AET Webinar: Revealing Hidden Strengths: Tips to Engage and Support Struggling Learners with Superior Abilities

August 11, 2016

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Revealing Hidden Strengths: Tips to Engage and Support Struggling Learners with Superior Abilities

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What is Gifted
Dispelling Common Myths
Twice Exceptional Clues
Strategies for Awareness, Healing and Growth

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What IS Gifted?
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Multiple Intelligences

- Kinesthetic
- Linguistic
- Interpersonal
- Intrapersonal
- Existential
- Existential
- Spatial
- Naturalist
- Mathematical
- Logical
- Musical
- Bodily
- Visual-Spatial
- Linguistic
- Logical-Mathematical
- Naturalistic
- Bodily-Kinesthetic

A Number

Resource Distribution
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Giftedness is... 

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them vulnerable and requires modifications in parenting, teaching, and counseling in order for them to develop optimally. 

The Columbus Group, 1991
Gifted and talented students are defined as:

• Children and youth with outstanding talent (who) perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

• They require services or activities not ordinarily provided by the schools.

• Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

**“KIDS DO WELL IF THEY CAN.”**

If they can't, something is getting in the way."

Houskamp & Whitaker; Think Kids
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Twice Exceptional: Are Strengths Hiding Challenges? Are Challenges Hiding Strengths?

Gifted Development Center Gifted@gifteddevelopment.com

Possible Characteristics of the Twice Exceptional Learner

- Has a sophisticated vocabulary but poorer written expression
- Participates in class discussions, but has trouble with follow-up tasks
- Has uneven academic skills, inconsistent grades and test scores
- Does well when given enough time, but usually takes longer to complete assignments than other students
- Fatigues easily due to the energy required to compensate
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Co-morbidity

Task Initiation
Dyslexia, Dyscalculia
Sustained Attention
AD/HD
Working Memory
Comprehension difficulties
Organization
Non-specific Learning Difficulties
Time Management
Flexibility
Self
Control
Autism Spectrum / Asperger’s
Situation Awareness
Grapho-motor disorder

Comparing Characteristics of Multiple Exceptionalities
Every Child is Unique!

Gifted AD/HD CPAD Dyslexia

Poor attention, boredom, daydreaming in specific situations
Poorly sustained attention in almost all situations; alternatively, difficulty stopping or transitioning to another task
Difficulty maintaining focus on an activity; easily distracted by sounds in the environment
Difficulty maintaining focus on non-preferred reading tasks

Early reading and verbal abilities
Difficulty with reading and/or spelling
Early reading and verbal abilities
Difficulty with reading comprehension

Easily fatigued in learning situations that are too easy, too hard, or redundantly taught.
Strong vocabulary development and verbal skills
Strong vocabulary development but may have difficulty sequencing syllables
Unaware of environment when interested in a task

Poor handwriting; dislikes writing
Difficulty taking notes,
Poor attention, boredom, daydreaming in specific situations
Difficulty directing, sustaining or dividing attention
Poor attention, boredom, daydreaming in specific situations
Difficulty following multi-step directions
Low tolerance for persistence on tasks that seem irrelevant

Diminished persistence on tasks not having immediate consequences
Easily exhausted by non-preferred reading tasks
Low tolerance for persistence on tasks that seem irrelevant
May have difficulty with organizational tasks

Intensity may lead to power struggles with authorities
Impaired adherence to commands to regulate or inhibit behavior in social contexts
Difficulty following verbal directions or long conversations
High activity level; may need less sleep

More active, restless than other children
Questions rules, customs, and traditions
Difficulty adhering to rules and regulations
Difficulty remembering spoken information

Difficulty with working memory

http://www.cec.sped.org/
Teach Core Content at a high level of critical thinking, inference, creativity

These students have a need to discover and use their learning style strengths in their core curricular studies...
(Visual, Auditory, Tactile, Kinesthetic, Verbal, Spatial, Linear, Concrete)

...While being supported in developing skills to mitigate specific barriers to their learning using a research based, systematic approach.

Processing Speed

Approximate Neurological Development of Executive Functions

- Theory of Mind
- Cognitive Flexibility and Transitions
- Self Regulation
- Affective Decision Making
- Working Memory
- Social Skills and Problem Solving

Adapted from Ekstrom
Auditory Processing

- Decade
- Receive
- Integrate
- Screen

Grapho-motor Disorder
Deeply Pondering:
Drawing vs. Writing
Time to Think vs Time to Write

Guided Repetition
- Specific to the need
- Change the modality to add sensory input
- Students suffering from slow auditory processing need to hear the exact same words given in the same way
- Add a modality: Simultaneous reading, listening and/or speaking
- Ask what was understood—make this inquiry routine and part of the development of self advocacy
Attention Deficit Hyperactivity Disorder
Inattentive Type

Micro-moments

“Okay, cl… makes up….
Now, … are done with….and
... Then we…..”
Inattention is **not** Intentional

**Dyslexia**

**Stealth Dyslexia**
Whole image, Whole word

Consider the Purpose of the Teaching
Consider the Purpose of the Homework

What does a child need to grow their knowledge and understanding?
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* Multiple Modalities In:
  - Demonstrate
  - Whole Picture
  - Outline
  - Small chunks
  - Explain

* Multiple Modalities Out:
  - Doodle Notes
  - iPad, phone, laptop
  - Spoken
  - Project
  - Dictation /LiveScribe
  - Typing

- Teach and test verbally for those with dyslexia
- Teach and test visually for those with CAPD
- Give outlines for students to follow
- Teach the purpose of that text before reading, offering them a framework
- Offer notes whenever possible with space to add drawings or additional reminders
- Teach HOW to take NOTES and the SKILL of discerning what is important from what is extraneous
- Offer concrete ways to plan and track assignments
- (Time is not elastic; transitions and meals take time)
- Use a multi-sensory, multi-modality approach

The Right to be Assessed

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Funding Resources to Train Educators under ESSA

Title I provides resources to train educators in the areas of literacy, mathematics, and the arts. This program is designed to strengthen education by providing professional development opportunities for teachers and administrators. ESSA emphasizes the importance of teacher education and preparation in order to improve student outcomes. The law requires all states to have an effective teacher education program that includes the use of evidence-based practices. It also requires that all teachers complete at least one year of professional development focused on the needs of their students.

A final thought from Carol Ann Tomlinson:

“Differentiation doesn’t mean doing a bunch of different things in the classroom. It means having a common goal for students, but providing different avenues for getting there.”
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Thank you

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