

# Tonight's topics

- Understanding the 2e profile (Susan)– Slides 1–21 (clip 3.3 min), 8 minutes
- It isn't easy being green and parenting green (Sally)– Slides 22–25, 8 minutes
- Shift away from deficit model (Susan)– Slides 26–39 (1 min clip and 2 min clip), 5 minutes
- Be an opportunity maker - Positive learning through SEM (Sally)– Slides 40–43, 5 minutes
- Conclusions (Susan)– Slides 44–49, 3 minutes
- Last slide (Sally)– 1 minute

# Positive Parenting: Strategies for meeting the needs of 2e children

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and Board of Trustees Distinguished  
Professor, University of Connecticut

- Neag School of Education
- Renzulli Center for Creativity, Gifted Education, and Talent Development  
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Research and Professional Development

- Bridges Academy, Studio City, CA
- <https://www.bridges.edu>

# **1. Understanding the 2e profile**

**2e kids are  
complicated**

**What is  $2e$ ?**







## 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

• On

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

- Poor social awareness and social skills



## Strengths

- Artistic
- High verbal ability

## Challenges

- Argumentative

• On

Solution: Personal Trainer (for tennis);  
Homework tutor; Rewards offered for  
better grades; Art lessons eliminated  
until behaviors improve

- Poor social awareness  
and social skills



The 2e Center for Research and Development at Bridges Academy

# 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

# Puzzling paradoxes at home...

- Remembers every place you've ever been ("the human map") **but** can't find his shoes.
- Can give you 1,000 reasons why she needs a new cell phone to do a photographic essay assignment, **but** can't provide a timeline to complete the project.
- Enjoys talking about passions but doesn't notice when others don't share that passion.
- Talks about specific topics with adults **but** doesn't relate to age peers ("the little professor").

With their notable abilities, gifts, and talents in certain areas, 2e students can also...

- become highly anxious
- use their creativity for survival
- have low academic self-efficacy (will say they feel like failures)
- feel negative about being different (avoid accommodations)
- experience depression



**...It's not  
easy  
being  
green!**



**It's not  
easy  
parenting  
green !!!**



**It's not  
easy  
teaching  
green !!!**

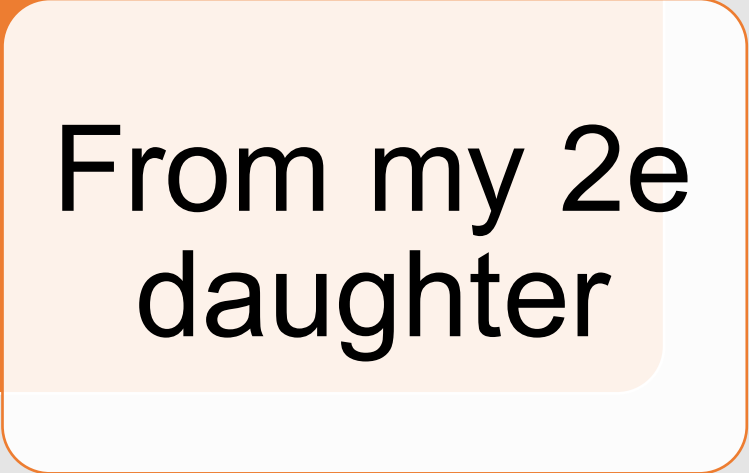
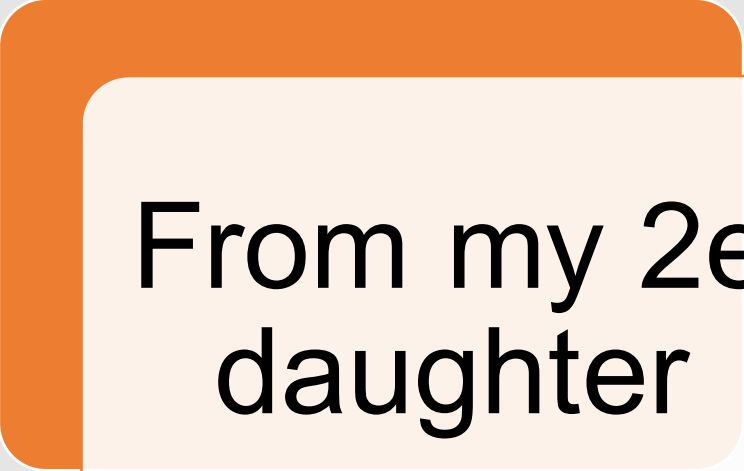




## 2. The role of parents-- What I learned: No, it isn't easy being green



From my research



From my 2e daughter

## **Some Possible Social and Emotional Challenges for 2E Students**

### **Late Identification as having a learning disability Negative Experiences in School**

- Peer problems and teacher negativity
- Enrollment in less-than challenging classes
- Difficulty in reading and writing expression
- Retentions/self-contained special education classes
- Inappropriate (remedial) special education program
- Poor self esteem and lack of self-confidence
- Anxiety and depression





## Learning Disabled/Gifted Study

Parent advocates were a primary reason that gifted students with learning disabilities are able to succeed in school and feel supported in life.



## **Tips from our experiences**

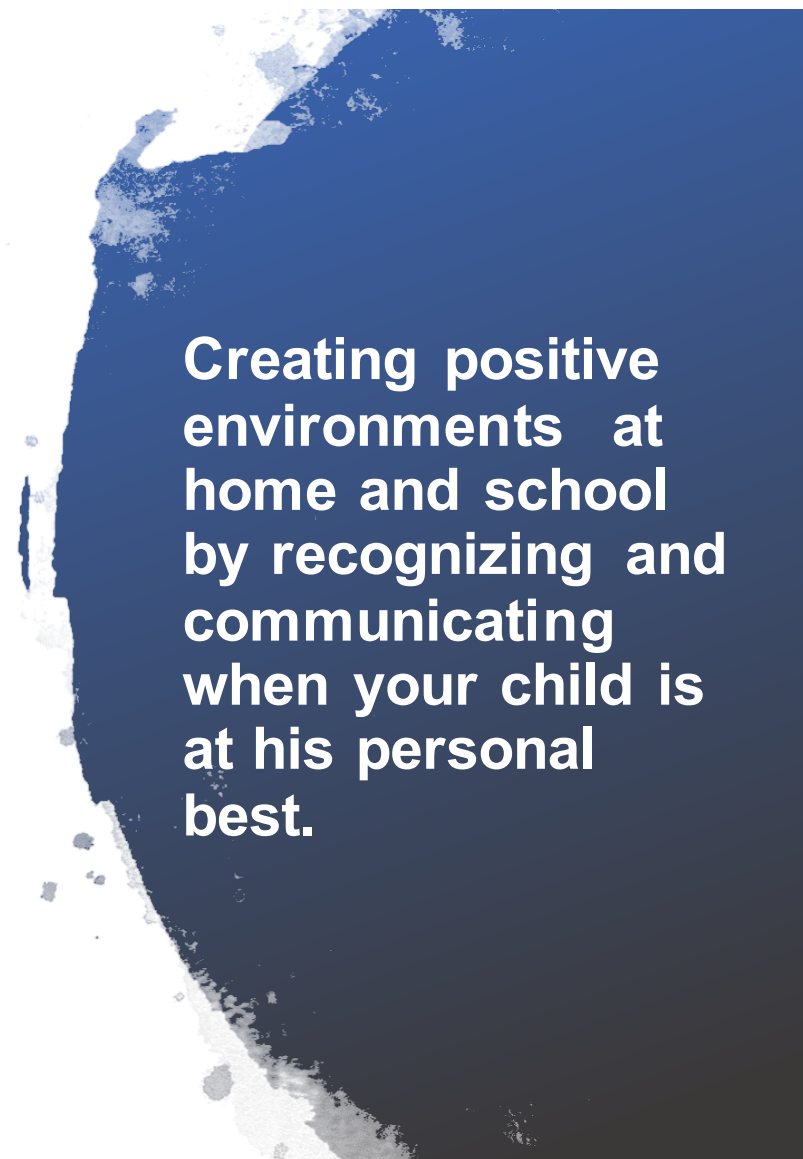
- Don't assume that 2E students will be identified in traditional school settings.
  - Never compare your 2E child to other students, their friends, or siblings.
  - Work collaboratively and Positively with School Personnel
  - Not all compensation strategies work or are appropriate for 2E students
  - Find a friend, peer, or pet to support your 2E Student
- 
- 

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

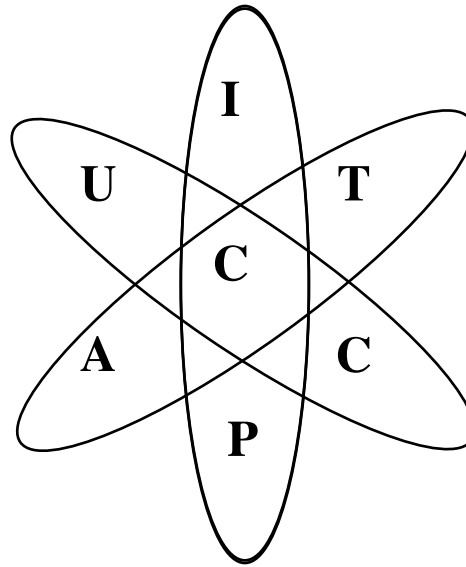
(Seligman & Csikszentmihalyi, 2000)



Shift your parenting practices away from a deficit-focus to a strength-based, talent focused approach

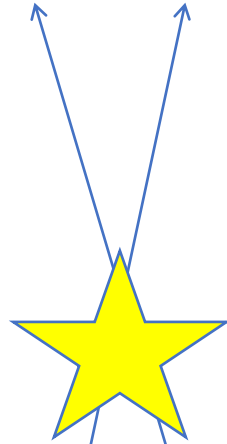


Creating positive environments at home and school by recognizing and communicating when your child is at his personal best.



“...we believe gifted behaviors take place in  
certain people (not all people), at certain times  
(not all the time), and under certain circumstances  
(not all circumstances).”

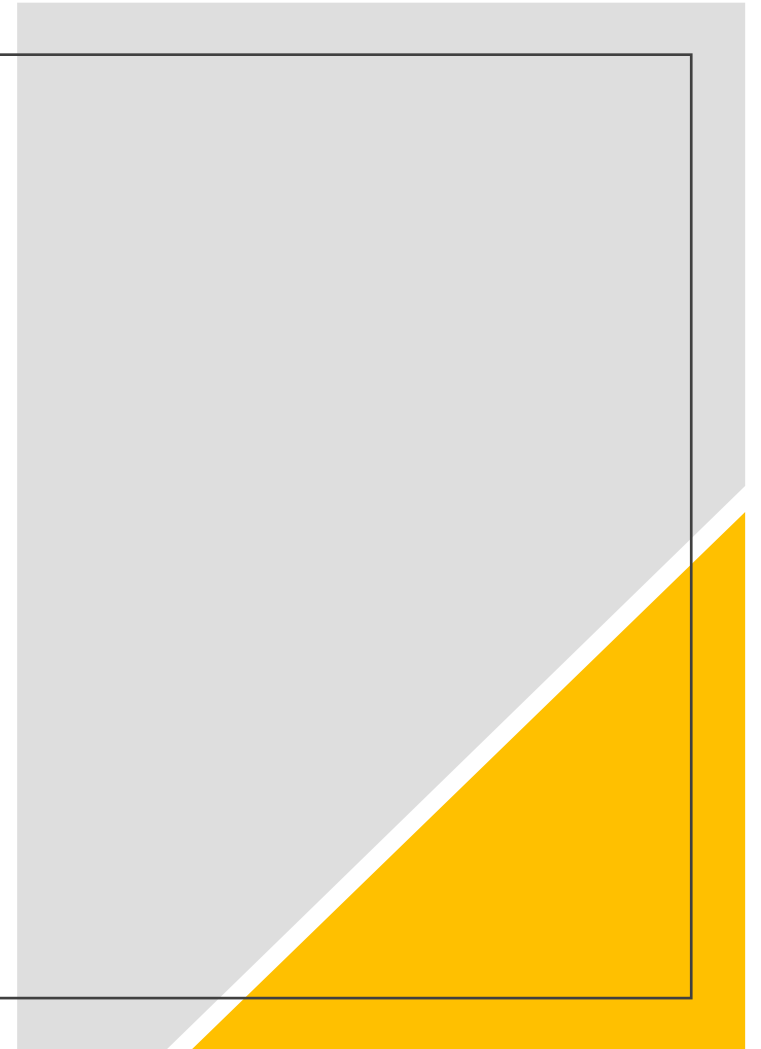
**The Schoolwide Enrichment Model**  
**Joseph S. Renzulli & Sally M. Reis**



The intersection of abilities and interests



# **Times of personal best- Sam and the Chickens**



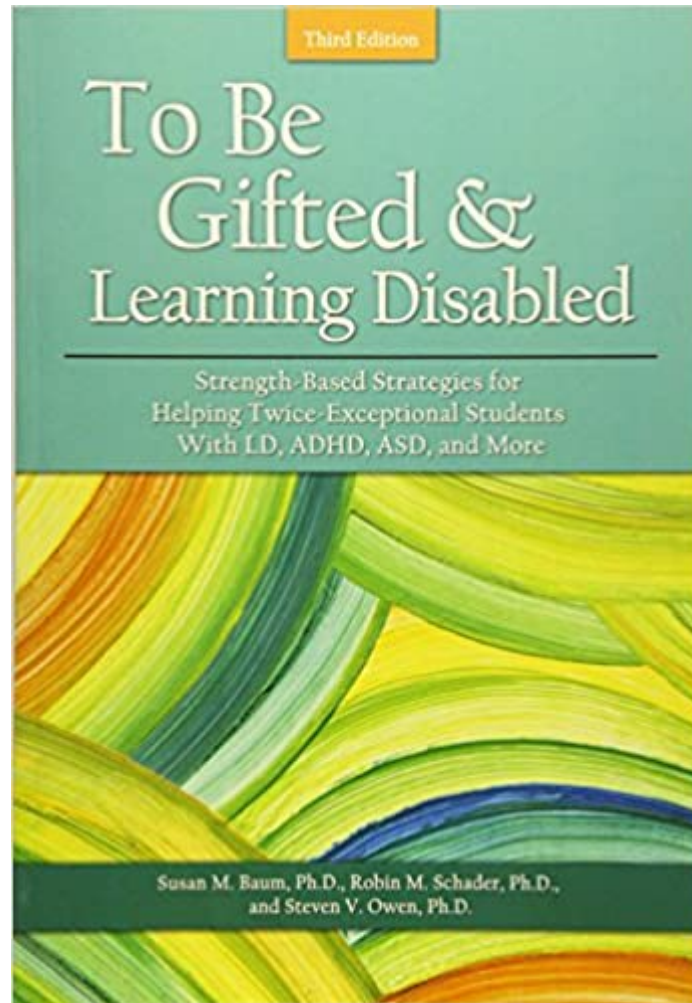
Strengths

Challenges



A strength-based, talent-focused approach at home and at school allows growth, even in deficit areas.

# WHERE THE IEP FALLS SHORT



- COMPLEX KIDS
- IEP DOESN'T CONSIDER THE YELLOW
- GRADE LEVEL PERFORMANCE
- SPECIALIZED INSTRUCTION IS OPTIONAL
- SUPPOSED TO USE STRENGTHS AND INTERESTS

**Overview of Strengths and Needs:** Katelyn is a bright student who enjoys creative writing. She has difficulty with the conventions of writing (grammar, spelling, punctuation, etc.). Katelyn is shy and tends not to participate in class. She does enjoy participating in her literature circles when she is with students with whom she feels comfortable. Katelyn has difficulty with organization and following multi-step directions.

IEP Goals and Progress Markers (P.M.)	Accommodations and Modifications
<p><i>Writing</i></p> <p><b>Goal:</b> Given a writing assignment, Katelyn will write a multi-paragraph essay that includes a clear thesis statement, supporting examples and details, and no more than 3 spelling errors.</p> <p><b>P.M.:</b> Katelyn will select a graphic organizer 100% of the time when preparing a writing draft.</p> <p><b>P.M:</b> Katelyn will generate one main idea or thesis statement for the topic 4 out of 5 times.</p> <p><b>P.M.:</b> Katelyn will be able to generate supporting examples or details for each main idea.</p> <p><b>P.M.:</b> Katelyn will correctly spell high frequency words and make fewer than 5 errors per multi-paragraph writing assignment.</p>	<p><i>Accommodations:</i></p> <ul style="list-style-type: none"> <li>• Use of pencil grips</li> <li>• Allow student to type homework</li> <li>• Reduce amount of in-class writing required (e.g., provide a copy of class notes, reduce length of journal entries required)</li> <li>• Provide a checklist for checking conventions of writing</li> <li>• Divide long writing assignments into "chunks" with individual due dates; for example, first the graphic organizer is due, then the rough draft, then the paper with teacher checklist, and finally the finished paper</li> <li>• Write daily agenda and objectives on the board</li> <li>• Require a homework organizer</li> </ul> <p><i>Modifications: (can be delivered by the general educator, special educator, or a related service provider)</i></p> <ul style="list-style-type: none"> <li>• Work on proper pencil grip</li> <li>• Provide mini-lessons on grammar, punctuation, and other writing conventions</li> <li>• Receive specific instruction in spelling at least 3x per week; instruction should include work with high frequency words and instruction in spelling conventions</li> <li>• Teach specific writing graphic organizers such as Story Maps, Webbing, Compare and Contrast, or Sequence Chain</li> </ul>
<b>TESTING ACCOMMODATIONS</b>	<ul style="list-style-type: none"> <li>• Extended time on tests</li> <li>• Use of the computer, if requested by student</li> </ul>

**A case in  
point**

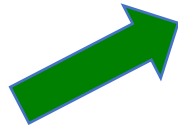
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Strengths	Challenges
<ul style="list-style-type: none"><li>• Artistic</li><li>• High verbal ability</li><li>• Avid reader</li><li>• Metaphorical thinker</li><li>• Insightful</li></ul>	<ul style="list-style-type: none"><li>• Argumentative</li><li>• Oppositional Defiant</li><li>• Little productivity</li><li>• Severe attention issues</li><li>• Refuses to participate in physical education</li><li>• Poor social awareness and social skills</li></ul>

# **ACCOMMODATIONS ALONE ARE NOT SUFFICIENT**

Students need dual differentiation to thrive.  
Design curriculum using a strength-based lens.

**DUAL  
DIFFERENTIATION**



## **Differentiation for Interests/Talent:**

- **Intellectually engaging**
- **Relevant**
- **Purposeful**



## **Differentiation for Deficits:**

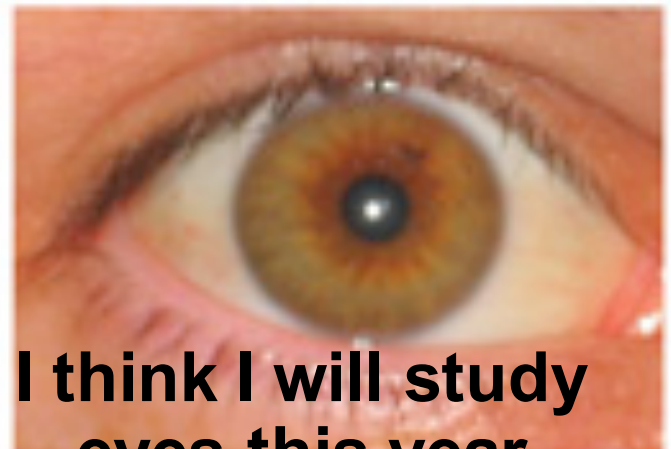
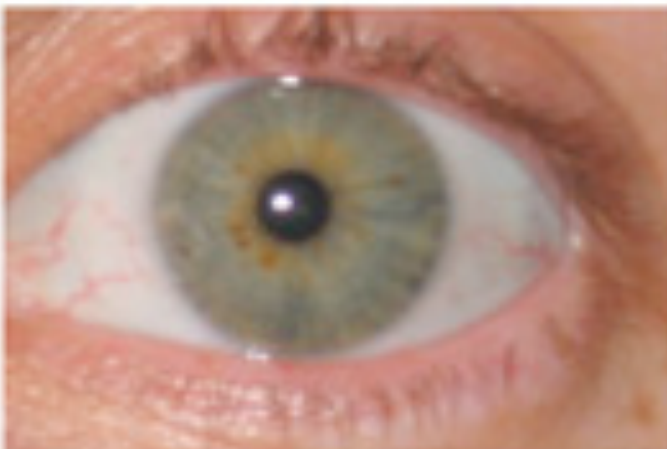
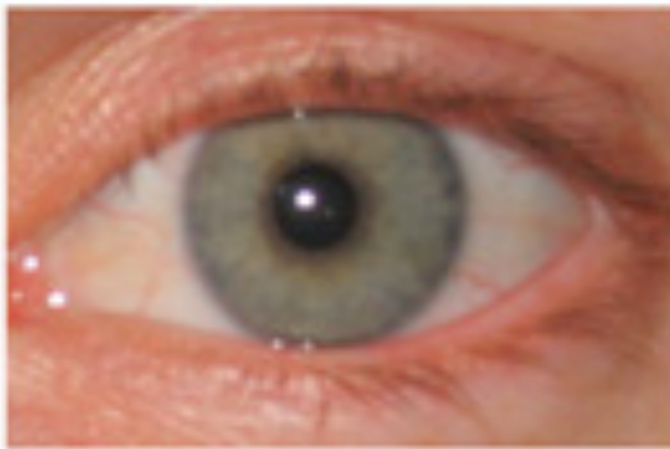
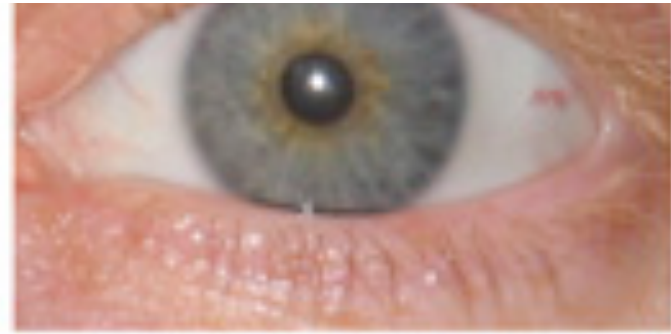
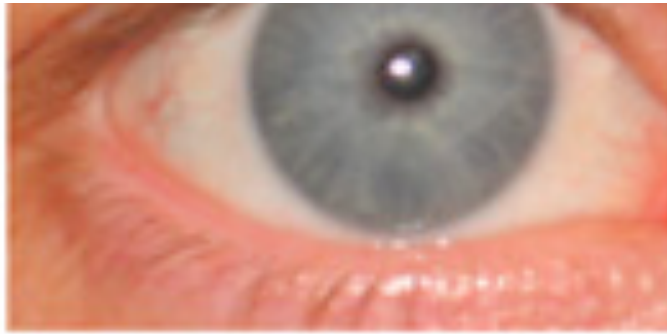
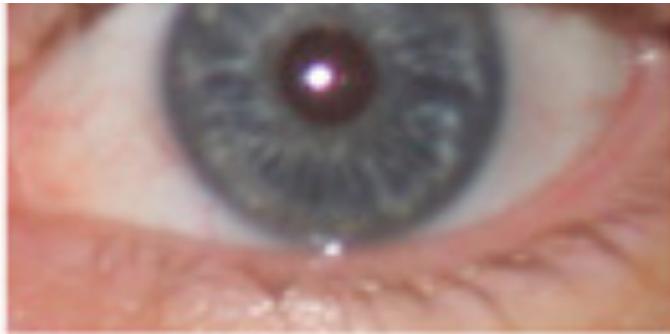
- **Access**
- **Processing**
- **Communication**



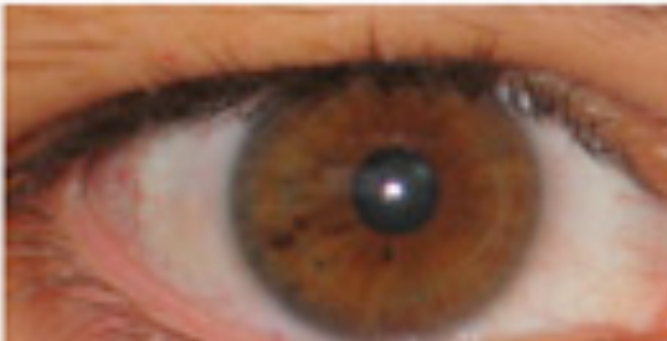




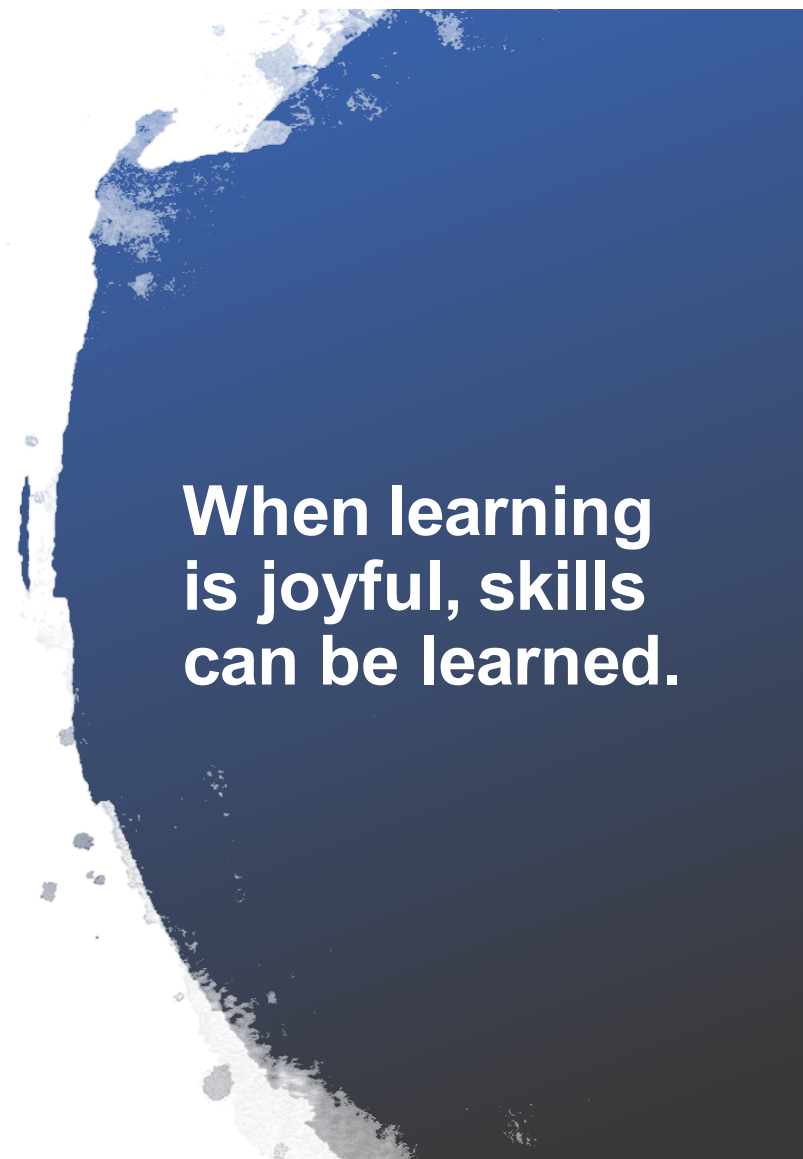




**I think I will study  
eyes this year**



Be an  
opportunity  
maker: The  
role of talent  
development



When learning  
is joyful, skills  
can be learned.



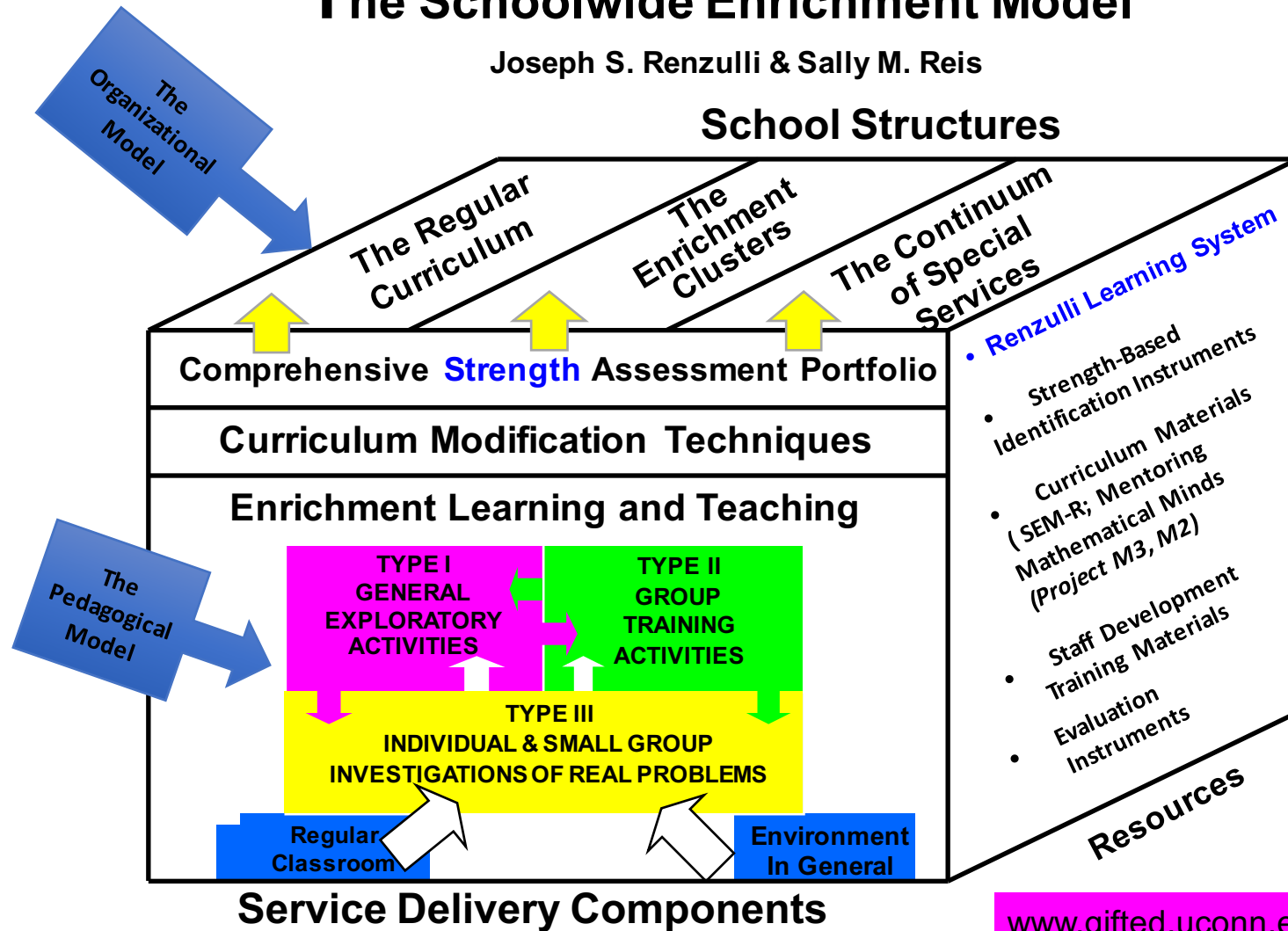
Enjoyment

Engagement

Enthusiasm

# The Schoolwide Enrichment Model

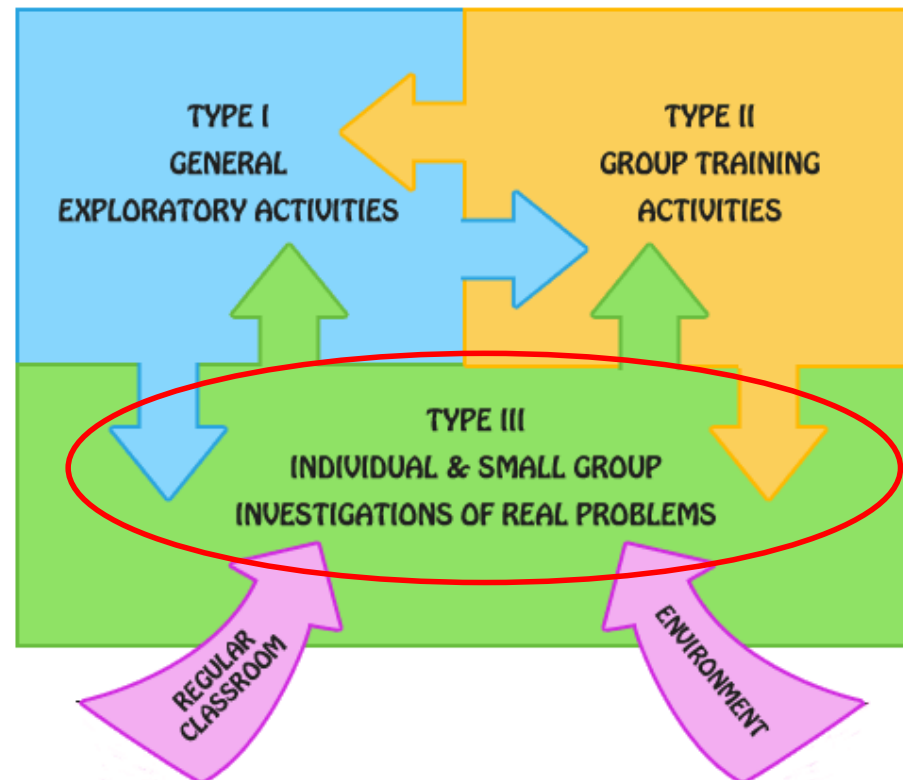
Joseph S. Renzulli & Sally M. Reis



[www.gifted.uconn.edu](http://www.gifted.uconn.edu)

# Motivating Real-world Impacts

## The Enrichment Triad Model



### The Talent Development Opportunity Maker™ (TDO)

First, build a TDO Menu by developing a list of classes, lessons, experiences, workshops, etc. that will foster this student's passion(s), in \_\_\_\_\_, include authentic Explorations (to broaden), Experiences (for skill development with professionals) and Opportunities for performance and production that will support progression toward expertise.

Consider Opportunities to Explore:	Classroom and Extracurricular Options	Enriched Options Beyond School
Take Classes or Lessons:		
Observe or Attend events:		
Create:		
Perform:		
Find a Mentor:		
Join Special Programs/Clubs:		
Interview Experts:		
Apprentice:		
Enter Contests or Competitions:		
Other Options:		

Then create a TDO Agenda from the possibilities above:

Options Selected (with dates)	Frequency and Location	Date to Revisit
•		
•		
•		
•		
•		
•		
•		

This document is a Bridge Center for Excellence Learning Sequence for teaching the 10th Grade Bridges course.



## Summarize and Apply

<b>Taking Stock</b> “This child is...”	<b>Creating Possibilities</b> in the classroom	<b>Talent Development Opportunities (TDOs)</b> beyond regular classroom                      at home & in the greater community	
<ul style="list-style-type: none"> <li>• is an avid &amp; advanced reader</li> <li>• prefers historical novels</li> <li>• thinks metaphorically</li> <li>• is passionate about art</li> <li>• is drawn to drama</li> <li>• loves to argue</li> <li>• shows leadership capacity</li> <li>• primarily a creative problem solver/learned expert</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage reading with historical novels, manuals, &amp; graphic novels</li> <li>• Include point-counterpoint arguments, mini debates, &amp; moral dilemmas as pre-writing</li> <li>• Use visual arts integrated lessons</li> <li>• Use Synectics to encourage writing</li> <li>• Incorporate performing arts experiences</li> <li>• Suggest comic books as products</li> <li>• Allow doodling to help with attention &amp; working memory</li> </ul>	<ul style="list-style-type: none"> <li>• Debate Club / Team</li> <li>• Advanced Art classes</li> <li>• Credits earned as teaching assistant in visual arts</li> <li>• Drama Club</li> <li>• Shakespeare Boot Camp</li> </ul>	<ul style="list-style-type: none"> <li>• Enter drawings for exhibit at local gallery in Culver City.</li> <li>• Take classes during the coming term at Art Center in Pasadena (sculpting &amp; drawing)</li> <li>• Visit Manga exhibition and continue to study Japanese for trip to Japan this coming summer.</li> <li>• Apply for prestigious Cal Arts summer program, <i>Inner Sparks</i>.</li> </ul>





- 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....

# **Programs that work**

1. Psychologically safe environment
2. Time as a variable
3. Tolerance for asynchronous development
4. Positive relationships
5. Strength-based, talent focused, Interest-based approaches

# Parents' Toolkit for 2E kids

- Understand your 2E child's profiles of strengths and deficits
- Show him or her unequivocal love and support—make sure that they feel safe, respected, and valued
- Shift your parenting practices away from a deficit-focus to a strength-based, talent focused approach, by
  - Organize learning opportunities in ways that fit their academic and interests (unique brain wiring)
  - Provide options for creative fun activities that enable your children to choose how they can communicate what they have learned
  - Find ways to help your 2E students access the curriculum in ways that align to their strengths and interests, while avoiding a complete focus on problematic weaknesses (if they can't take notes, give them the notes).
- Provide talent development opportunities (Type I, II, III) and let your children enjoy part of each day doing these.

# Students with special needs: It's not just about their deficits!



- Sara and all of the IEP meetings! Why didn't I know what to ask?
- Susan Baum's advice: Stop telling us what she can't do and start telling us what she can do.
- Who is the most passionate teacher at this school?



High School  
experiences caused  
her to be depressed,  
worried, anxious,  
and to feel she was  
not good at  
anything..

We completely  
changed course--



# Talent Development, Not Deficit Reduction!



Stop focusing  
on deficits  
and start  
focusing on  
strengths!

