

Seven Steps to Strategic Planning for Twice-Exceptional Students

1. Identify Stakeholders

The first step is to identify the stakeholders — those people who will be impacted by the resulting instructional plan or who will play a role in implementing the plan. Stakeholder groups for twice-exceptional education should include representatives from gifted education, special education (special education teachers, school psychologists, social workers, occupational therapists, speech/language pathologists), classroom teachers, administrators, counselors, students, and parents.

2. Organize a Problem-Solving Team

The problem-solving team must include representatives from each stakeholder group. Identify a facilitator who will guide the process and ensure a supportive environment. This group will collaborate to develop an instructional plan for the student, monitor its success and measure student growth.

3. Determine Strength/Interests

Identify the student's strengths and interests and determine specific data points to inform the decision-making process. In what areas does he/she excel? What data tells you so? What comes easily for him/her? What data tells you so? What are the passions and interests of the student? What does he/she enjoy doing during free time? How do you know?

4. Determine Challenges/Concerns

Identify the student's challenges and concerns and determine specific data points to inform the decision-making process. What content areas come as a challenge for the student? What data tells you so? What are behavioral concerns?

5. Select One Strength and One Challenge for Focus

Choose one strength and one challenge upon which the instructional plan will focus. Decide if the problem-solving team has other questions and whether additional data needs to be gathered.

6. Develop an Action Plan

Having a clear understanding of what you want to accomplish unifies the commitment of the team. Develop an action plan that has specific measurable outcomes by: determining appropriate interventions, the length of the intervention, and establishing a review date when the team will meet again. The action plan should include: goals, interventions to achieve goals, interventionist (person who will be responsible for delivering intervention), frequency and duration, method of progress monitoring, materials needed, and necessary accommodations and/or modifications.

7. Implement Instructional Plan

Implement the selected interventions with the student being careful to record the student's response and success or lack of success. Facilitator of the problem-solving team should follow up with responsible individuals to ensure the plan is being implemented as designed.

Educational Planning for a Continuum of Abilities

Strength-/Interest-Based Accommodations

These are instructional strategies that provide a stimulating educational environment emphasizing high-level abstract thinking, creativity, and a problem-solving approach. They build on intrinsic motivation and promote active inquiry, experimentation, and discussion. Emphasis is placed on students' readiness, interests, and learning profiles. Teachers shape instruction with multi-option assignments that enable students to use their strengths to demonstrate their knowledge.

Examples: Pre-testing and compacting the curriculum to eliminate unnecessary drill; content extensions related to some facet of the curriculum that allow students to investigate a topic in greater depth and become the class expert.

Accommodations to Access Learning

Accommodations are changes in how a student accesses information and demonstrates learning. Accommodations are used in classroom instruction and assessment. They do not fundamentally alter or lower the standards or expectations of the content of the curriculum. Rather, they change how the content is presented and/or how a student demonstrates mastery.

Examples: Braille and wearing glasses.

Explicit Instruction: Compensatory Strategies

These are skills explicitly taught to students that, when implemented by the students, will allow them to complete tasks independently. The goal is to teach students compensatory learning strategies so they will learn to initiate the strategies independently in order to be successful in the learning environment.

Examples: Use of spell-checker; re-read aloud when editing written work; color-coding for organization.

Explicit Instruction: Intervention/Remediation

Utilize recommended assessments to identify learning gaps and then provide explicit systematic instruction/remediation in the specific deficit area(s).

Examples: Identifying phonological core deficits and providing explicit instruction in segmenting and blending speech sounds.

Strategic Planning for Student Success

The problem-solving team begins the process of planning by identifying the student's strengths and interests. Success in the strength areas promotes the development of a strong self-concept and self-efficacy. Instruction that builds on students' interests can motivate them to persevere when learning challenges cause them to struggle in school.

Once strengths and interests are identified, the problem-solving team considers the student's challenges and concerns by examining existing data and behaviors. When needed, additional data may be gathered. Twice-exceptional students need explicit instruction in their challenge areas. Teaching students compensatory strategies helps them learn strategies they can use independently to be successful.

Use the template on the next page to:

First, identify the student's strengths and challenge areas.

Second, select accommodations to ensure learning and growth in the student's strength/interest areas.

Third, select accommodations that will help the student access learning, and identify areas where explicit instruction will be provided to teach compensatory strategies or to provide intervention or remediation.



Educational Planning for a Continuum of Abilities

S – Student Strengths	C – Student Challenges	Strengths	Challenges/Concerns
Cognitive Processing/General Intellectual Ability ___ Visual Processing ___ Auditory Processing ___ Sequential/Rational Processing ___ Conceptual/Holistic Processing ___ Processing Speed ___ Attention ___ Memory ___ Executive Functioning ___ Organization ___ Other			
Specific Academic ___ Reading ___ Reading Fluency ___ Writing ___ Writing Fluency ___ Math ___ Math Fluency ___ Science ___ Social Studies ___ Other			
Creativity ___ Creative Thinking ___ Creative Productivity ___ Creative Problem-Solving ___ Risk-Taking ___ Other			
Visual, Spatial, Performing Arts ___ Visual ___ Spatial ___ Musical/Rhythmic ___ Bodily/Kinesthetic ___ Other			
Physical/Psychomotor ___ Sensory Integration ___ Hearing ___ Vision ___ ADD ___ ADHD ___ Bodily/Kinesthetic ___ Athletics ___ Other			
Interpersonal/Leadership ___ Communicating ___ Understanding Others ___ Peer Relations ___ Self-Advocacy ___ Other			
Intrapersonal/Social/Emotional ___ Understanding Self ___ Introspection/Reflection ___ Perfectionism ___ Coping ___ Resiliency ___ Behavioral Issues ___ Other			
Interests/Passions			

Educational Planning for a Continuum of Abilities: Example

S - Student Strengths C - Student Challenges	Strengths	Challenges/Concerns
Cognitive Processing/General Intellectual Ability <input checked="" type="checkbox"/> Visual Processing <input checked="" type="checkbox"/> Auditory Processing <input checked="" type="checkbox"/> Sequential/Rational Processing <input type="checkbox"/> Conceptual/Holistic Processing <input checked="" type="checkbox"/> Processing Speed <input type="checkbox"/> Attention <input type="checkbox"/> Memory <input type="checkbox"/> Executive Functioning <input type="checkbox"/> Organization <input type="checkbox"/> Other		
Specific Academic <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Reading Fluency <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Writing Fluency <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Math Fluency <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Other		
Creativity <input checked="" type="checkbox"/> Creative Thinking <input type="checkbox"/> Creative Productivity <input type="checkbox"/> Creative Problem-Solving <input checked="" type="checkbox"/> Risk-Taking <input type="checkbox"/> Other		
Visual, Spatial, Performing Arts <input type="checkbox"/> Visual <input type="checkbox"/> Spatial <input checked="" type="checkbox"/> Musical/Rhythmic <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Other		
Physical/Psychomotor <input type="checkbox"/> Sensory Integration <input type="checkbox"/> Hearing <input type="checkbox"/> Vision <input type="checkbox"/> ADD <input type="checkbox"/> ADHD <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Athletics <input type="checkbox"/> Other		
Interpersonal/Leadership <input type="checkbox"/> Communicating <input type="checkbox"/> Understanding Others <input type="checkbox"/> Peer Relations <input type="checkbox"/> Self-Advocacy <input type="checkbox"/> Other		
Intrapersonal/Social/Emotional <input type="checkbox"/> Understanding Self <input type="checkbox"/> Introspection/Reflection <input checked="" type="checkbox"/> Perfectionism <input type="checkbox"/> Coping <input type="checkbox"/> Resiliency <input type="checkbox"/> Behavioral Issues <input type="checkbox"/> Other		
Interests/Passions		

Educational Planning for a Continuum of Abilities: Example

Strength-/Interest-Based Accommodations	Accommodations to Access Learning	Explicit Instruction: Compensatory Strategies	Explicit Instruction: Intervention/Remediation
<ul style="list-style-type: none"> • Use "most difficult first" strategy and pre-testing to allow student to demonstrate mastery of concepts and reduce work load 	<ul style="list-style-type: none"> • Give student a conceptional framework or overview of new material • Extended time • Preferential seating • Nonverbal cues • Copies of overheads 	<ul style="list-style-type: none"> • Create self-talk to accompany visual input • Use color-coding and highlighting for visual focus • Incorporate organizational activities into classroom 	<ul style="list-style-type: none"> • Teach verbal mnemonics, rhyme for automaticity • Teach organizational skills • Assist student in creating a "To Do List" and help him prioritize homework • Ask student to talk through the steps he will use when completing assignment
<ul style="list-style-type: none"> • Opportunities for developing oral and written communication • High level, open-ended problem-solving like Math Olympiad 	<ul style="list-style-type: none"> • Copies of text for highlighting 	<ul style="list-style-type: none"> • Master keyboarding • Use computer to increase productivity 	<ul style="list-style-type: none"> • Use systematic multisensory approach to word decoding/encoding • Choral reading
<ul style="list-style-type: none"> • Opportunities for brainstorming and creative thinking 	<ul style="list-style-type: none"> • Create a safe environment where risk-taking is encouraged 		
<ul style="list-style-type: none"> • Create a series of key elements in a rap 			
<ul style="list-style-type: none"> • Provide opportunities to develop leadership skills 			
<ul style="list-style-type: none"> • Seek opportunities to compliment student on effort rather than ability 		<ul style="list-style-type: none"> • Help student view mistakes as a valued part of the learning process • Encourage student to equate effort with success 	

Twice-Exceptional Strategies Plan

Name: _____

Grade: _____

School: _____

Date: _____

Strengths:

Interests:

Challenges:

Strength-/Interest-Based Accommodations

Accommodations to Access Learning

Explicit Instruction: Compensatory Strategies

Explicit Instruction: Intervention/Remediation