

Using Strength-Based Pedagogy to Engage and Challenge 2E Students Development

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www.gifted.uconn.edu

Talents in Two places: Case studies of High Ability Students with Learning Disabilities in a Competitive University

We studied:

- The subject self-perceived academic strengths and weaknesses;
- The specific natures of the learning disability;
- The specific educational intervention and assistance necessary to succeed in an academic environment;
- The types of counseling strategies necessary to help realize their potential



Social and Emotional Challenges of 2E Students

- I. Late Identification as having a learning disability
- II. Parents as Advocates
- III. Compensation Strategies
- IV. Many Negative Experiences in School
 - Peer problems and teacher negativity
 - Enrollment in low track classes
 - Difficulty in reading and writing
 - Retentions/self-contained special education classes
 - Inappropriate learning disability program
 - Poor self esteem and lack of self-confidence

Learning Disabled/Gifted Study

Parent advocates were a primary reason that gifted students with learning disabilities were able to enter college.

Reis, S. M., Neu, T. W., & McGuire, J. M. (1995). *Talents in two places: Case studies of high ability students with learning disabilities who have achieved* (Research Monograph 95114). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm95114.pdf>



Daniel

- Math disability
- Little written production
- Profound anxiety



Jack

- Hyperactive
- Impulsive
- Severe anxiety
- Attention issues
- Class clown



Mac

- Socially awkward
- Avid reader, but only non-fiction
- Cognitively rigid
- Sees the world in black and white
- Lost in studying WWII



Sydney

- ASD diagnosis (socially awkward, perhaps because of high verbal abilities?)
- ADHD (but not when involved in art)
- Oppositional Defiant Behavior (but maybe because needs are not being met?)



Strengths

- Artistic
- High verbal ability

Challenges

- Argumentative
- Oppositional Defiant
- Little productivity
- Severe attention issues
- Refuses to participate in physical education
- Poor social awareness and social skills

Strengths

- Artistic
- High verbal ability

Challenges

- Argumentative
- Opponent

Solution: Gifted Class for Reading,
a Remedial Social Skills Program,
and OT for handwriting.

- Poor social awareness and social skills

Complex
Challenges

2e Students


Distinguishing
Strengths



...It's not easy being green!

Green includes puzzling paradoxes

- ✓ High level comprehension (need for sophisticated content) **but with** reading limitations
- ✓ Creative and sophisticated ideas **but** difficulty putting them down on paper
- ✓ Task commitment and flow time **but** difficulty attending to task when things are auditory
- ✓ Potential for expertise **but** difficulty learning novice skills and with automaticity
- ✓ Desire to fit in **but** little social awareness



*Treatment is not just fixing
what is broken;
it is nurturing what is best.*

(Seligman & Csikszentmihalyi, 2000)

What is a Strength-based, Talent-focused Approach?

Educational experiences designed to align with students' strengths, interests, and talents.

- Leveraging strengths for skill development
- Engaging students in the curriculum
- Allowing expression of learning
- Looking for and nurturing strengths, interests and talents in their own right

Strengths

- Artistic
- High verbal ability
- Avid reader
- Metaphorical thinker
- Insightful

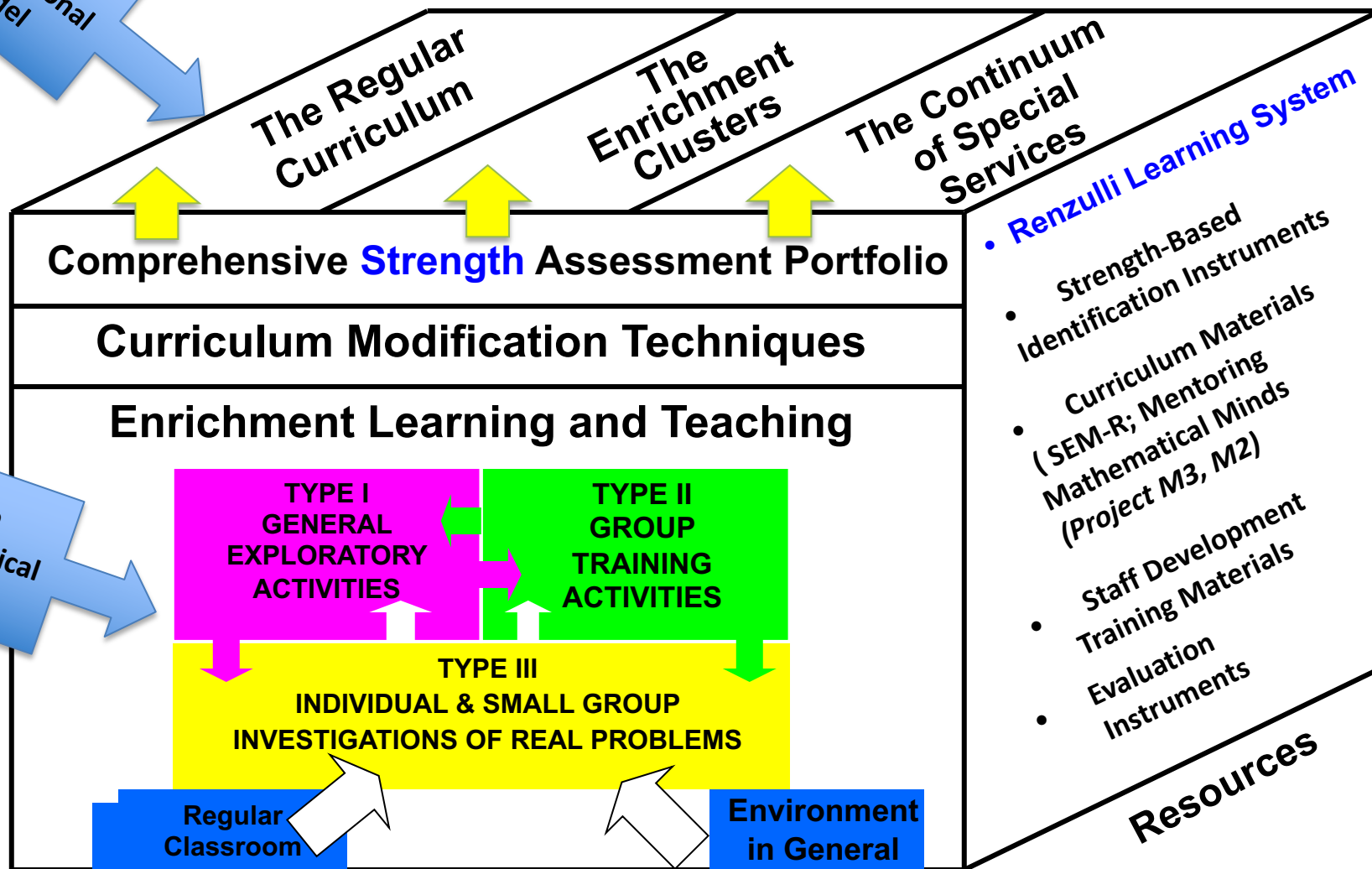
Challenges

- Argumentative
- Oppositional Defiant
- Severe attention issues
- Poor social awareness and social skills
- Little productivity
- Refuses to participate in physical education

The Schoolwide Enrichment Model

Joseph S. Renzulli & Sally M. Reis

School Structures



**TYPE I
GENERAL
EXPLORATORY
ACTIVITIES**

**TYPE II
GROUP
TRAINING
ACTIVITIES**

**TYPE III
INDIVIDUAL & SMALL GROUP
INVESTIGATIONS OF REAL PROBLEMS**

Service Delivery Components

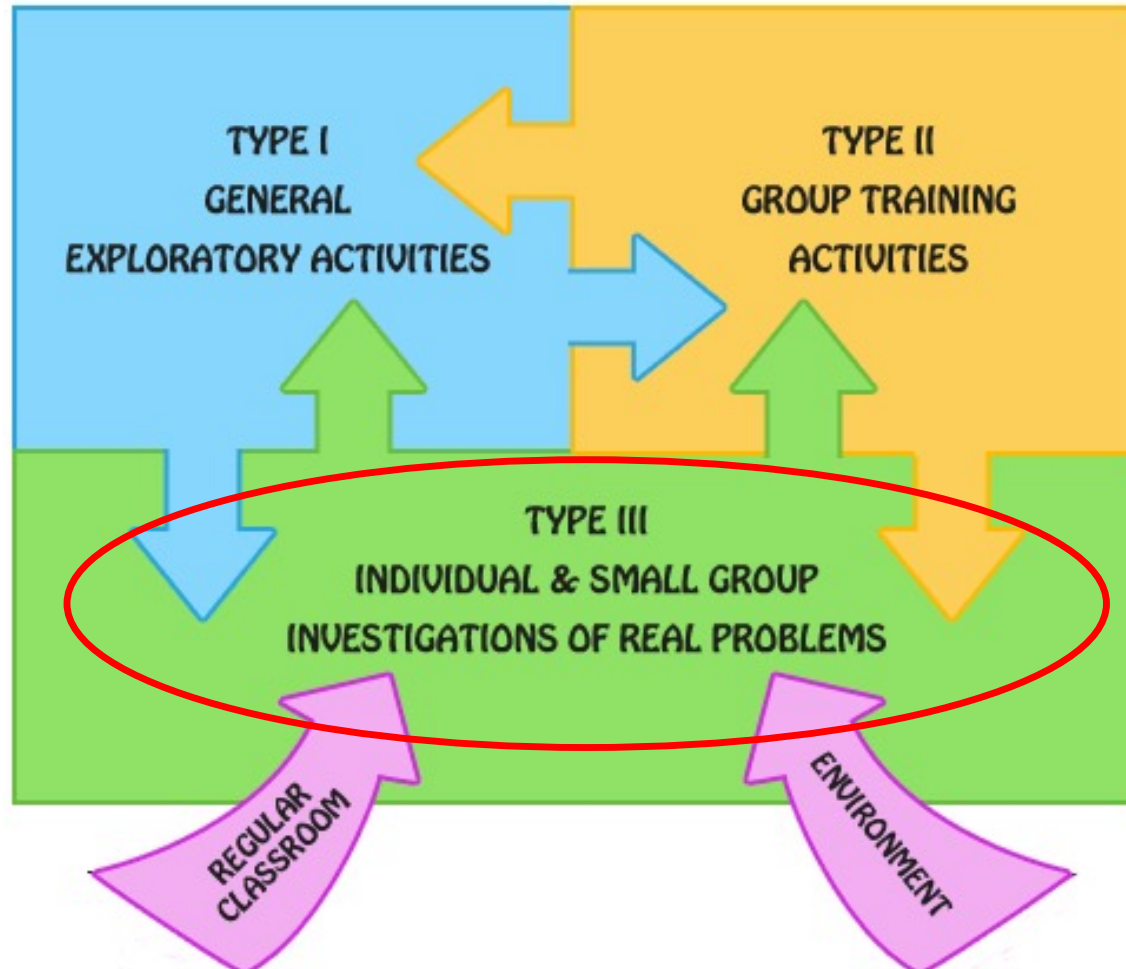
Enjoyment

Engagement

Enthusiasm

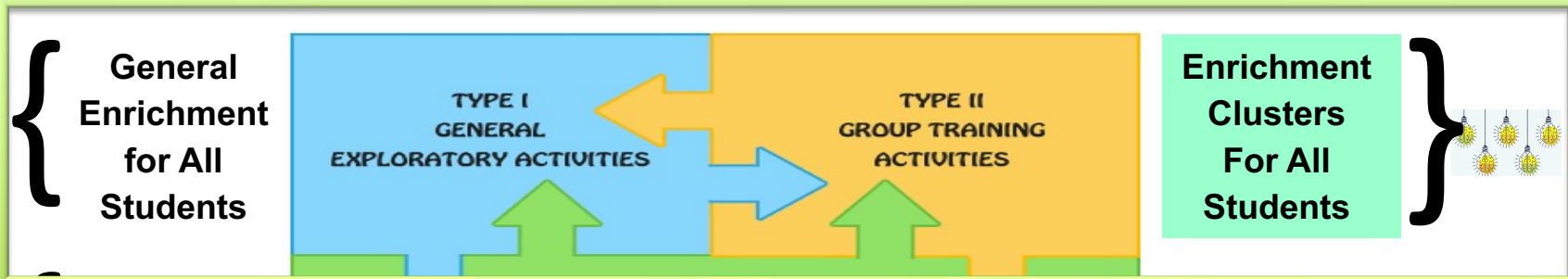
Motivating Real-world Impacts

The Enrichment Triad Model



How Does The Schoolwide Enrichment Model Differ From Other Approaches to Total Talent Development?

Enrichment Oriented Learning Environments and Opportunities



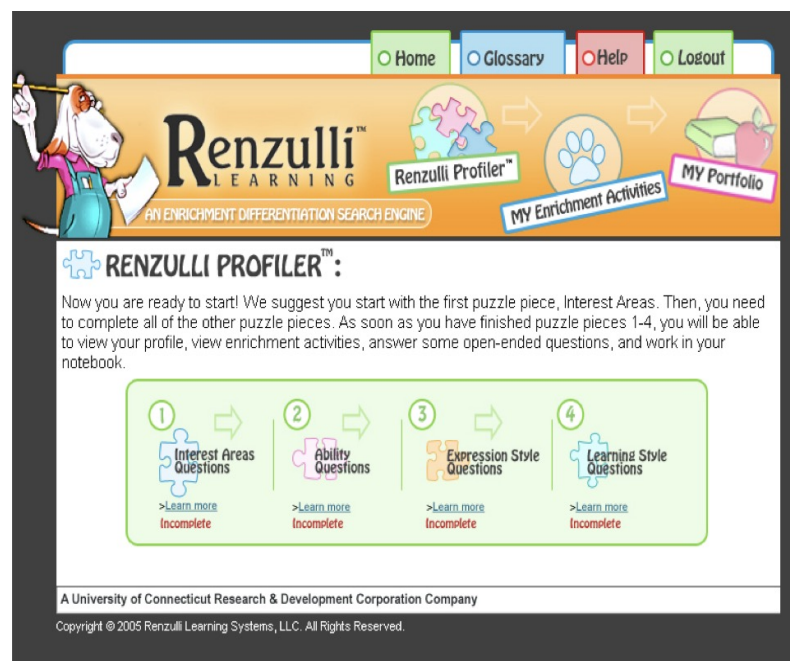
For All Students and Special Interest Learning Groups

Follow-Up



The Enrichment Triad Model

Curriculum Compacting for All High Achieving Students in Their Domain Specific Strength Area(s)



Home Glossary Help Logout

Renzulli™
LEARNING
AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

Renzulli Profiler™ MY Enrichment Activities MY Portfolio

RENZULLI PROFILER™:

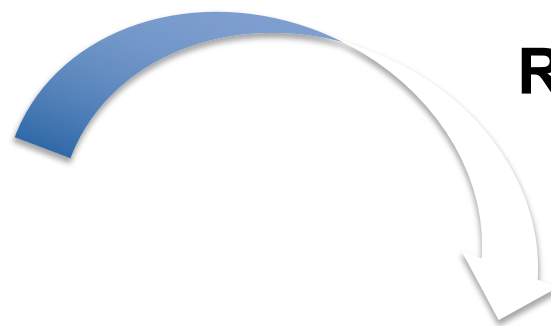
Now you are ready to start! We suggest you start with the first puzzle piece, Interest Areas. Then, you need to complete all of the other puzzle pieces. As soon as you have finished puzzle pieces 1-4, you will be able to view your profile, view enrichment activities, answer some open-ended questions, and work in your notebook.

- 1 Interest Areas Questions
>Learn more
Incomplete
- 2 Ability Questions
>Learn more
Incomplete
- 3 Expression Style Questions
>Learn more
Incomplete
- 4 Learning Style Questions
>Learn more
Incomplete

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Individualized Strength Assessment

- Interests
- Learning Styles
- Preferred Modes of Expression
- Achievement Levels



Renzulli Learning Data Bases



Renzulli Learning
Proven Differentiation

My Account Logout

Home Inbox Calendar Journal Glossary Help Search

My Profile My Enrichment Activities My Portfolio

My Enrichment Activities Search Enrichment Activities

Here are some enrichment activities that might interest you. Click any of the icons below to view the activities:

52 Activities Virtual Field Trips	563 Activities Real Field Trips	86 Activities Creativity Training	403 Activities Critical Thinking	333 Activities Projects & Independent Study	10 Activities Contests & Competitions	545 Activities Websites
101 Activities Fiction (Books & E-Books)	98 Activities Non-Fiction (Books & E-Books)	29 Activities How-to (Books & E-Books)	74 Activities Summer Programs	955 Activities On-line Activities & Classes	371 Activities Research Sites	19 Activities Videos & DVDs

50,000 Resources

Required Topic: Study of The U. S. Constitution

Directions

Review the resources Renzu was our country's first constitution? 3) Describe the proceedings of the Constitutional Convention? 4) How many delegates attended the Constitutional Convention? 5) What did the framers of the Constitution must prevail in a society if the

Required Activities To Review

- Enrichment Activity Title
- [Constitutional Knowledge](#)
- [Celebrate the Constitution - Madison's Notes Are Missing](#)

Activities Matched To Your Profile

- Enrichment Activity Title
- [Ben's Guide to the U.S. Government](#)
- [A History of US: Revolution and the Constitution](#)
- [Our America](#)
- [Constitution of the United States](#)
- [Benjamin Franklin: An Extraordinary Life](#)
- [Creating the United States](#)
- [The Scales of Justice](#)
- [This Nation](#)

Directions

Review the resources Renzu was our country's first constitution? 3) Describe the proceedings of the Constitutional Convention? 4) How many delegates attended the Constitutional Convention? 5) What did the framers of the Constitution must prevail in a society if the

Required Activities To Review

- Enrichment Activity Title
- [Constitutional Knowledge](#)
- [Celebrate the Constitution - Madison's Notes Are Missing](#)

Activities Matched To Your Profile

- Enrichment Activity Title
- [Celebrate the Constitution - Stand Up for Your Rights](#)
- [Are You Smarter Than a Fifth Grader?](#)
- [The Patriot Papers Activities](#)
- [Our America](#)
- [Restore the Bill of Rights](#)
- [Flashcard Exchange](#)

Directions

Review the resources Renzu was our country's first constitution? 3) Describe the proceedings of the Constitutional Convention? 4) How many delegates attended the Constitutional Convention? 5) What did the framers of the Constitution must prevail in a society if the

Required Activities To Review

- Enrichment Activity Title
- [Constitutional Knowledge](#)
- [Celebrate the Constitution - Madison's Notes Are Missing](#)

Activities Matched To Your Profile

- Enrichment Activity Title
- [America's Story](#)
- [Our America](#)
- [Smithsonian American Art Museum](#)
- [The Benjamin Franklin Temple](#)
- [The Scales of Justice](#)
- [State WebQuest](#)

Directions

Review the resources Renzulli has selected for you, and answer the questions: 1) What was our country's first constitution called? 2) What are the powers of the Executive Government? 3) Describe the Fifth Amendment. 4) How many delegates attended the Constitutional Convention? 5) What did the framers of the Constitution must prevail in a society if the people hoped to maintain a free

Required Activities To Review:

- Enrichment Activity Title
- [Constitutional Knowledge](#)
- [Celebrate the Constitution - The Game!](#)
- [Madison's Notes Are Missing!](#)

Activities Matched To Your Profile:

- Enrichment Activity Title
- [A Revolutionary WebQuest](#)
- [Ask a Civics Question](#)
- [Jeffersonian Era](#)
- [Understanding the Constitution](#)
- [The New Nation](#)
- [Constitutional Knowledge](#)



The Three Roles of a Great SEM Teacher

1. Serves as a coach, mentor, and **“Guide-on-the-Side”** for identified students.
2. Work with the Schoolwide Enrichment Team and the general faculty to infuse the 3 Es into any and all regular curricular activities
3. Help make arrangements for support for individuals or small groups working on projects, performances, or other types of creative and investigative projects.



“The Resident Escalator”



Teacher Use – Teaching a unit on Ancient Egypt

Advanced Search

Select a Grade and Ability Level:
[Check All](#) - [Clear All](#)

1-2 Low 3-5 Low 6-8 Low
 1-2 Medium 3-5 Medium 6-8 Medium
 1-2 High 3-5 High 6-8 High

Please type in a keyword to search the site:

Egypt

On-Line Activities & Games

Fun With Mummies

This amazing interactive website will help you learn how to mummify a mummy for burial and learn all that had to be done by the theartwork of ancient Egypt, or to see a time-lapse video of a mummy being made.

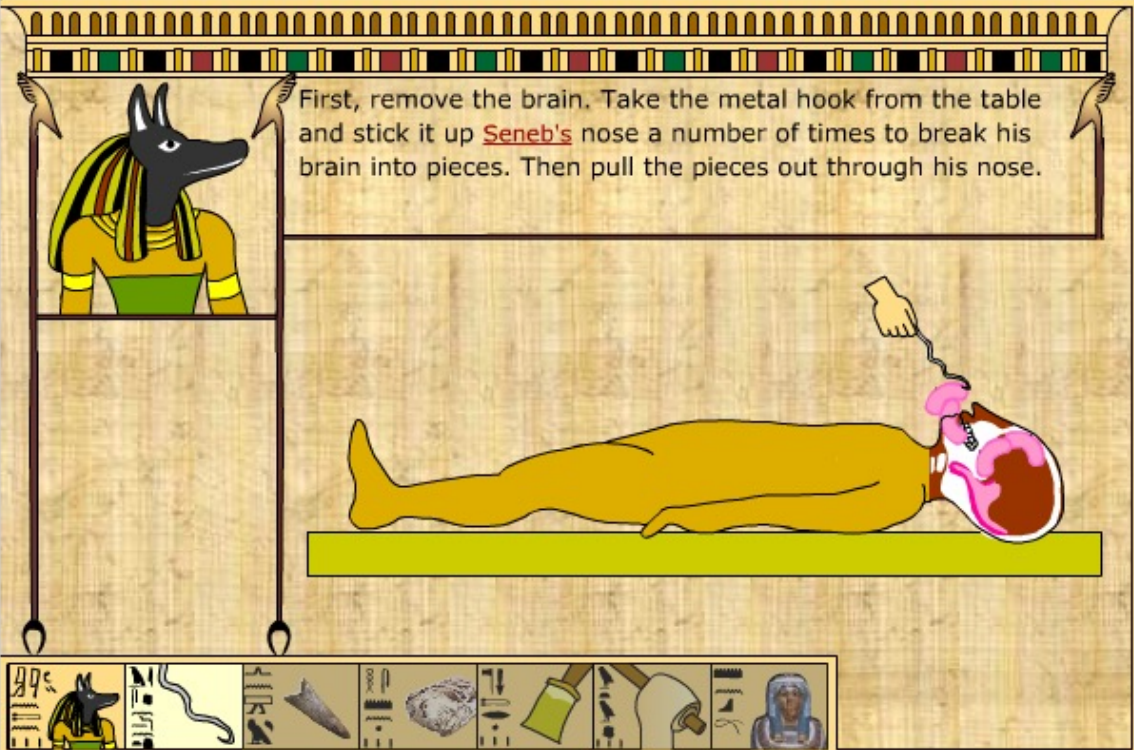
[View Activity](#)

Museum of Science Virtual Exhibits

Brave the perils of Antarctica, prepare for your journey to the South Pole, or see these interactive exhibits from Boston's Museum of Science.

[View Activity](#)

Internet Explorer window showing a page titled "mummy" at <http://oi.uchicago.edu/OI/MUS/ED/mummy.html>.



First, remove the brain. Take the metal hook from the table and stick it up **Seneb's** nose a number of times to break his brain into pieces. Then pull the pieces out through his nose.

Click on any highlighted word to see and hear its definition.

C.L.U.E.S.™

Collect Information, Look for connections, Uncover patterns, Explore different perspectives, and Synthesize findings

I. ENVISION

What would make this a good year? List goals, expectations, hopes, and from the student, teacher(s), and parent(s) perspectives.

Student: _____

Parent 1: _____

Parent 2: _____

Teacher/Coach/Mentor: _____

Teacher/Coach/Mentor: _____

Teacher/Coach/Mentor: _____

Robin Schader, Ph.D. & Susan Baum, Ph.D. (2016)
The 2e Center for Research and Professional Development
3921 Laurel Canyon Road, Studio City, CA 91604
For more information: www.bridges.edu

Quick Personality Indicator™ (QPI)

Student Version

Understanding personality attributes can help each of us establish positive relationships, communicate effectively, set and accomplish goals, and find pathways to work through differences.

Directions: When instructed, read the statements inside and give points to the four possible answers by putting a 4, 3, 2, or 1 in the white box next to each response.

Give a **4** to the statement that MOST describes you.
Give a **1** to the statement that LEAST describes you.

Please be sure to assign all the numbers (4, 3, 2, and 1). Do not leave any blank.

Here's an example:

My favorite ice cream is...				
Vanilla (I really love vanilla ice cream the most, so I give it 4 points in the white box.)				

My LearningPrint™

Student Version

A tool to discover, consider, and record unique combinations of interests, abilities, learning preferences, and experiences.

Your responses to the questions inside will help you create your own LearningPrint.

This paper portrait of yourself as a learner will be distinct and individual, much like a fingerprint.

Robin Schader, Ph.D. and Wenyang Zhou, Ph.D. (2004, revised 2016)
The 2e Center for Research and Professional Development at Bridges Academy * 3921 Laurel Canyon Road, Studio City, CA 91604
For more information: www.bridges.edu

Name: _____

Date: _____

Creating Possibilities

This tool reminds us of the importance of offering daily opportunities for students to experience joy in learning.

Magic happens when interests and abilities intersect.

The two sections in this document use information about a student's interests and abilities in distinct ways:

- ★ **Plan for Success™** is a place to note how interests and strengths can be leveraged to build necessary academic and personal skills.
- ★ **The Talent Development Maker™ (TDO)** is about finding opportunities to develop the student's expertise in particular areas of strength, interest, and talent.

Susan Baum, Ph.D. and Robin Schader, Ph.D. (2015)
The 2e Center for Research and Professional Development at Bridges Academy
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Date: _____

To Connect with the PERSON in
PERSONALIZED LEARNING | Section B-1

My LearningPrint™

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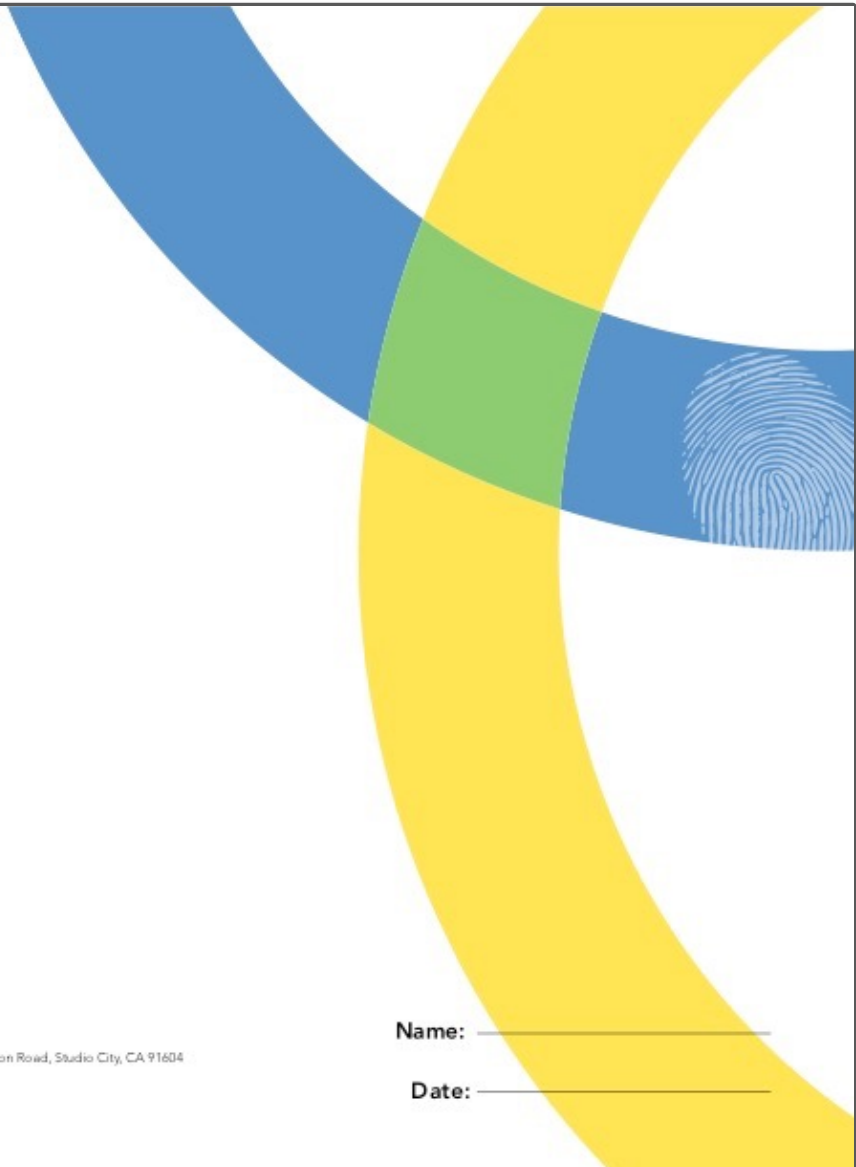
Robin Schader, Ph.D. and Wenyang Zhou, Ph.D. (2004, revised 2014)

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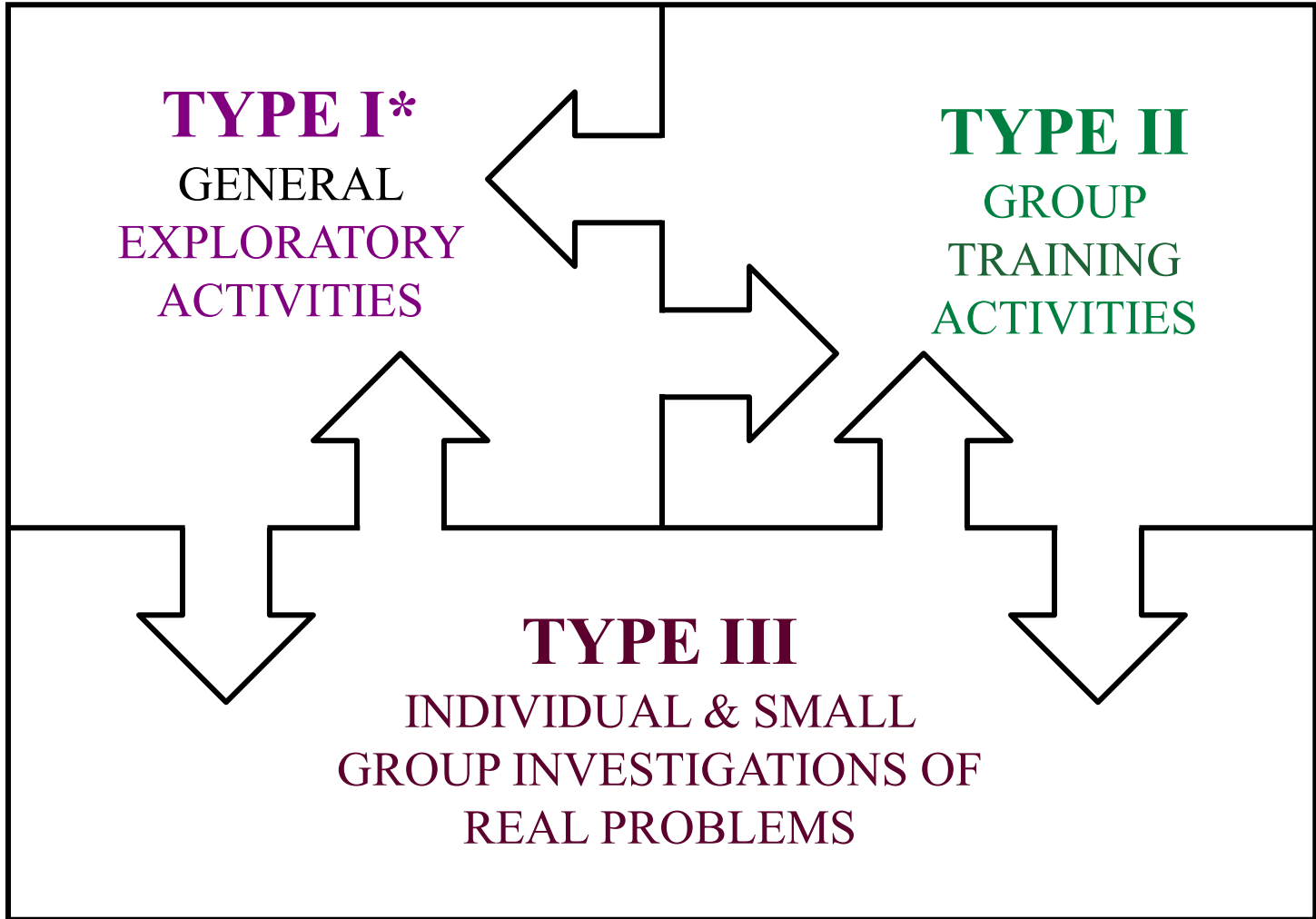
For more information: www.bridges.edu

Name: _____

Date: _____



IN THE CURRICULUM: TRIAD-BASED UNITS



**Regular
Classroom**

**Environment
in General**

The Egyptian Museum

- Mathematicians and Builders at Work





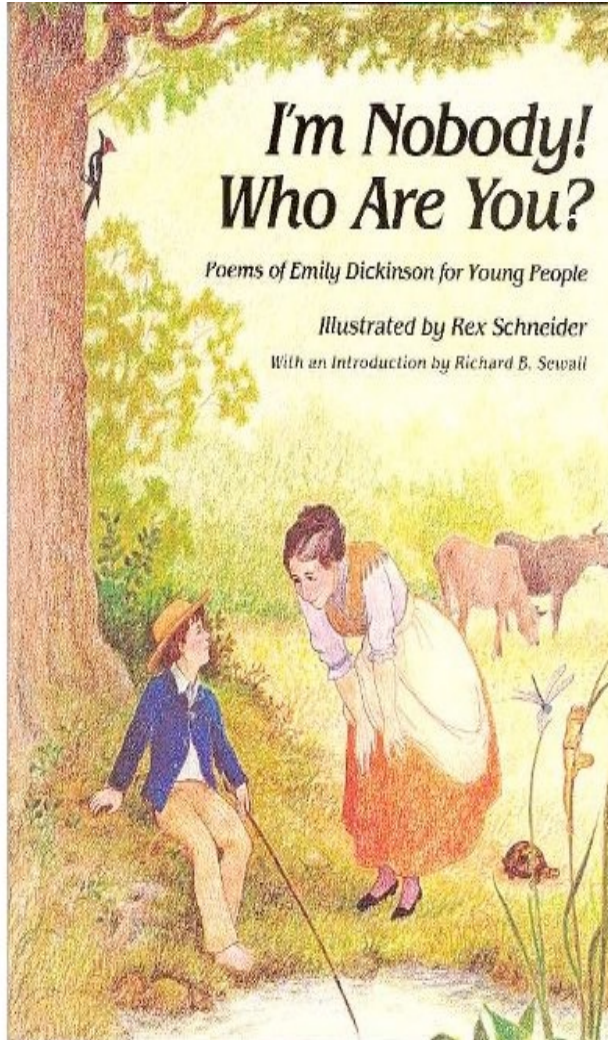
**The Egyptian Museum:
Artists decorating the sarcophagus**

Scientists





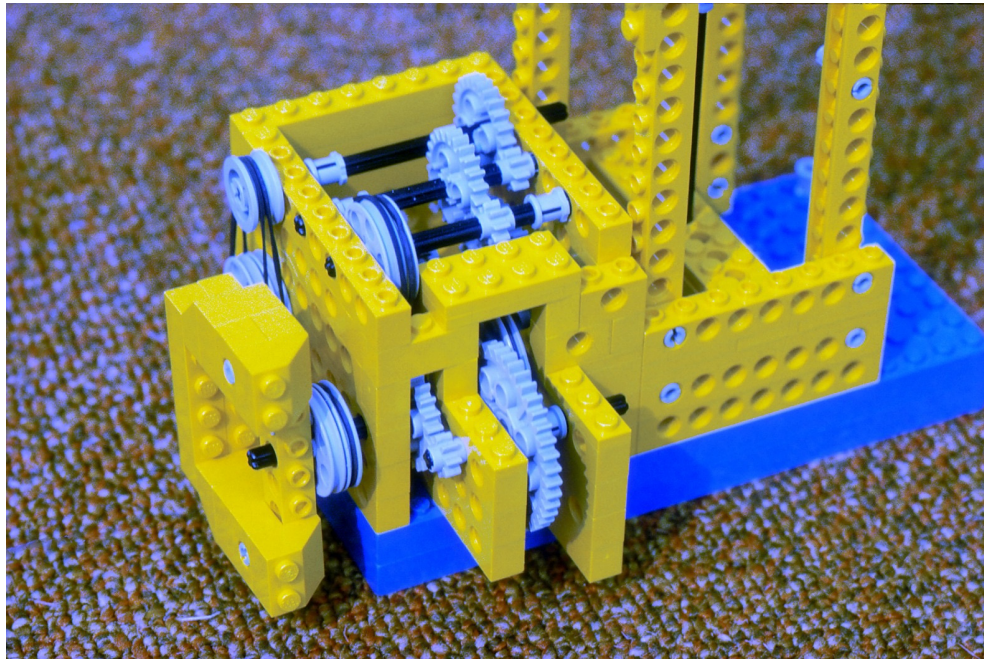
High content-simple language



A WORD IS DEAD
WHEN IT IS SAID
SOME SAY

I SAY IT JUST
BEGINS TO LIVE
THAT DAY

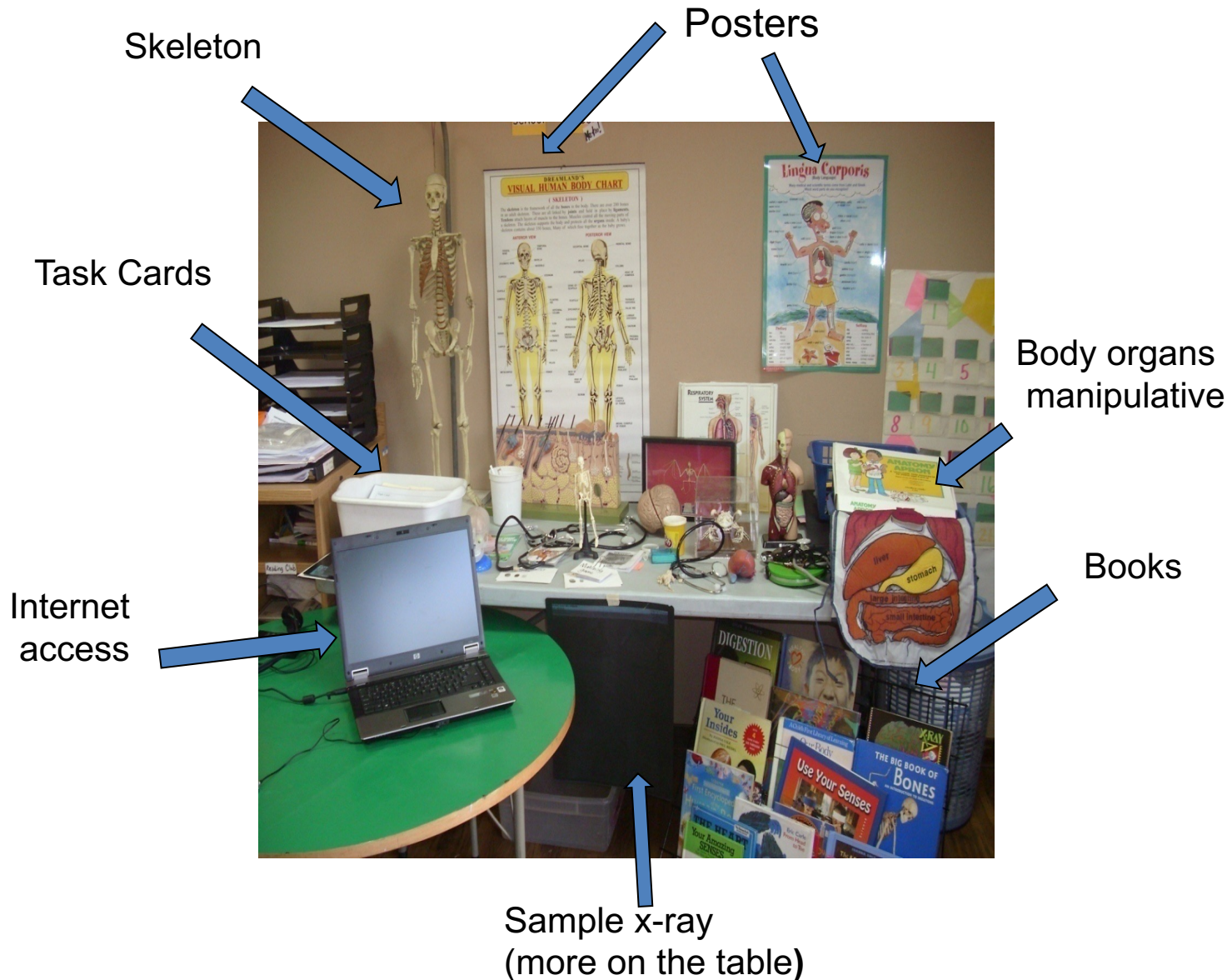






**Cartoons as metaphors for elements
in the periodic table**

The Interest Center



Animal skeletons

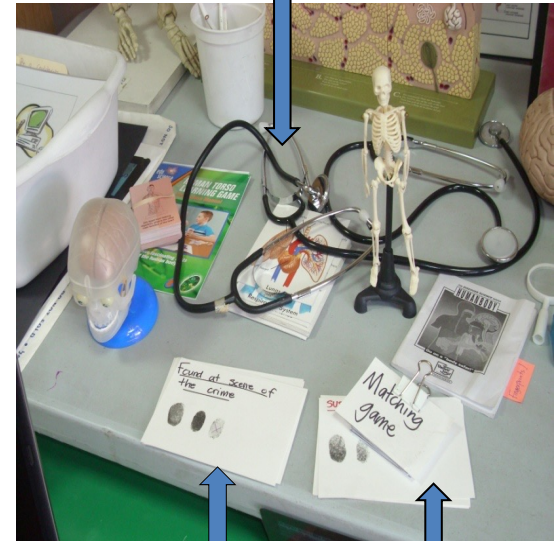
Art and writing supplies



Manipulative model

Stop watches, measuring tape

Stethoscopes



Fingerprints game

Matching game

Task cards



Model of skin

Model of brain

Resources

- Various books – non-fiction and fiction, interactive
- Magazines, journals, some to be cut up
- Human skeleton model
- Stethoscope
- Charts, posters , diagrams of body organs
- Measuring tape, timer
- X-rays of bones
- Writing and art supplies, stamp pads, fasteners, glue, chalk, poster board, construction paper, butcher paper etc.
- Computer with internet access
- Hand lens
- Model of human skin

Task Card

Be a Cardiologist!



A cardiologist is a heart doctor. A cardiologist uses a stethoscope to listen the hearts of patients. A stethoscope allows the cardiologist to listen to the heart very clearly.

The challenge:

Find out what kinds of activities make your heart beat fast or slow.

Find the stethoscope and the timer at the center. Use the timer to do one of the activities on the data sheet for 3 minutes. Then listen to your heart for 1 minute and record how many times your heart beats. Do 4 more activities and record the number of times you heart beats in a minute right after the activity.

Use the data sheet to make a graph showing which activities make your heart beat faster and which activities don't and compare the results of the activities.

Why do you think you had those results?



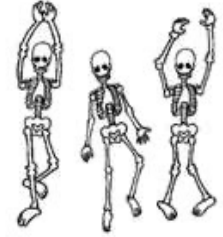
Task Card Data Sheet

Pick from the following activities to do for 3 minutes

- Reading quietly
- hopping on one foot
- running as fast as you can
- Talking to a friend
- singing
- lying down
- Running in place
- walking around
- marching

Activity	Heartbeat after activity

Task Card



The Hip Bone's Connected to the...

Look at the video at this link

<http://www.youtube.com/watch?v=x2ABc5LINCY> Hanna Montana sang a song to remember the names of the bones in the body. The Hanna Montana song is accurate.

The challenge:

Make another version of the first song, or learn the song as it is.

Find materials that tell you the names of the bones in the human body. Using the information from the books and the chart, write your own song that tells the names of the bones.

OR write down the words to the song, and learn it.

Maybe you can even come up with a dance to go with the song that you can perform!

Task Card

Life Size Art!



Throughout the past and the present artist have made many kinds of models of the human body. Sometimes they used clay, sometimes they paint or draw, or sometimes they use other materials like crumpled paper or string.

The challenge:

You will make a life size 3 dimensional model of the human body.

Find the white butcher paper as the center. Have a friend lay down on the sheet and trace the outline of their body. Be accurate.

Next use a book or a diagram that shows the different organs in the body. Make a life size model of the human body. using the art supplies at the center and using the books and charts as a reference.

Use the other art supplies to make your model as real looking as possible.



TALENT DEVELOPMENT

**Contextualized Learning &
Executive Functioning**

ENRICHMENT CLUSTERS

ENRICHMENT CLUSTERS



- Every Friday
- Student Choice
- Active Learning

- Group Size = 2 to 6 students

- Teacher as facilitator or coach

“Culinary Critics” are investigating and writing a guide with ratings of kid-friendly restaurants around their neighborhood.

ENRICHMENT CLUSTERS



- Every Friday
- Student Choice
- Active Learning

- Group Size = 2 to 6 students

- Teacher as facilitator or coach

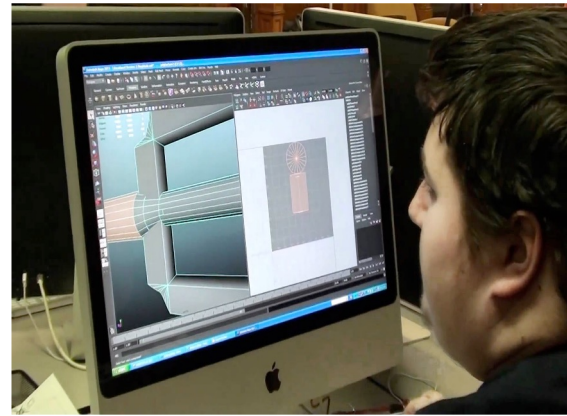
The “Water Watchers” are investigating and writing a proposal to incorporate drought-resistant plantings for the campus landscape.

Recent *Badge* Projects

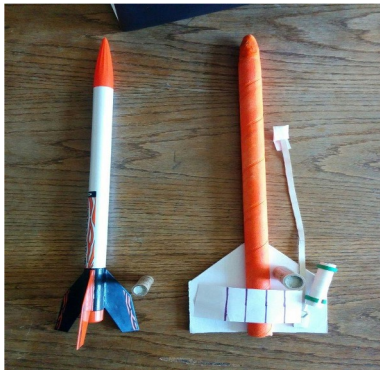
Public Speaking/Debate



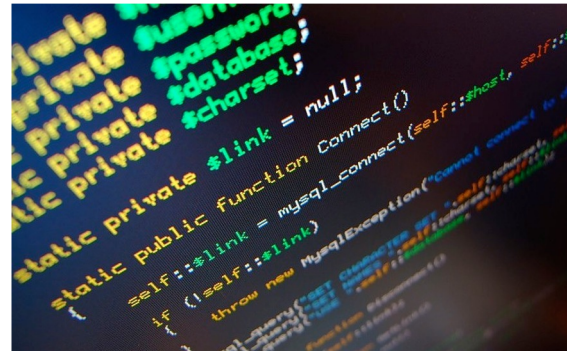
Video Game Design



Aerodynamics and Rocketry



Database Administration



The Bridge to Young Experts



After a year of intensive work,
these students just earned their first **Badge!**

Upcoming Young Expert

Game Development

Interest Exploration Badge

- Game Design
- Vector math and Math for 3D Environments (in progress)
- Game Marketing & Focus Groups (in progress)

Professional Development Badge (professional-level skill)

- **Game Development** with Unity
- **Programming** with C#
- **Debugging** and **Troubleshooting**
- **3-D Vector** Operations



Music Program



BRIDGES WINTER COFFEE HOUSE

MONDAY, DEC. 5TH, 7 - 9.30 PM
[doors open at 5.30pm]

THE FEDERAL BAR
5303 Lankershim Blvd
North Hollywood, CA 91601

FEATURING
THE ROCK BAND
BLUES EXPLOSION
SHREDDERS
ELECTRIC POP ORCHESTRA
+ Guitar Workshop
+ The Shaunt Avakian Trio

COME HUNGRY!
Full kitchen available

JamFest IV
made possible by
THE AL SHERMAN FOUNDATION 2010
March 14th
THE ROXY THEATER
9009 Sunset Blvd
2:00 - 5:00 PM

FEATURING BANDS FROM:
BRIDGES ACADEMY NEW COMMUNITY JEWISH HS
HARVARD WESTLAKE CROSSROADS SCHOOL
CAMPBELL HALL JOIN THE BAND

TICKETS: \$15 in advance, \$20 at the door
All proceeds benefiting MusicCares  - www.musicares.com



Robotics First Competition

[Business Plan](#)







Anime

Hey Dingis!

Hey Dingis!

Seniors
of 2011

I think I will study eyes this year





- Drawings are being considered for an art exhibit at a local Gallery in Culver City. The Japanese style comics (Manga) have been such an inspiration that she is currently studying Japanese (she'll visit Japan this summer) and will be an exhibitor at the Anime Expo 2010.
- Classes over the past five years at Art Center in Pasadena and Brentwood Art School. She continues to sculpt, draw, and create comic/graphic novels.
- Artwork has been displayed at Art Center, Brentwood Art, the Beverly Hills and she created a wall mural for Bridges.
- Accepted into Cal Art's prestigious summer program, Inner Sparks (sponsored by Governor Schwarzenegger). And more....

Talent Development Opportunities

This Child....	Everyday in the Classroom*	Enriched Opportunities Beyond the Classroom	Opportunities at Home and in the Greater Community*
Is passionate about carpentry and building	Encourage reading with graphic novels and use historical fiction	Advanced engineering group	Boy Scouts
Interests in the humanities	Include building choices in projects	Invention Convention Club	Weekend cooking school
Prefers non-fiction	Use visual arts integrated lessons	Horticulture Enrichment Cluster	Camping experiences
Has passion for gourmet cooking	Incorporate outdoor experiences	Chicken Leadership Institute	Engineering class at local museum
Is drawn to nature and camping			
Has leadership ability			

Horticulture Entrepreneurs





Choosing Plants for the Garden

Picking herbs and plants for our business: Aroma therapy



Butternut Squash Soup
Advisory presentation



Building a Bench

“I have learned first and foremost to look for interests, talents, strengths, shades of strengths or the mere suggestion of a talent.

Knowing that a person builds a happy and successful life not on remediated weaknesses but on developed strengths, I have learned to place those strengths at the top of what matters.”

Edward Hallowell (2005)

www.gifted.uconn.edu

WWW.BRIDGES.EDU