may include
 - o Rate adjustment (untimed tests, etc.)
 - o Technique training to strengthen a breakdown point
 - o Use of supports or aid (assistive tech, etc.)
 - o Volume adjustment (materials), format adjustment (medium for learning)
 - o Alternative feedback system
 - o Prioritization (emphasis on certain task components)

components rather than all (Session of Panthem) Coterie Fall 2015

[illegible]

And More ...

- Curricular Differentiation

- o Change the curriculum itself to better address the strengths and the "issue" of the child; may occur by extending the core standards for more depth, complexity, breadth; may occur by focusing in more depth on given core standards for greater understanding, transferability, generalization of knowledge or skill

Rogers Session 1 PaTTAN Conference February
2015

But First, a Little Bit About the Project...

- oProject 2Excel
- oA Javits-Funded Research Project
- oU.S. Government 0.875 Million Dollar Project
- oRan from Fall, 2009-Spring, 2012

Rogers Session 1 PaTTAN Conference February 2015

10

Origins of the Project

- o Two GT coordinators talked to me about concerns
- o Javits Grant Request for Proposal was announced
- o Included different districts in project, all with all-gifted classroom programs
 - o Capitol Hill (SPPS) - large single school model
 - o Inver Grove Heights - small blue collar district
 - o South Washington County - large 2nd ring suburb
 - o Bloomington - moderate 1st ring suburb
- o Received news of being given the grant in October, 2008, 1 of 6 projects funded

Rogers Session 1 PaTTAN Conference February 2015

11

Who was involved?

- o 84 Twice exceptional learners (GT/ADHD, GT/EBD, GT/ASD, and GT/SLD) starting with Year 4 to be followed for 5 years
- o 22 Teachers in self-contained gifted classes, one year level per year, from Years 4-8
- o Parents of twice exceptional learners starting with Year 4, plus parents of all twice exceptional learners in each earlier grade once the accommodations have proven successful
- o Twice exceptional learners in Years 3-8, once the experimental year is completed

Rogers Session 1 PaTTAN Conference February 2015

12

Project Goal

- o Goal Three: develop a "toolkit" of accommodations and adaptations for gifted curriculum in math and language arts/reading
 - o Students pre- and post-tested annually for academic improvements in math and reading achievement, intrinsic motivation to learn math and language arts/reading, and on self-efficacy in math and language arts/reading
 - o Each district used different gifted curricula in these two subjects implemented in self-contained gifted classrooms

o C
oll
eg
e
of
Wi
llia

13

Who Was In The Study?

Gender/ Group	ADD	EBD	ASD	SLD	Total
Girls Experimental	3	12	0	2	17
Girls Control	2	4	0	4	10
Boys Experimental	21	5	4	9	39
Boys Control	9	4	0	5	18
Total	35	25	4	20	84

Rogers Session 1 PaTTAN Conference February 2015

14

What Does It Mean?

- o The calculated effect sizes span 2 1/2 years' growth.
- o The students in both experimental and control disability groups made the expected one year of growth per year in both math and reading plus an additional 1/3 of the reported effect size per year. For the experimental ADD group, the gain per year was 1 1/2 years' academic growth in reading.
- o The academic gains for both experimental and control groups were substantial in almost every case, but were greater for all experimental groups except for EBD.

Rogers Session 1 PaTTAN Conference February 2015

15

Experimental vs. Control Achievement Comparisons

Group/Exceptionality	Reading Growth	Mathematics Growth
Experimental ADD/ADHD	+1.52	+1.35
Control ADD/ADHD	+.62	+.78
Experimental EBD	+1.47	+1.24
Control EBD	+1.17	+3.73 *
Experimental ASD	+1.03	+1.84
Control ASD	--	--
Experimental SLD	+1.57	+1.35
Control SLD		

Rogers Session 1 PaTTAN Conference February 2015

16

Experimental vs. Control Self-Perceptions by Twice Exceptionality

Group/Exceptionality	Schol. Comp.	Social Acc.	Beh. Cond.	GSW
Experimental ADD/ADHD	+.48	-.21	-.02	-.08
Control ADD/ADHD	-.29	-.04	+.17	0
Experimental EBD	+.35	-.11	-.13	-.10
Control EBD	-.06	-.49	-.63	-.08
Experimental ASD	+.23	+.59	+.64	+.62
Control ASD	--	--	--	--
Experimental SLD	-.17	+.80	-.25	-.01
Control SLD	-.63	+.23	+.20	-.14

Rogers Session 1 PaTTAN Conference February 2015

17

Experimental vs. Control Intrinsic Motivation by Twice Exceptionality

Group/Exceptionality	Reading Intrinsic	Mathematics Intrinsic	General Intrinsic
Experimental ADD/ADHD	-.16	+.04	+.175
Control ADD/ADHD	-.122	-.63	+.140
Experimental EBD	-.11	-.15	+.180
Control EBD	-.86	-.59	+.37
Experimental ASD	+.63	+.63	+.142
Control ASD	--	--	--
Experimental SLD	+.06 -.05	+.89 -.12	+.132 +.102
Control SLD			

Rogers Session 1 PaTTAN Conference February 2015

18

General Teaching Strategies Used in Project 2Excel for Working Effectively With 2X Learners

- o **Strategy One: Diagnosis**
 - o Strengths
 - o Preferences
 - o Issues of Concern
- o **Strategy Two: Differentiation for Talent Development Needs**
 - o Compacting
 - o Acceleration
 - o Depth
 - o Connection/Breadth

Rogers Session 1 PaTTAN Conference February 2015

19

General Teaching Strategies for Working Effectively With 2X Learners

- o **Strategy Three: Accommodating the Core Curricular Outcomes**
 - o Reducing number of assignments
 - o Extending task completion and testing times
 - o Adapting the outcomes or tasks, substitute other materials and outcomes that are more appropriate
 - o Rephrasing, providing visual organizers for task steps

Rogers Session 1 PaTTAN Conference February 2015

20

General Teaching Strategies for Working Effectively With 2X Learners

- o **Strategy Three: Accommodating the Core Curricular Outcomes**
 - o Dividing tasks into chunks
 - o Using assistive technology
 - o Check often for understanding of concept
 - o Providing supportive environment for task completion and testing
 - o Multisensory instruction
 - o Cooperative grouping, peer buddies

Rogers Session 1 PaTTAN Conference February 2015

21

General Teaching Strategies for Working Effectively With 2X Learners

- o **Strategy Four: Adapting the Curriculum**
 - o Highlighting text, study outlines, books on tape
 - o Teach mnemonics to remember information
 - o Alternate options for showing what has been learned (GR at CH – Bobby McFerrin)
 - o Adjust where student works to avoid distractions

Rogers Session 1 PaTTAN Conference February 2015

22

General Teaching Strategies for Working Effectively With 2X Learners

- o **Strategy Four: Adapting the Curriculum**

o P
ro
vi
di
n
g
wr
itt
e
n
sc
h

23

What Were the Special Gifted Supports Project 2Excel Students Received?

- o **Different classroom environment with**
 - o More frequent opportunities for individualized learning and thinking independently
 - o More frequent opportunities for thinking critically
 - o More frequent opportunities for divergent thinking
 - o More frequent use of application, reflection, with accompanying high expectations
 - o More frequent opportunities for problem solving, active inquiry learning
 - o More opportunities to do research

Rogers Session 1 PaTTAN Conference February 2015

24

What Were the Twice Exceptional Supports These Students Received?

- o **Different classroom environment with**
 - o Less complexity, overwhelming stimulation
 - o Muted colors, lighting
 - o Alternative seating, desk arrangements
 - o Visual reminders of tasks, time allotments for tasks
 - o Personal reminders of tasks, time allotments
 - o Teacher check ins during work time
 - o Alternative spaces for doing "work"
 - o Additional helpers in class as co-teachers when SLD or ADD involved
 - o Alternative time outs (Yoga Calm, etc.) when anxiety and stress evidenced
 - o Simplified systems for submitting homework and task completions
 - o Multiple modes for reminding kids of due dates and expectations

Rogers Session 1 PaTTAN Conference February 2015

25

What Were the Twice Exceptional Supports These Students Received?

- o **Different Access to the "Gifted" Curriculum with**
 - o Assistive technology
 - o Social skills training
 - o "Mind Reading" – emotion lessons
 - o Self-awareness/emotions training
 - o Self-chosen reading materials
 - o Less classroom time spent on whole class instruction
 - o River Math
 - o SEM-Reading
 - o Longer periods of time spent in classroom on math and reading with less emphasis on homework
 - o Longer terms tasks broken down into smaller segments and given one segment at a time
 - o Peer or paired learning
 - o Less up front talk about assignments and tasks: verbal explanations accompanied by written or visual supplements

Rogers Session 1 PaTTAN Conference February 2015

26

What Were the Twice Exceptional Supports These Students Received?

- o **Trained teachers who**
 - o Created strong personal relationships with these students – closer desk arrangements, frequent check ins, simplification of organizing systems, frequent reinforcement for "good" outcomes
 - o Had confidence in their ability to be successful with these kids and excitement when they saw positive changes
 - o Communicated effectively and frequently with these kids, bringing them into the "group" or "grouping" them with others with similar disabilities for group projects

Rogers Session 1 PaTTAN Conference February 2015

27

Now, let's look at VERY SPECIFIC Strategies That Worked With These Twice Exceptional Learners!

Rogers Session 1 PaTTAN Conference February 2015

28

GT/ADHD Strategy Categories

- o Gifted/Talent Development
- o Thinking Strategies
- o Learning Climate
- o Social Skills Instructional Support
- o Organization
- o Memory

Rogers Session 1 PaTTAN Conference February 2015

29

What Works and Doesn't Work With GT/ADHD Children

What Works: Gifted Instruction	What Doesn't Work: Gifted
<ul style="list-style-type: none"> · Knowing, practicing models for gifted education · Focus on students' interests and gifts · Open-ended outlets for demonstration of knowledge · Differentiated instruction · Tasks that fit students' learning style · Multisensory instruction · Support and clarification for directions · Offering student choices · Alternative product options · Collaboratively designed rubrics · Hands-on experiences real life tasks · Integration of visual and performing arts 	<ul style="list-style-type: none"> · Remedial instruction · Rigid task guidelines · Belief that GT/ADD can organize their thinking without accommodations or instruction · Perceiving lack of production as a sign of motivational weakness or lower intelligence · Rote memorization · Text-based instruction · Only teacher-directed activities

Rogers Session 1 PaTTAN Conference February 2015

30

What Works and Doesn't Work With GT/ADHD Children

What Works: Thinking	What Doesn't Work: Thinking
<ul style="list-style-type: none"> · Teaching thinking strategies · Teaching and modeling thinking strategies · Practicing thinking strategies in the classroom · Applying thinking strategies · Working with GT/ADD students to formulate questions, think through problems, use the Socratic method, actively participate in the learning process, apply abstract concept to everyday occurrences, develop a thinking process, develop a thinking language, or search for their own solutions · Utilizing meta-cognitive skills · Transferring/applying thinking strategies that work in areas of strengths to areas of need. 	<ul style="list-style-type: none"> · Assuming students know thinking strategies · Assuming students can apply thinking strategies without ongoing practice

Rogers Session 1 PaTTAN Conference February 2015

31

What Works and Doesn't Work With GT/ADHD Children

What Works: Climate	What Doesn't Work: Climate
<ul style="list-style-type: none"> · Understanding of student's unique strengths and needs · Promoting self-advocacy skill · Comfortable, stimulating classroom with challenge · Highly visible class standards and expectations · Student freedom of movement within classroom · Interactive participation · Flexibility · High classroom standards · Cooperative groups · Individualized programming · Conflict resolution instruction · Multimedia resources available · Technological tool available –word processors, calculators, spell checkers 	<ul style="list-style-type: none"> · Routine and remedial drill and practice with focus on student's disabilities · Lowering of standards · Confrontational communication · Inflexible expectations that diminish student individuality

Rogers Session 1 PaTTAN Conference February 2015

32

What Works and Doesn't Work With GT/AD/HD Children

What Works: Social/Emotional	What Doesn't Work: Social/Emotional
<ul style="list-style-type: none"> · Respecting students · Encouragement · Connecting to students through their strengths and interests · Focusing on strengths, analyzing successes, and applying strengths to weaknesses · Teaching conflict resolution skills · Teaching self-advocacy and self-efficacy · Offering choices, alternatives ideas, options · Extracurricular enrichment · Easing barriers and planning for future · Using nonverbal strategies to support students · Discipline as teachable moment · Encouraging risk taking · Practice skill to build confidence 	<ul style="list-style-type: none"> · Disrespect · Sarcasm · Limiting options and choices · Stressing the importance of the weaknesses · Using negative consequences only · Using one instructional method · Denying access to positive learning experiences · Discipline as punishment only · Lack of communication · Fear of being wrong or making mistakes

Rogers Session 1 PaTTAN Conference February 2015

33

What Works and Doesn't Work With GT/ADHD Children

What Works: Organization	What Doesn't Work: Organization
<ul style="list-style-type: none"> · Electronic organizers · Software organization programs · Study guides that help locate information and answers · Assignments books and calendars for recording assignments · Graphic organizers –outlines, webs, diagrams, storyboards · Establishing specific due dates for short assignments and time frames for long-term assignments · Breaking up tasks into workable and obtainable steps · Providing checkpoints for long-term assignments and monitoring progress frequently · Providing time to organize materials and assignments 	<ul style="list-style-type: none"> · Assuming students have the needed organizational skills · Attributing poor organizational skills to lack of motivation, bad attitude, or laziness · Assigning long-term or complicated assignments without supports for organization · Expecting students to utilize organizational supports without providing instruction in the use of those supports

Rogers Session 1 PaTTAN Conference February 2015

34

What Works and Doesn't Work With GT/ADHD Children

What Works: Organization (2)	What Doesn't Work: Organization
<ul style="list-style-type: none"> · Providing a homework hotline or web page · A specific location for students to place completed work –a single place · Monitoring students' accuracy in recording assignments and/or providing printed copy · Multiple modalities when presenting directions, explanations, and instructional content · Having students sequence activities after a lesson or event 	

Rogers Session 1 PaTTAN Conference February 2015

35

What Works and Doesn't Work With GT/ADHD Children

What Works: Memory	What Doesn't Work: Memory
<ul style="list-style-type: none"> · Providing students with a copy of the information that highlights key facts · Having students tape record directions or information · Providing students with environmental cues and prompts –posted rules, steps for performing tasks, etc. · Allowing students to use resources in the environment to recall information –notes, textbooks, pictures, etc. · Relating information to student's previous experiences · Having students outline, highlight, underline, or summarize information that should be remembered · Telling students what to listen for when being given directions or receiving information · Associative cues or mnemonic devices · Teaching visual imagery 	<ul style="list-style-type: none"> · Using only one modality, such as a lecture, to teach a lesson · Expecting students to recall facts without support · Expecting students to utilise mnemonics, visual imagery, technology, or other supports without teaching them how to use these tools

Rogers Session 1 PaTTAN Conference February 2015

36

Executive Functioning

o Lovecky suggested that an underlying deficit in GT/ADHD kids occurs in their executive functioning, the higher level skills that allow one to learn how to learn, to figure out what we are going to do, how we will do it, and then help us do it. EF helps us deal with new information by thinking of ways to incorporate it into what we already know and give us new ways of looking at material by manipulating it in our mind using different sets of parameters. Skills needed include organizing, planning, problem solving, mental flexibility, connection, prioritizing, integrating, strategizing, focusing, monitoring, and modifying .

Rogers Session 1 PaTTAN Conference February 2015

37

GT/SLD Strategies

- o Talent development strategies
- o Discrepant skill development
- o Executive functioning strategies
- o Planning, organization strategies
- o Self-awareness/esteem building strategies
- o Social coping strategies
- o Anxiety management strategies
- o Assistive technology strategies

Rogers Session 1 PaTTAN Conference February 2015

38

GT/SLD Talent Development

What Works	What Doesn't Work
<ul style="list-style-type: none"> Using child's interest area or academic strength area as basis for skill remediation as well as enhancing the interest and strength already there Organizing learning conceptually and then interjecting specific skills needed Connect interest/strength area via theme to another discipline, not necessarily the one needing remediation, so child learns about connecting and transferal Consider whether skill to be learned is "essential" to child's success as adult – eliminate or reduce exposure if not 	<ul style="list-style-type: none"> Repetitive practice on skill that needs remediation Timed assessments Complex "turn in" systems Multi-step tasks explained up front Memorization of discrete facts

Rogers Session 1 PaTTAN Conference February 2015

39

GT/SLD Discrepant Skills Reading

What Works	What Doesn't Work
<ul style="list-style-type: none"> Emphasis on comprehension, gaining information (Jacob's Ladder series) Using literature for stimulating reading interests High interest personal reading materials William & Mary unit Development of expository reading Oral discussion using supporting text Explicit instruction in phonological awareness, phonics, and decoding (Wilson) Begin with experience, teach through arts, activate prior knowledge Participation in programs such as special literature circles, Junior Great Books (beyond grade level series) Text guides, interviews, speakers, demos Tape recorded tests, directions Visual supports to understand written information, teach highlighting, note taking Word Banks, rule based approach to reading Teach how to use a textbook and its parts 	<ul style="list-style-type: none"> Focus on errors that don't affect comprehension Reading worksheets Round-robin reading with no chance to read silently first Categorizing below grade-level basal readers Never go beyond lower level comprehension questions in text analysis Pair with other lower readers instead of pairing good and not so good decoder at times

Rogers Session 1 PaTTAN Conference February 2015

#40

GT/SLD Discrepant Skills Instructional Strategies: Writing

What Works	What Doesn't Work
<ul style="list-style-type: none"> Use storyboards, graphic organizers, guided imagery, dramatization before writing project start Provide rubric, models and anchor papers so expectations are clear Use story starters, webs, outlines Set important purpose for writing, such as publication Reduce or alter written requirements Break down task into small parts Extend time as needed Proofreading checklist Word banks, thesauri, dictionaries, personal dictionaries of misspelled words Paper with raised lines, pencil grips, Rogers mechanical pencils, slant boards 	<ul style="list-style-type: none"> Focus on handwriting, mechanics instead of content Quantity vs. quality Using red pens to show errors

Rogers Session 1 PaTTAN Conference February 2015

#41

GT/SLD Discrepant Skills Instructional Strategies: Math

What Works	What Doesn't Work
<ul style="list-style-type: none"> Differentiate pace of learning new concept but keep practice at lower level Focus on math concepts, higher level thinking, and problem-solving skills rather than computational skills Use technology for basic computational work Provide open-ended problems with multiple solutions and addressing real world scenarios Have GT/SLD learners look for patterns, experiment to find solutions, and learn mathematical language Encourage participation in Math Counts, Math Olympiads, and American Jr. and High School Math exams to promote mathematical thinking Provide explicit, individual instruction to help develop, support areas of weakness (such as algebra, long division) Help students set personal goals and work to improve their fluency. Chart personal growth and celebrate when goals are met 	<ul style="list-style-type: none"> Drill, focus on rote learning Assuming student could do it if he would just try Assuming child just doesn't want to do it Assuming the child is just not paying attention or has bad work habits Ensuring that math is focused on automaticity of basic skills Waiting until the problem gets really bad in 5th or 6th grade rather than starting early with interventions

Rogers Session 1 PaTTAN Conference February 2015

#42

GT/SLD Executive Functioning Strategies

What Works	What Doesn't Work
<ul style="list-style-type: none"> Momentary checks to see if still focused on task and task makes sense Teaching child to let you know when needs clarification, help with challenging materials Helping child visualize positive outcomes for tasks undertaken – rewards for getting started Use of recording technology to take notes (LiveScribe pen) Planning, organizing charts for doing homework, studying for tests, working on longer term projects 	<ul style="list-style-type: none"> Limited duration tasks, timed tests Not checking to see if learning materials are “too” challenging

Rogers Session 1 PaTTAN Conference February 2015

#3

GT/SLD Planning and Organization Strategies

What Works	What Doesn't Work
<ul style="list-style-type: none"> Provide visual map of how desk, project might be organized and give child daily time to keep things in order Simplify system for turning in assignments, perhaps by having the child give you the assignments as hand off, establish a homework hotline Require child to only put out materials directly needed for task at hand. Rest of stuff in placed as on map in desk Might even develop a system for backpack Use of graphic organizers to plan task, plan how project will be carried out, how a task will be made, how a paper will be written (Drapeau) Provide flow charts, study guides, personalized reminders for due dates, steps of a project to be done Use short, simple directions when giving a task, follow up by having child summarize (quietly) what he thinks he is supposed to do, checking frequently to be sure directions are remembered 	<ul style="list-style-type: none"> Assuming child could do it if he really wanted to Assigning longer term projects with multiple steps Giving child an organizational support tool but without direct instruction in how to use it

Rogers Session 1 PaTTAN Conference February 2015

#4

GT/SLD Self-Awareness/Self Esteem Building

What Works	What Doesn't Work
<ul style="list-style-type: none"> Focus on development of potential Create classroom that values individual differences Provide consistent challenge Clearly state and follow through on expectations Teach that mistakes are part of learning Promote growth mindset Provide experiences so child can learn about self (Peterson) Use bibliotherapy, ethical and moral dilemmas, hypothetical situations as discussions Facilitate group building and development of empathy Allow students to self-evaluate Celebrate child's personal goals when met Avoid power struggles, stay neutral Coach in long-term goals, breaking down into smaller tasks, control, express own emotions Use each other's cooperative strategies to learn from mind of practicing professionals 	<ul style="list-style-type: none"> Assume that low self-esteem can be fixed by the student Trying to "fix" the student Expecting child to keep on working on a task until it is done "right"

Rogers Session 1 PaTTAN Conference February 2015

#5

GT/SLD Social Coping/Skills Strategies

What Works	What Doesn't Work
<ul style="list-style-type: none"> Give child opportunities to work with peers with similar interests and abilities Encourage involvement in school clubs and co-curriculars Protect from peer bullying, chances for other students to reject (preselect groups) Provide a friendship group Coach in body language and reading social cues Teach self-advocacy skills through role-play Teach how to collaborate in small group work Provide in-school leadership opportunities Develop a behavior plan with child to address problem situations Specialized counseling as needed 	<ul style="list-style-type: none"> Encourage child to stick with working on his area of weakness Allowing kids to choose own groups (potential rejection) Assuming child knows how to interact socially with peers and other adults Going for immediate consequences when there is inappropriate social behavior

Rogers Session 1 PaTTAN Conference February 2015

#6

GT/SLD Anxiety Management Strategies

What Works	What Doesn't Work
<ul style="list-style-type: none"> · Posing the learning of new skills as "adventure", exciting · Helping child work out a plan for what to do when "stuck" due to stress or fear · Allowing for "take a break" short intervals during challenging learning task · Computerized clock at front of room so child knows how much time there is to work on task and can plan accordingly 	<ul style="list-style-type: none"> · Communicating that child's fears are baseless

Rogers Session 1 PaTTAN Conference February 2015

#7

GT/SLD Assistive Technology Strategies

What Works	What Doesn't Work
<ul style="list-style-type: none"> · Matching assistive device to learning style (visual, auditory, kinesthetic) of learner · Software that assists with organizing writing and thoughts · Allowing child to select the means for demonstrating accomplishment of tasks and technology he or she will use · Use of multisensory approaches to learning experience and outcomes 	<ul style="list-style-type: none"> · Requiring each 2e child to use a Kindle or Ipad reader or LiveScribe pen

Rogers Session 1 PaTTAN Conference February 2015

#8

Assistive Technology for Reading Adaptations and Accommodations

- o CD-ROMs with audio component
- o Electronic spellers that speak words aloud
- o Books on tape and digital books
- o Computer programs that allow words to be read aloud
- o Text-to-speech software
- o Smartpens (e.g., LiveScribe)

Rogers Session 1 PaTTAN Conference February 2015

49

Assistive Technology for Writing Adaptations and Accommodations

- o Voice recognition software
- o Writing.org

50

GT/EBD Strategies

- o Gifted/Talent development
- o Conflict "management"
- o Anger "management"
- o Anxiety "management"
- o Self-regulation
- o Emotional support for self-awareness
- o Social skills instructional support

Rogers Session 1 PaTTAN Conference February 2015

51

GT/EBD Talent Development Strategies

<ul style="list-style-type: none"> · Focus and negotiate student learning based on students' interests and gifts · Open-ended outlets for demonstration of knowledge · Differentiated instruction on a personalized level · Tasks that fit students' learning style · Multisensory instruction · Individual support and clarification for directions · Offering student choices · Alternative product options · Collaboratively designed rubrics · Hands-on experiences real life tasks · Integration of visual and performing arts · Bibliotherapy, such as "Some of My Best Friends Are Books" 	<ul style="list-style-type: none"> · Remedial instruction · Rigid task guidelines · Belief that GT/just cannot learn anything until their behavior and attitudes are in order · Perceiving lack of production as a sign of motivational weakness or lower intelligence · Rote memorization · Text-based instruction · Only teacher-directed activities
--	---

Rogers Session 1 PaTTAN Conference February 2015

52

GT/EBD Conflict Management Strategies

What Works?	What Doesn't Work?
<ul style="list-style-type: none"> · ABA or FBA analysis and follow through · PBIS vs. punishment or "consequences" · Apply creative problem solving methods to issue that conflicts · Deter escalation of conflict and try to defuse situation – this requires anticipating the "triggers" that will cause problem behavior. · For teaching strategies - anticipate the triggers and defuse behavior by rehearsing needed to effectively handle conflict situations that trigger problem behavior 	<ul style="list-style-type: none"> · Rules to follow with punishment if they are not adhered to · No attention paid to others who may be part of the problem when conflict arises · Assuming the "worst" about this student when there is a conflict · Assumption in the inherent worth of a "no bullying" policy or program

Rogers Session 1 PaTTAN Conference February 2015

53

GT/EBD Anger Management Strategies

What works	What Doesn't Work
<ul style="list-style-type: none"> · Modify environmental stimuli to reduce stress such as sensory elements (lighting, noise, comfort), reducing time demands (tempo, duration, schedules), conceptions of space (open areas and small spaces to which students can go when feeling trapped, angry or scattered) · Use language that normalizes common human struggles – help student understand, isolate, and normalize an area of difficulty, such as "you are the kind of person who hates to be interrupted, likes things to stay the same, needs time to figure out where to start, etc." Then emphasize that others have felt this struggle as well and help child reframe "problem" into more neutral · Show that you "get" it – don't argue that the child doesn't feel what he feels or that it's not a big deal. Acknowledge what child thinks might happen and take concern seriously. · Help student externalize what is occupying him or her internally. Have child write a letter, draw, record an audiotape about feelings · Practice ahead of time what child might do (other than have a meltdown) if situation occurs that child worries about - personal signals to you when this might happen 	<ul style="list-style-type: none"> · Losing your own self-control and lashing out, shouting · Stepping into the child's personal space · Talking face to face or side by side (try an angle) (sit rather than stand) · Do immediate referral to office · Ridicule, degradation, scolding

1 PaTTAN Conference February 2015
Rogers Session

54

GT/EBD Anxiety Management Strategies

What Works	What Doesn't Work
<ul style="list-style-type: none"> · Teaching student that <i>facing the fear</i> will reduce its power · Have student <i>identify</i> their thought ("What am I thinking about?"). Then they must <i>challenge</i> the thought (" Is it true that I always...?"). Then <i>modify</i> the thought ("This test is going to be hard but I am prepared."). Then <i>replace</i> the thought ("I am going to do fine."). This model is one of cognitive intervention · Have student engage in <i>positive self-talk</i> (think "The Little Engine That Could") · Teach student <i>Mindfulness-based strategies</i>: (1) notice anxious thoughts but do not believe them; (2) stay present –living in the future produces anxiety; (3) breathe; (4) Yoga Calm; (5) letting student leave the setting that is causing anxiety · Give one step in a task at a time, extend task deadlines, preferential seating arrangement near teacher, away from stressful stimuli 	<ul style="list-style-type: none"> · "Pooh poohing" student fears when they are stated · Telling them "it's not that bad" · Ridicule, sarcasm

Rogers Session 1 PaTTAN Conference February 2015

55

GT/EBD Anxiety Management Strategies

What Works: Anxiety Management, Cont.	What Doesn't Work
<ul style="list-style-type: none"> Systematic desensitization (baby steps) – overcome by doing, one step at a time and celebrate each step! Fake it to make it – do the activity and pretend to like it Predict pleasure – predict on a scale of 1 to 10 how much fun will be had Deep breathing - inhale to count of 6, exhale to count of 6 Behavioral rehearsal – do the feared thing over and over until it isn't scary Take a risk – learn to give self permission to not do it well but just try something new Tell student you are going to help them fail and see that it isn't so bad Help student identify a “go to” person at school, don't call on student to answer or read in front of class, reduce amount of work to show mastery, allow child to sit where he or she feels comfortable, create alternative ways to show mastery Find books that deal fictionally with children and fears, such as <i>When Lizzie Was Afraid of Trying New Things</i>, <i>Something Might Happen</i>, <i>Fighting Invisible Tigers</i>. 	<ul style="list-style-type: none"> “Pooh poohing” student fears when they are stated Telling them “it's not that bad” Ridicule, sarcasm

Rogers Session 1 PaTTAN Conference February 2015

56

GT/EBD Self-Regulation Strategies

What Works	What Doesn't Work
<ul style="list-style-type: none"> Laying out daily schedule and following it – placed on student's desk, on a whiteboard or bulletin board in the room, on computerized scheduler for student, etc. Allowing adequate time for transitions that conform to the schedule Clear communication to communicate what teacher wants from student, what are the direct expectations for response from student in simple, direct language without use of open-ended questions, extra words, or gaps in directions for activities – keep them specific and sequential Use prompts before seeing “correct” behavior, use corrections after an incorrect behavior occurs. Prompts may include verbal statements, gestures, modeling, and guiding prompts (teacher helps student enact the correct response)Rogers Teach self-monitoring techniques and “taking temperature” of situations and self Cognitive Behavior Therapy 	<ul style="list-style-type: none"> Punishment, traditional behavior modification techniques

Rogers Session 1 PaTTAN Conference February 2015

57

GT/EBD Self-Awareness Strategies

What Works	What Doesn't Work
<ul style="list-style-type: none"> Place your emphasis on listening rather than questioning, so you don't take control of the conversation Place emphasis on nonverbal responding rather than informing while listening to the student's concerns “Attend” to the student, giving undivided attention Pay attention to feelings being expressed and validate those (“I can hear how frustrated you are, I can see how sad you are about ... ”) Use paraphrases and summaries to show you are paying attention Resist urge to fix or advise –just listen Resist urge to self-disclose Recognize importance that you enter the personal world of the child non-judgmentally Recognize that being heard may be more helpful than being fixed Recognize that you as the listener need to be “taught” by the student in order to understand 	<ul style="list-style-type: none"> Give them a solution and expect them to follow it Tell them who they are without listening first

Rogers Session 1 PaTTAN Conference February 2015

58

GT/EBD Social Skills Strategies

What Works	What Doesn't Work
<ul style="list-style-type: none"> Teach child how to recognize how what they say or do impacts interactions with others (Michelle Garcia Winner's materials are great for this, as is Baron-Cohen Mind Reading) Video modeling of appropriate social interactions Social stories, comic strip conversations Behavior rehearsal 	<ul style="list-style-type: none"> Not including these kids in cooperative learning tasks Assuming child "knows" what is socially appropriate and just malingering Catching child being "bad", rather than good Embarrassing child for inappropriate social interactions in front of peers

Rogers Session 1 PaTTAN Conference February 2015

59

GT/ASD Strategies

- o Talent development strategies
- o Sensory processing strategies
- o Social coping strategies
- o Social competence instructional support
- o Planning, organization and follow through
- o Transitions management strategies
- o Special interest management strategies
- o Empathy (TOM) development strategies

Rogers Session 1 PaTTAN Conference February 2015

60

Strategies to accommodate social issues

Characteristic Classroom Strategies

Theory of Mind • Teacher/commercial "social stories"

- Child develops own social stories
- Theory of Mind training programs (Ozonoff & Miller, Swettenham, Hadwin et al)
- McGregor's "picture in the head" program – photo in doll's head to explain concept another person can know that the child does not
- Gray's "comic strip conversations" - use of comic strip thought bubbles, stick figures to represent what someone else is thinking; child and adult converse about what the figure is thinking, saying – can use color to show certain emotions
- Use of Baron-Cohen's "mind reading" programs to identify 412 emotions via facial expressions (modelled by Daniel Radcliffe)
- Social skills group therapy – use of Michelle Garcia Winner materials
- Movie therapy
- Use pictures to teach facial expressions
- Use of role play
- Teach specific body language and its meaning
- Explain meaning of others' emotions, intentions
- Prompt child to ask how others feel
- Prompt child to ask people about their intentions
- Teach social cues that tell about intentions
- Encourage avoidance of negative assumptions

Rogers Session 1 PaTTAN Conference February 2015

81

Strategies to accommodate social issues

Characteristic	Classroom Strategies
Social Conventions	<ul style="list-style-type: none"> Explain impact of child's lack of tact on others Prompt child to guess impact on others Model appropriate tact Role play or analyze (with child) video recordings of child's interaction Sit child next to kind student in class Use story boards, comic strip conversations, social skills group therapy Movie therapy Explain social cues Point out social cues to child and explain Prompt child to guess what social cue means Teach social "rules" repeatedly Teach rules step-by-step Teach unwritten rules Explain inappropriate behavior Prompt child to watch peers' social behavior Create opportunities for fun with others Encourage play with peers Allow child to help out in younger classroom Teach how to start, maintain, and end play Assign lunch buddy Drama class Let child be teacher or library helper during lunch/recess

Rogers Session 1 PaTTAN Conference February 2015

82

Strategies to accommodate social issues

Characteristic	Classroom Strategies
Introspection/Self-Consciousness/Embarrassment	<ul style="list-style-type: none"> Explain meaning of others' emotions Prompt child to guess the meaning of others' emotions Prompt child to ask others how they feel Enforce strong anti-bullying program at school Model acceptance, kindness, tolerance, patience Praise students who stick up for peers Create weekly friendship award Don't assume no eye contact is the same as not listening Don't force eye contact Say "thank you for looking at me" Prompt, "Can you look at me?", but don't insist Let child know what his or her difficulties are (do with parents) Teach child a sense of self, encourage reflections on his own role in events and activities, use photographs or video or subjective accounts as part of this Help child identify areas of social interaction where he or she particularly struggles and teach skills that can improve performance in those areas, small achievable ways Help child see link between problem and outside help, how to ask for help Get child to reflect on own learning when he has completed a task Use signal system with child when child needs to ask for help or you need to prompt him about some potentially embarrassing faux pas

Rogers Session 1 PaTTAN Conference February 2015

83

Strategies to accommodate social issues

Characteristic	Classroom Strategies
Social reasoning speed and accuracy	<ul style="list-style-type: none"> Use series of "rules" child can learn and script that will solve social problems that consistently arise Teach child socially appropriate behavior and reinforce when he or she does this (e.g., maintaining appropriate physical distance, rules for appropriate touching of others of various groups, etc.); visual diagrams for these skills help Provide opportunities for child to practice solving social problems in a scenario form through role playing, movie therapy, social skills group therapy Create games based on social scenarios and compete with other GT/ASDs to see who can resolve the issues quickest. Practice will increase speed of reactions Teach child how to respond to unwanted approaches by others in acceptable manner Use older child to "shadow" child during real-world activities and help prompt child to use developing skills Teach child to look at other children for cues as to what to do

Rogers Session 1 PaTTAN Conference February 2015

84

Strategies to accommodate emotional issues

Characteristic	Classroom Strategies
Developmentally related emotional immaturity	<ul style="list-style-type: none"> · Tony Attwood's "emotional toolbox" via Cognitive Behavior Therapy · Use positive, explicit, specific praise when child's emotional expressions are appropriate, using qualities child values in himself (e.g., wise, creative, smart, thorough, neat, detailed, comprehensive, original, different, novel, etc.) · Teach child to ask for help when he has exhausted his own problem-solving resources · Use peer supports as a buddy system or peer support network · Self video analysis · Social skills group therapy · Encourage activities that require waiting, persistent focus, and turn taking. Use games such as Go Fish, Chutes and Ladders, Candyland in computerized versions so can play against the computer · Train in emotional "mind reading" (Baron-Cohen)

Rogers Session 1 PaTTAN Conference February 2015

85

Strategies to accommodate emotional issues

Low Frustration Tolerance	Classroom Strategies
Low Frustration Tolerance	<ul style="list-style-type: none"> · Realize that emotion management can be conceptualized as problem with "energy management", namely an excess amount of emotional energy and difficulty controlling and releasing the energy constructively · Child's emotional toolbox (index cards with emotions and with tools to address these emotions) should be consistently encouraged for use · When child's special interest turns somewhat macabre, especially if the interests begin to focus on weapons, martial arts, revenge may be indicators of bullying or teasing at school · Set up situations that allows student to make choices or alternative paths to getting expectations achieved

Rogers Session 1 PaTTAN Conference February 2015

86

Strategies to accommodate emotional issues

Characteristic	Classroom Strategies
Attribution	<ul style="list-style-type: none"> · Realize that conversation can be a "social mine field" for the GT/ASD child with real possibility that other child will be offended by this child's tactlessness, judgments, criticisms, value judgments, inattention, interruptions, domination, even when these are not deliberate · Train child in conversation skills such as listening, giving and receiving compliments and criticism, connecting to others' comments before interjecting change of topic, using "repair" comments, and knowing how to ask questions when confused as to what to say or do; Judith Coucouvaris's program, "Super skills" out of Kansas is a powerful social skills program for children with Aspergers and high functioning autism. · Michelle Garcia Winner's social skills curricula around "becoming a social detective" is also very helpful for countering attribution issues · Child's development of own social stories, part of which is to understand why his action affects others negatively, could be helpful in the long run as well · Gray's comic strip conversations helps child understand the differences between what people say and what they mean · Baron-Cohen's "Mind Reading" of emotions will also help with attribution issues · Help child understand meaning behind idioms, metaphors, figures of speech. can use social stories with child to help him develop "tool" or response he will make when that phrase or idiom is used

Rogers Session 1 PaTTAN Conference February 2015

87

Strategies to accommodate emotional issues

Characteristic	Classroom Strategies
Anxiety	<ul style="list-style-type: none"> Use of Tony Attwood's CBT program on managing anxiety, "Exploring Feelings" by developing a vocabulary of words that express emotion, developing an emotions scrapbook for self, learning to measure the intensity of personal emotions, bibliotherapy, video analysis, incorporating child's special interests into the "naming" of emotions, instruction in ways to express emotions in a healthy outlet, and cognitive restructuring, development of emotional toolbox with relaxation, social, thinking, special interest, sensory, and physical tools therein Take care in use of ambiguous words, such as perhaps, maybe, sometimes, later Use "Aspergerese" in conversations with child: make intentions clear, avoid ambiguity and unnecessary subtlety, allow time for child to consider his thoughts before anticipating a response from him, and don't feel uncomfortable when there are momentary silences and lack of eye contact

Rogers Session 1 PaTTAN Conference February 2015

88

Strategies to accommodate emotional issues

Characteristic	Classroom Strategies
Stress	<ul style="list-style-type: none"> Provide physical outlet to run off steam As stress is often higher at beginning of the school day, start with fairly low-demand activities Provide "rest" breaks for child when stress builds (their own "time out") in calm, quiet environment Conduct Functional Behavior Analysis or Verbal Behavior Analysis to understand child's triggers for stress; then try to reduce these triggers Each techniques for coping with difficult situations and dealing with stress Teach relaxation techniques, in particular Impose no penalties for child when he needs a break from classroom or other activity Teach child to monitor his emotional responses and behavior; when possible, use visual and written devices for monitoring Strongly reinforce child's attempts to communicate his feelings and needs before he hits the crisis point

Rogers Session 1 PaTTAN Conference February 2015

89

Strategies to accommodate emotional issues

Characteristic	Classroom Strategies
Perfectionism	<ul style="list-style-type: none"> Focus on child's uniqueness and the "gift" this can be to others Focus on how learning from one's errors increases one's intellectual strengths, exercises the brain (these kids like to think of themselves as smart) Use social stories to explain how we learn from mistakes Model making mistakes and recovering or learning from them Do not become offended when child points out your mistakes and errors Once child learns the social rules, help child tone down criticisms of social rule breaking by others Realize that focus on doing things accurately is means for ordering the otherwise chaotic world, and creating some certainty for the child (the detective, Monk, is a good example of this on almost every show)

Rogers Session 1 PaTTAN Conference February 2015

70

Strategies to accommodate emotional issues

Characteristic	Classroom Strategies
Paranoia	<ul style="list-style-type: none"> Help child understand alternative reasons for others' actions, responses rather than attributing them to malicious intent Encourage child to develop fantasy life, include imaginary friends and imaginary worlds in which he is understood and accepted as is for the purpose of personal enjoyment; take care that child can distinguish between this fantasy world and the real world Teach child not to vocalize their thoughts out loud but to whisper to themselves or to an imaginary friend Help child recognize his "inner voice" as a natural aspect of problem solving and thinking Teach child friendship skills to help in misattributions of others' attempts to interact and befriend

Rogers Session 1 PaTTAN Conference February 2015

71

Strategies to accommodate emotional issues

Characteristic	Classroom Strategies
Depression	<ul style="list-style-type: none"> For sense that child doesn't belong, specifically instruct child in skills that will communicate he wants to belong in the class Realize that emotional reassurance and support given by others, such as yourself, may not register with child, who will try to solve the issues by him or herself When you see a child's special interest area take a turn toward the macabre or grotesque, this may be an indicator of depression and attempt of child to communicate their confusion, sadness, and uncertainty about what to do Realize that when depression hits, child may impulsively try something suicidal, not seeing that the "soul migraine" (as Tony Attwood describes it) he is experiencing is only temporary; child can rebound into a non-suicidal being fairly quickly, however

Rogers Session 1 PaTTAN Conference February 2015

72

Strategies to accommodate Behavioral issues

Characteristic	Classroom Strategies
Self-Regulation	<ul style="list-style-type: none"> Help child become aware of his own feelings, thoughts, beliefs, attitudes and then compare these to the feelings, thoughts, beliefs and attitudes of others in his environment Help child see self as problem-solver, using visual and auditory means to promote self-reflection and the recognition of self-experience Use strategies to develop the child's self-concept, self-image, and self-reference Use visual aids such as emotions thermometer, reward charts to encourage self-regulation and self-monitoring of own behaviors Use child's special interests and idiosyncratic "ways" as reward when self-regulation has been used by the child, pointing out specifically why child is being allowed this reward (e.g., pencil tapping, 15 minutes on computer game, time alone, etc.) Realize that dealing with surface behavior reduction or elimination is not enough to correct fundamental deficits Teach appropriate responses

Rogers Session 1 PaTTAN Conference February 2015

73

Strategies to accommodate Behavioral issues

Characteristic	Classroom Strategies
Anger/Aggression	<ul style="list-style-type: none"> Cognitive Behavior Therapy (CBT) – methods for changing the way a person thinks about and responds to emotions such as anxiety, sadness, and anger. Focuses on complexity, subtlety, vocabulary of emotions and dysfunctional or illogical thinking and incorrect assumptions. Creation of an emotions scrapbook – child collects pictures, objects that reflect own emotions (such as happiness, sadness, frustration) Biofeedback to identify salient cues of own body sensations, behavior and thoughts indicating a certain emotion Development of an “emotional tools” workbook – collection of actions, scripts, responses, questions child can use when situations get the best of him or her – toolbox will be specific to the child, not something created generically Conduct a Functional Behavior Analysis (FBA) to understand what triggers bouts of anger, rage, violence, meltdowns; then, try to reshape the environment to eliminate the consequences of the trigger (eliminate the trigger!) Target behaviors you can observe and count, not states of mind, moods, or attitudes you cannot (examples in last parts of this lecture); look for “danger zones” – times of day or events that make these target behaviors intensify or increase in number Instruct child in positive strategies for acquiring what they want (e.g. negotiation, compromise, cooperation, reducing use of aggression)

Rogers Session 1 PaTTAN Conference February 2015

74

Strategies to accommodate Behavioral issues

Characteristic	Classroom Strategies
Difficulty starting and stopping activities	<ul style="list-style-type: none"> Help child understand what is expected of him by having clear, predictable routines Use reminders – clocks, timers, verbal announcements to prepare for changes in activities, followed up by personal messages to child Create calm working environment in classroom, ensuring that structure of classroom is clearly laid out (you don't need to hunt for things and places to put things) Use study buddy to help child start, stop, and transition Try to “structure” unstructured time (e.g., leaving school, lunch, getting to school) by assigning activities to do, allowing child to work on special interest area, leaving class earlier or later than other students, being dismissed in different location than peer

Rogers Session 1 PaTTAN Conference February 2015

75

Strategies to accommodate Behavioral issues

Characteristic	Classroom Strategies
Lack of Compliance	<ul style="list-style-type: none"> Help child understand what is expected of him by having clear, predictable routines, clear beginning and end points of tasks Introduce change gradually If child has obsession, don't try to stop it. In time, you may be able to limit it, but use it positively (as reward) consistently Be consistent in your approach and your expectations Introduce choice gradually, encouraging decision making Direct child's attention individually, not as part of whole class Give child a little individual help at beginning of task work, perhaps with a physical prompt and then do so near and at the end of the work time Use child's special interest or certain self-calming movements as reward for doing as asked or expected (Premack Principle) Understand that lack of compliance may not be deliberate but rather a difficulty of Central coherence Deficit – inability to understand that he must cooperate with, integrate into his class group at school or an inability to notice the demands and needs of others Don't assume the child can read your intentions from your behavior – need to speak it out as well Instruct child in recognizing the effects of his actions on others and to change his behavior accordingly

Rogers Session 1 PaTTAN Conference February 2015

76

Integrating Skills Remediation, Accommodations and Adaptations Within Gifted Curriculum

oStep 1:

- o Identify the curriculum standard for the "core" of your subject domain/unit
- o Identify the actual skills and knowledge that align with this standard, ensuring that your focus is "new" to the learner
- o Make a disciplinary link for "breadth"
- o Identify the actual differentiation strategies you will use (once you have compacted): depth, complexity, acceleration, novelty, Maker modifications?, Kaplan strategies?

Rogers Session 1 PaTTAN Conference February 2015

77

Integrating Skills Remediation, Accommodations and Adaptations Within Gifted Curriculum

- o Step 2: Identify the emotional support tool most compatible with this unit
- o Step 3: Identify one personal behavior issue to address that is compatible with this unit
- o Step 4: Identify a social skills tool that is compatible for inclusion in this unit
- o Step 5: Identify learning environment modifications necessary for this unit to be successful with this student or group of students.

Rogers Session 1 PaTTAN Conference February 2015

78

Last Words

- o Please visit our Project 2EXcel website for more strategies and ideas for supporting the twice exceptional in YOUR classroom:
- o www.stthomas.edu/project2excel

Rogers Session 1 PaTTAN Conference February 2015
