



**Twice Exceptionality Workshop**  
**Friday, April 13–Saturday, April 14, 2018**  
**Central Rivers AEA**  
**1521 Technology Parkway, Cedar Falls, Iowa**

**Friday, April 13**

**7:45 am–8:20 am**

**Registration in AEA lobby**  
**Continental breakfast**

**8:20 am–8:30 am**

Rooms C1 & C2

**Welcome**

**8:30 am–8:55 am**

Rooms C1& C2

**Perspectives from the Iowa Department of Education**  
***Rosanne Malek, Gifted and Talented Consultant***  
***Rod Ball, Assistant Director for Instructional Programs***

**9:00 am–10:00 am**

Rooms C1& C2

**Keynote presentation**  
***Megan Foley-Nicpon, University of Iowa, Iowa City, IA***

*Social and Emotional Development Among High Ability and Twice Exceptional Students: Similarities and Differences*

High ability and twice-exceptional students may have unique cognitive and social/emotional profiles in comparison to their peers. In this presentation, I will review research findings regarding twice-exceptional students and consider how various aspects of identity may influence their presentation. I will identify potential risk-factors that may impact the psychosocial components of talent development, and how these factors may manifest differently for high ability students with disabilities. Finally, I will suggest research-based strategies and interventions for parents and educators who interact with these populations.

**10:00 am–10:15 am**

**Break**

**10:15 am–11:15 am**

Rooms C1& C2

**Keynote presentation**  
***Rebecca Lopez, Cherry Creek Schools, Greenwood, CO***

*Development and Sustainability of Twice-exceptional Identification, Programming, and Professional Learning*

In most states and districts across the country, twice-exceptional identification, programming, and professional learning constitute an insurmountable trifecta which leaves this under-identified and underserved Gifted population left to flounder and struggle in frustration. However, through multi-disciplinary collaboration, alignment across departments, targeted professional development, and flexibility in programming, the needs of this unique student population can be

met. In this session, participants will learn how one large, metropolitan school district, over the course of four years, met and overcame these challenges while developing a viable and sustainable, yet still evolving, practice to support twice-exceptional learners.

**11:15 am–11:25 am**

**Break**

**11:25 am–12:25 pm**

Rooms C1& C2

**Keynote presentation**

Julie Mackissock, Cherry Creek Schools, Greenwood, CO

*Twice-Exceptional Students: Who Are They? What Do They Need?*

What does the 2e child look like for the classroom teacher? This presentation will look at the characteristics of the 2e child - they say if you have met one 2e child, you have met one 2e child. They are unique in so many ways, that often it can be difficult to program for them. We will also look at what the 2e population needs for their social emotional support as well as curricular needs.

**12:25 pm–1:25 pm**

**Working lunch**

Lunch buffet served in the lobby of the AEA. Lunch can be eaten in the breakout rooms. Use this time to begin discussing how your district can provide services for 2e students.

**1:30 pm–2:30 pm**

**Breakout sessions**

Choose to attend one of the five breakout session presentations.

*Breakout 1: What I Need to Win*

Robin Loes, Amber Dietz, & Melissa Stitzmann- Waterloo Schools

Shell Rock Room

Kingsley Elementary is in Year Three of implementing our multi-tiered support system, "What I Need." During "WIN Time" children receive instruction to either supplement or extend the Core Curriculum. Groups and learning objectives change approximately once a month. Our project, "2e: What I Need to WIN," intertwines our school's mission, "Best. Year. Yet." with the Waterloo School District's Twice-Exceptional initiative. During Kingsley's school-wide WIN time, we are creating an informal setting to observe children who may fall under the Iowa definition of a Twice-Exceptional learner. We are providing the children time to explore high-interest materials used to challenge a learner's thinking with other children who may also be considered 2e.

---

*Breakout 2: Building A District-Wide Twice Exceptional Plan*

Sherice Ortman, Waterloo Community Schools

Room C1

Participants will receive information on how the Waterloo Community School District built their 2e model over the past three years. Elements of the action plan, along with the process of building 2e programming through a core committee, will be discussed. The planning stage when developing system-wide change requires multiple stakeholders. This session will provide awareness and role responsibility for parents, staff, and administrators.

---

*Breakout 3: Collaboration and Action to Support 2e Students in the Waukee District*

Suzanne Laird, Brea Burrack, & Susan Wouters, Waukee CSD; Vicki Sanders, Jessica Stumme, Erin Sharp, Kate Boonstra, & Kyra Wilcox-Conley, Heartland AEA  
Room C2

A team of ELP teachers and AEA staff from Waukee Schools are going to take you on their journey of raising awareness of twice exceptional students. Attendees will learn how this team paved the way to presenting their “Twice Exceptional” presentation to Waukee teachers, AEA team, and administrators. You will hear how we came together in working with a student, about our journey as an informal PLC, the information we found in the literature and AEA specific facts about Heartland 11, masking, achievement gaps, hear specific student stories, and have a chance to ask us any questions or make comments.

---

*Breakout 4: The Impact of Specific Learning Disability on the Scholastic Functioning of High Ability Students*  
Jon Goodwin, Belin-Blank Center, University of Iowa  
Iowa River Room

Gifted students are generally expected to demonstrate academic achievement that is commensurate to their high intellectual ability. However, some high ability students present with persistent underachievement within reading, mathematics, and/or written expression that significantly undermines their academic success. This pattern of performance may be consistent with Specific Learning Disability (SLD), an elusive central nervous system disorder that often obfuscates an otherwise high ability student’s intellectual gifts and talents. Furthermore, some high ability students with SLD may be difficult to identify because they manage to compensate for their learning disability with “average” academic performance, therefore precluding or delaying the implementation of appropriate interventions and supports. This session will define SLD and address the impact of SLD on the scholastic and psychosocial functioning of high ability students. We will also discuss the distinction between SLD and other possible contributors to academic underachievement; the phenomenon of “masking” in twice-exceptional students; and best practices related to the identification, treatment, and accommodation of SLD within K-12 and postsecondary educational settings. Special attention will be given to the Response-to-Intervention (RtI) service delivery model, and how Iowa’s implementation of RtI may impact how gifted students with SLD are served.

---

*Breakout 5: Anxiety in the Classroom: Interventions and Accommodations*  
Tracy Ksiazak, University of Iowa  
Room B

This presentation will begin with a brief overview of anxiety disorders that can occur in 2e children. Then, research-supported interventions and accommodations that teachers can use to help anxious students be successful in the classroom will be discussed. The emphasis will be on practical, effective techniques for students in all grade levels.

**2:30 pm–2:45 pm**

**Break**

**2:45 pm–3:45 pm**

**Breakout sessions**

Choose to attend one of the five breakout session presentations.

*Breakout 1: Using Mysteries in NASA Photos of Mars to Practice de Bono Thinking Skills with Twice Exceptional Gifted Students: Possible Humanoids, Pyramids, Glass Tunnels, and Bodies of Water*  
Dr. Audrey C. Rule, Dr. Dana Atwood-Blaine, Marie Adebisi, and Younis Al-Hassan, University of Northern Iowa  
Shell Rock Room

Verified, unaltered NASA photographs containing mysterious anomalies of possible humanoids, pyramids, glass tunnels, and water spark interest and allow practice of Edward de Bono thinking skills broadening perspectives for critical and creative thinking. Rationale explains how lessons meet gifted students' needs. Creativity is sparked through integrated art activities. Lessons tested with gifted students discussed. The audience participates in a teacher-made interactive iPad game that exemplifies what gifted students might do for a project. Participants receive a chart of Mars Mystery topics, art activities, accommodations, and thinking skills of four lessons and a link to free online practical articles describing details of the lessons. Lessons are designed to accommodate the following exceptionalities: English Language Learners, Attention deficit disorder, poor fine motor skills, poor memory, slow processing.

---

*Breakout 2: Twice Exceptional Identification and Planning*

Laura Ballantine, Ames Community School District  
Room C2

With an increasing number of suspected twice-exceptional students popping up in our programs, what can we do to better identify and support this special population? Follow the Ames Community School District's journey to finding a team, developing a plan, and better serving their Twice-Exceptional Students.

---

*Breakout 3: Dazed and Confused: Making Sense of Twice-Exceptional Information Overload*

Deb Mishak, Winona State University Professor, and retired Ames School District ELP Director Linda Telleen Martens  
Room C1

You are invited to share your questions and concerns regarding all things twice-exceptional. With over fifty years combined experience in gifted education, and scores of twice-exceptional success case studies to their credit, Debra and Linda will answer questions and facilitate discussion in hopes you will leave with practical information, helpful strategies, and new ideas for holistic student growth, effective collaboration and compelling advocacy.

---

*Breakout 4: The Impact of Specific Learning Disability on the Scholastic Functioning of High Ability Students (repeat)*

Jon Goodwin, University of Iowa  
Iowa River Room

Gifted students are generally expected to demonstrate academic achievement that is commensurate to their high intellectual ability. However, some high ability students present with persistent underachievement within reading, mathematics, and/or written expression that significantly undermines their academic success. This pattern of performance may be consistent with Specific Learning Disability (SLD), an elusive central nervous system disorder that often obfuscates an otherwise high ability student's intellectual gifts and talents. Furthermore, some high ability students with SLD may be difficult to identify because they manage to compensate for their learning disability with "average" academic performance, therefore precluding or delaying the implementation of appropriate interventions and supports. This session will define SLD and address the impact of SLD on the scholastic and psychosocial functioning of high ability students. We will also discuss the distinction between SLD and other possible contributors to academic underachievement; the phenomenon of "masking" in twice-exceptional students; and best practices related to the identification, treatment, and accommodation of SLD within K-12 and postsecondary educational settings. Special attention will be given to the Response-to-Intervention (RtI) service delivery model, and how Iowa's implementation of RtI may impact how gifted students with SLD are served.

---

*Breakout 5: Anxiety in the Classroom: Interventions and Accommodations (repeat)*

Tracy Ksiazak, University of Iowa  
Room B

This presentation will begin with a brief overview of anxiety disorders that can occur in 2e children. Then, research-supported interventions and accommodations that teachers can use to help anxious students be successful in the classroom will be discussed. The emphasis will be on practical, effective techniques for students in all grade levels

---

**4:00 pm–6:30 pm**

**Reception**

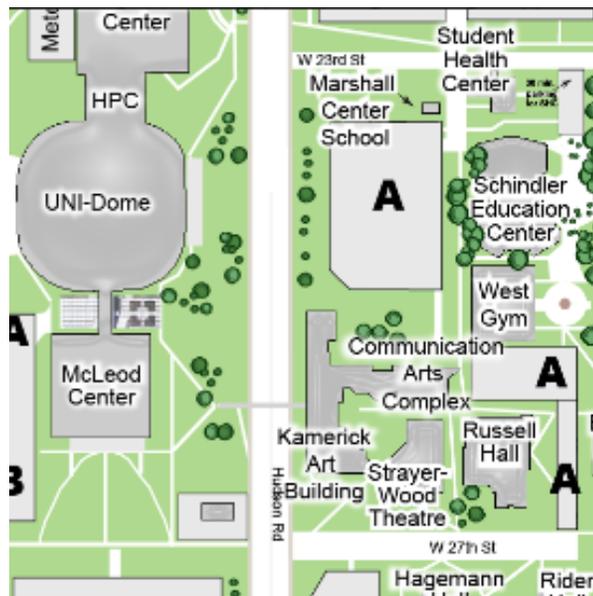
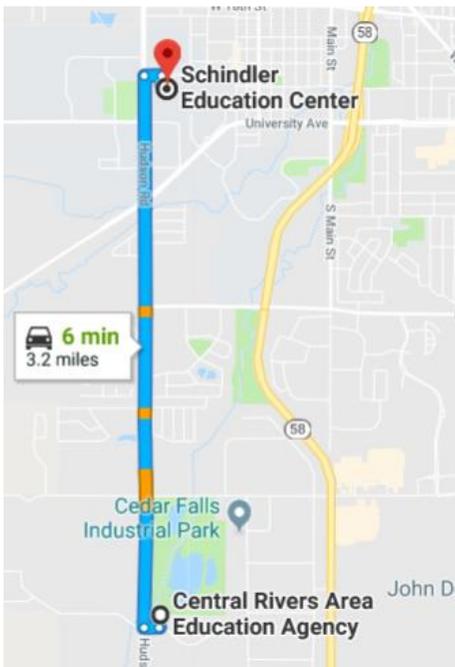
Dean’s Suite, Schindler Education Center, University of Northern Iowa

Join us for a reception hosted by the University of Northern Iowa, enjoy a tour of UNI’s Schindler Education Center, visit with the keynote and breakout presenters, and share your ideas with other workshop attendees. Enter your name to win some fabulous door prizes!

*Directions from the Central Rivers AEA to the Schindler Education Center*

The trip is 3.2 miles. Allow approximately 6 minutes travel time.

- Head west on Technology Pkwy toward Hudson Road (446 feet)
- Turn right at the 1st cross street onto Hudson Rd (3 miles)
- Turn right onto W 23rd Street (476 feet)
- Turn right. Schindler Education Center will be on your left.
- Park in the “A” lot across the street from Schindler Education Center.



**Post-reception: Dinner and evening activities on your own**

## Saturday, April 14

**8:00 am– 8:30 am**

**Continental breakfast**

**8:20 am– 8:30 am**

**Welcome**

Room B

**8:30 am–9:25 am**

**Question & Answer session with Rebecca Lopez, Julie MacKissock, and Sherice Ortman to receive assistance in planning your district's 2e policy/plans**

Room B

**9:30 am–10:30am**

**Breakout sessions**

Choose to attend one of the five breakout session presentations.

*Breakout 1: Step One: Establishing a Core Committee to Start the 2e Work*

A Panel of Presenters from Waterloo Community Schools

Room B

To effectively develop twice exceptional programming in a large district, a core committee was established to begin the work prior to our roll-out year. The second year of planning included a subgroup that became the core committee. The core committee was instrumental in developing system-wide tools and resources that allowed the work to be more efficient and manageable. Our panel represents the core 2e committee comprised of 4 ELP teachers and the Advanced Programs Coordinator. We will discuss the process and time required to build a comprehensive plan that addresses the needs of our twice exceptional population.

---

*Breakout 2: Building an IEP/504 Binder - Helping Parents and Educators Stay on the Same Page*

Amanda Freese, Marion Independent School District and Parent Advocate with Understood.org 2E Corridor Parent Network

Shell Rock Room

Are you still trying to reconcile how a student who has been identified as gifted can have a disability? What about addressing an area of deficit while still acknowledging areas of tremendous strength? Do you wish parents had better organization to facilitate efficient IEP/504 meetings? This session will focus on building an IEP binder with materials provided by Understood.org. Suggestions on how you can share this information with parents will be available. We will also be sharing parent perspectives of what they desire from an IEP meeting for their twice-exceptional student, what their frustrations are when attending a meeting, and how we as a school community can help build a relationship of teamwork between gifted ed, special education, parents, and community resources to help everyone be successful.

---

*Breakout 3: Collaboration and Action to Support 2e Students in the Waukee District (repeat)*

Suzanne Laird, Brea Burrack, & Susan Wouters, Waukee CSD; Vicki Sanders, Jessica Stumme, Erin Sharp, Kate Boonstra, & Kyra Wilcox-Conley, Heartland AEA

Room C1

A team of ELP teachers and AEA staff from Waukee Schools are going to take you on their journey of raising awareness of twice exceptional students. Attendees will learn how this team paved the way to presenting their "Twice Exceptional" presentation to Waukee teachers, AEA team, and administrators. You will hear how we came together in working with a student, about our journey as an informal PLC, the information we found in the literature and AEA specific facts about Heartland 11, masking, achievement gaps, hear specific student stories, and have a chance to ask us any questions or make comments.

---

*Breakout 4: Using Mysteries in NASA Photos of Mars to Practice de Bono Thinking Skills with Twice Exceptional Gifted Students: Possible Face on Mars, Landform Pictograms, Animals, and Animal Skeletons*

Dr. Audrey C. Rule, Dr. Dana Atwood-Blaine, Marine Pepanyan, and James Zabel, University of Northern Iowa  
Iowa River Room

Verified, unaltered NASA photographs containing mysterious anomalies of possible face on Mars, landform pictograms, animals /animal skeletons spark interest and allow practice of Edward de Bono thinking skills broadening perspectives for critical and creative thinking. Rationale explains how lessons meet gifted students' needs. Creativity is sparked through integrated art activities. Lessons tested with gifted students discussed. The audience participates in example activities that contain highlighted accommodations for twice exceptional gifted students. Participants receive a chart of Mars Mystery topics, art activities, accommodations, and thinking skills of four lessons and a link to free online practical articles describing details of the lessons. Lessons are designed to accommodate the following exceptionalities: Emotional issues, poor executive functioning, dyslexia, and poor impulse control.

---

*Breakout 5: Now what? Programming for Twice-Exceptional Students*

Julie Mackissock, Cherry Creek School District  
Room C2

This session will give you practical advice and tips for programming in Gen-ED, GT, and SPED classrooms for your Twice-Exceptional Students. We will use a strength-based approach so that teachers will walk away with strategies to use in the classroom and a resource list for more ideas.

**10:30 am–10:45 am**

**Break**

**10:45 am–11:45 am**

**Breakout sessions**

Choose to attend one of the four breakout session presentations.

*Breakout 1: Finding Hidden Giftedness: 2e Identification*

Rebecca Lopez  
Room B

Twice-exceptional students are difficult to identify because their strengths and weakness may mask each other, creating a unique learner profile atypical of a gifted student or a student with disabilities. In this breakout session, participants will learn about 2e student characteristics and multiple approaches toward 2e identification. Additionally, participants will leave with proven tools which can be utilized to assist in their own identification efforts.

---

*Breakout 2: Alternative Learning with 2E*

Carrie Taylor and Katia Allbee, EXPO Alternative Learning Center  
Room C1

Katia and Carrie work together at EXPO Alternative Learning Center. Katia runs the Bridges Program. The program is to help middle school students (8th grade) fill in the gaps before high school. Carrie is an ELP (Gifted Education) teacher at both Highland Elementary and EXPO ALC. We will explain how working together helped a 2E student succeed. We will

talk about the 2E plan, environment, parent involvement, looking at student strength and passions, and working towards strengths.

---

*Breakout 3: Once a Student Achieves the "Twice Exceptional" Label, Then What?*

Stacey Snyder, Waterloo Community Schools Expanded Learning Teacher  
Iowa River Room

I will share my experiences incorporating 2e students into Talent Development groups following their identified strength while also allowing for certain environmental supports such as flexible seating and sensual satisfying opportunities.

---

*Breakout 4: Dazed and Confused: Making Sense of Twice-Exceptional Information Overload (repeat)*

Deb Mishak, Winona State University Professor, and retired Ames School District ELP Director Linda Telleen Martens  
Room C2

You are invited to share your questions and concerns regarding all things twice-exceptional. With over fifty years combined experience in gifted education, and scores of twice-exceptional success case studies to their credit, Debra and Linda will answer questions and facilitate discussion in hopes you will leave with practical information, helpful strategies, and new ideas for holistic student growth, effective collaboration and compelling advocacy.

**The workshop concludes at 11:45 am when the breakout sessions end. Thank you for attending and for serving twice exceptional students!**