



# Anchoring Conceptions of “Twice Exceptionality” in Reality

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# Overview

1. What is 2E?
2. Our Project
  - What We Did
  - What We Found
3. Implications
4. Questions



# What is Twice Exceptionality (2E)?



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# Prevalence Estimates


**~6% of gifted students  
also have a disability**

(NAGC, 2009)

**~420,000 Students in  
U.S. Schools**







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To cover the same materials or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.

A term used to describe a student who is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism. View the NAGC position paper, *Ensuring Gifted Students with Disabilities Receive Appropriate Services: A Call for Comprehensive Assessment*.

[Recite](#)



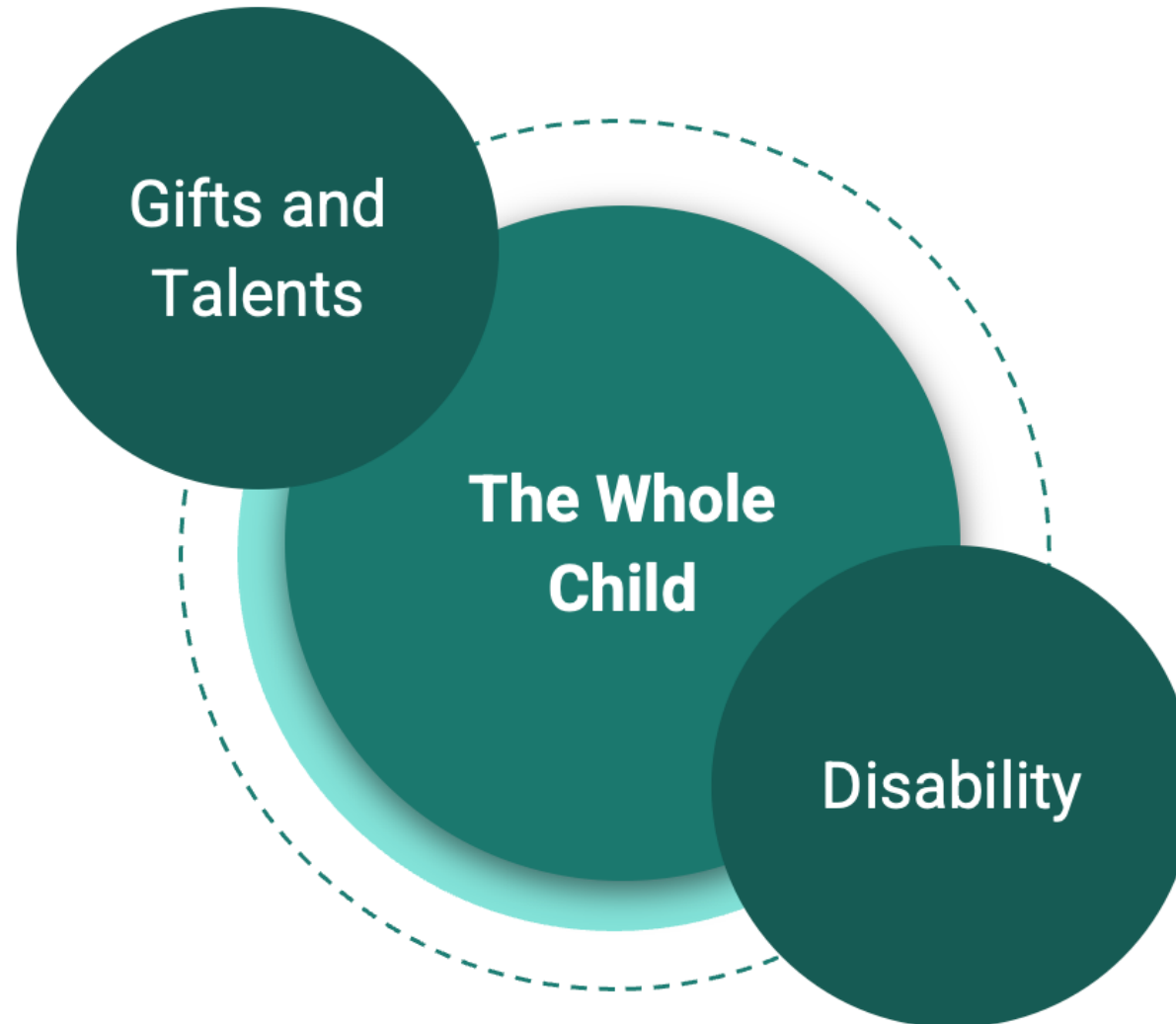
**“A term used to describe a student who is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism.”**

— NAGC’s definition of twice exceptional (2E)



# Challenges in Conceptualizing & Identifying 2E

Gifted or showing potential to perform above grade level in one or more domain and having one or more disabilities



**Purpose:** To examine the characteristics of twice-exceptional learners in the twice exceptionality research literature.

## Student Demographics

- Race/Ethnicity
- Gender
- Age
- Grade

## Characteristics

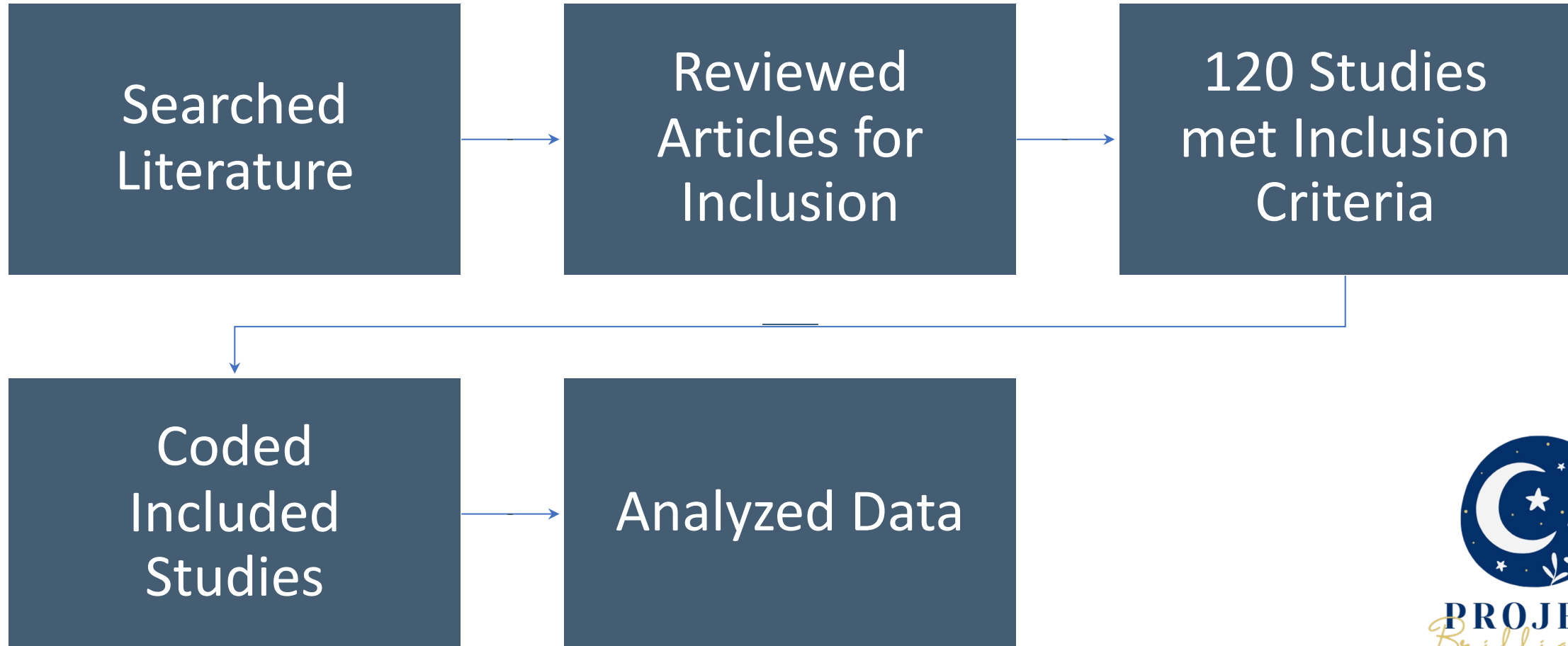
- Twice Exceptionality Characterization
- Disabilities

## Assessment Types

## Gifted and Disability Identification Source



# What We Did

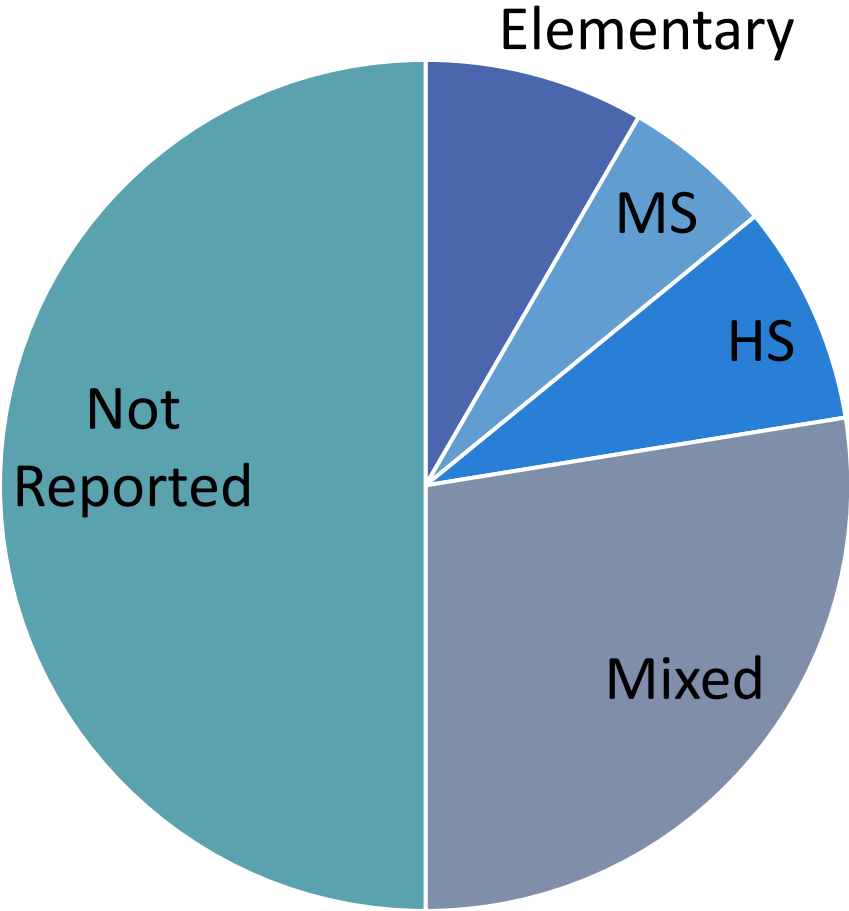


# What We Found: Demographics (120 studies)

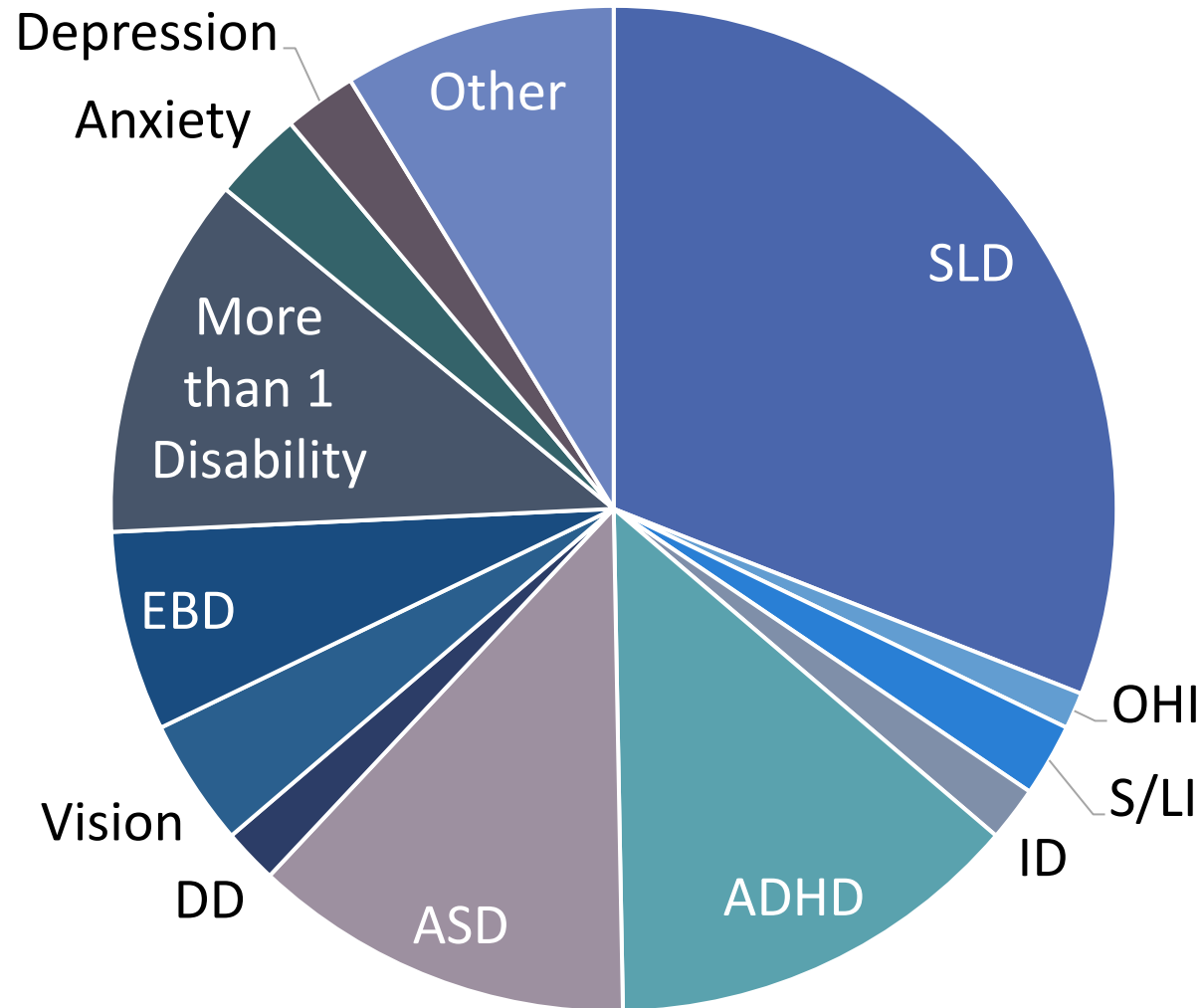
	<i>N</i>	<i>M</i>	<i>SD</i>
Age	75	12.17	3.13
Gender	90		
Girls		28.25%	22.44%
Boys		71.75%	68.14%
Race	39		
American Indian		0.29%	0.19%
Asian		15.01%	5.34%
Black		14.90%	5.23%
Multiracial		1.89%	1.31%
White		63.44%	6.33%
Race not listed above		0.93%	0.45%
Ethnicity	32		
Hispanic/Latinx		20.46%	5.87%



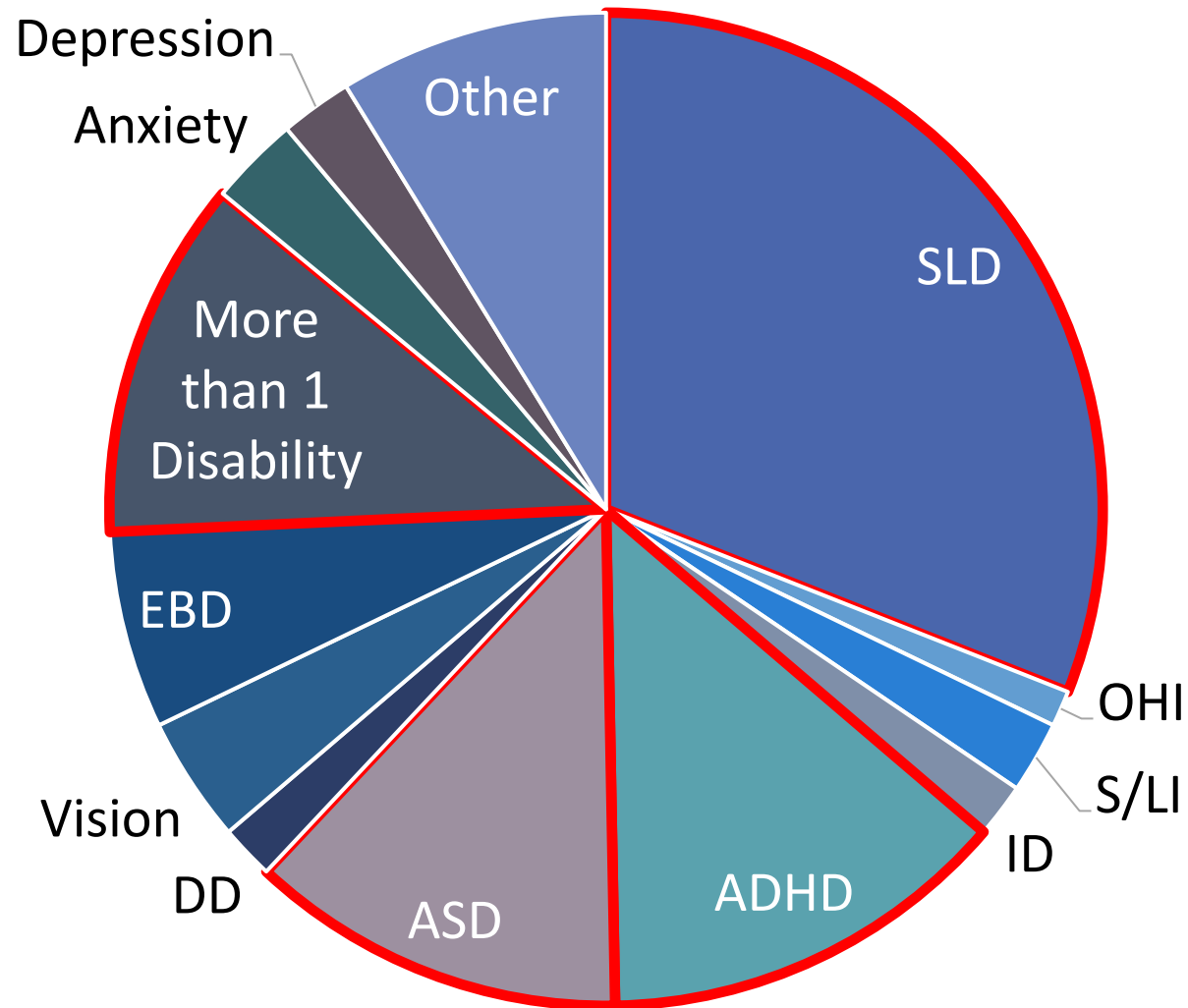
# What We Found: Demographics



# What We Found: Disability Characterization

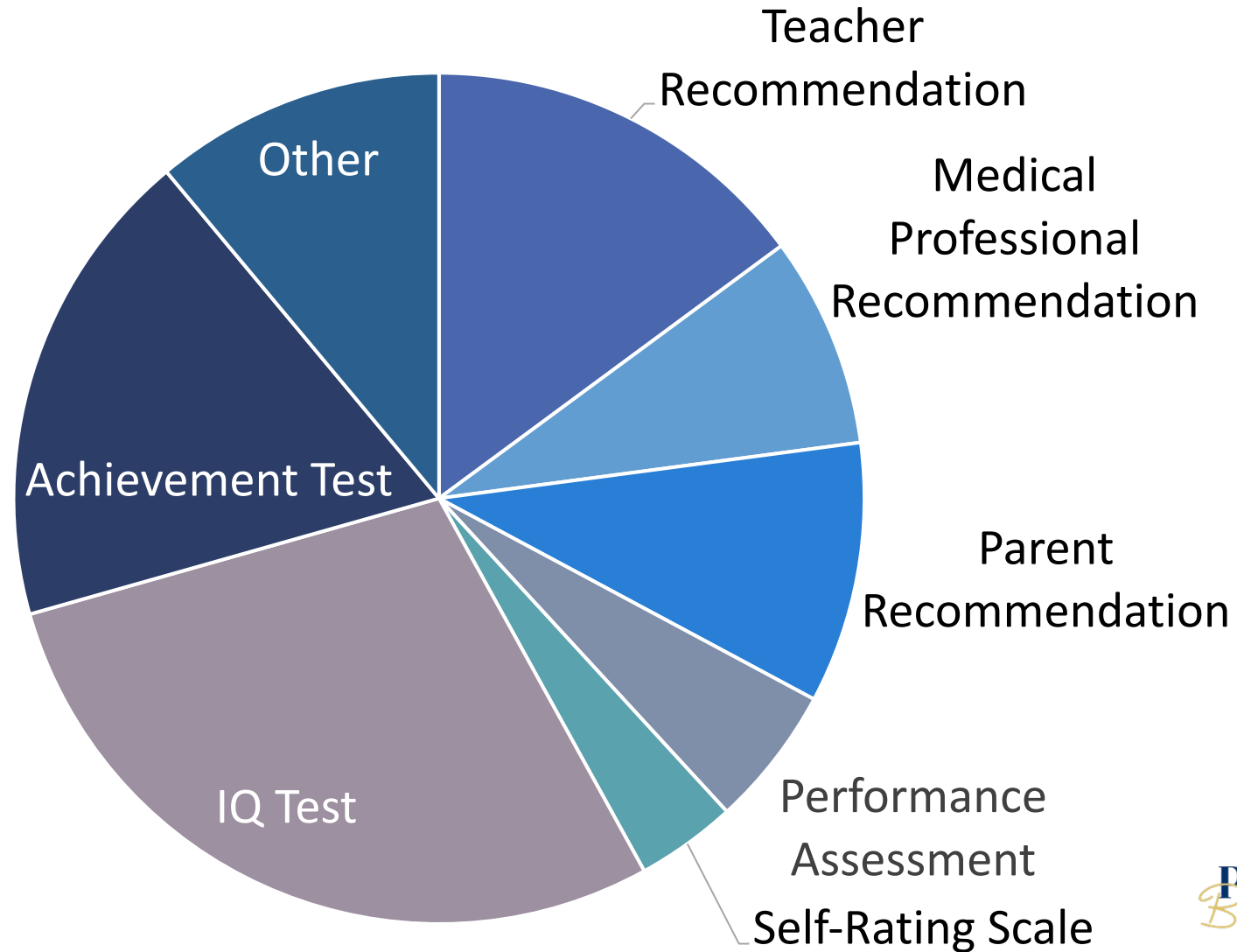


# What We Found: Disability Characterization

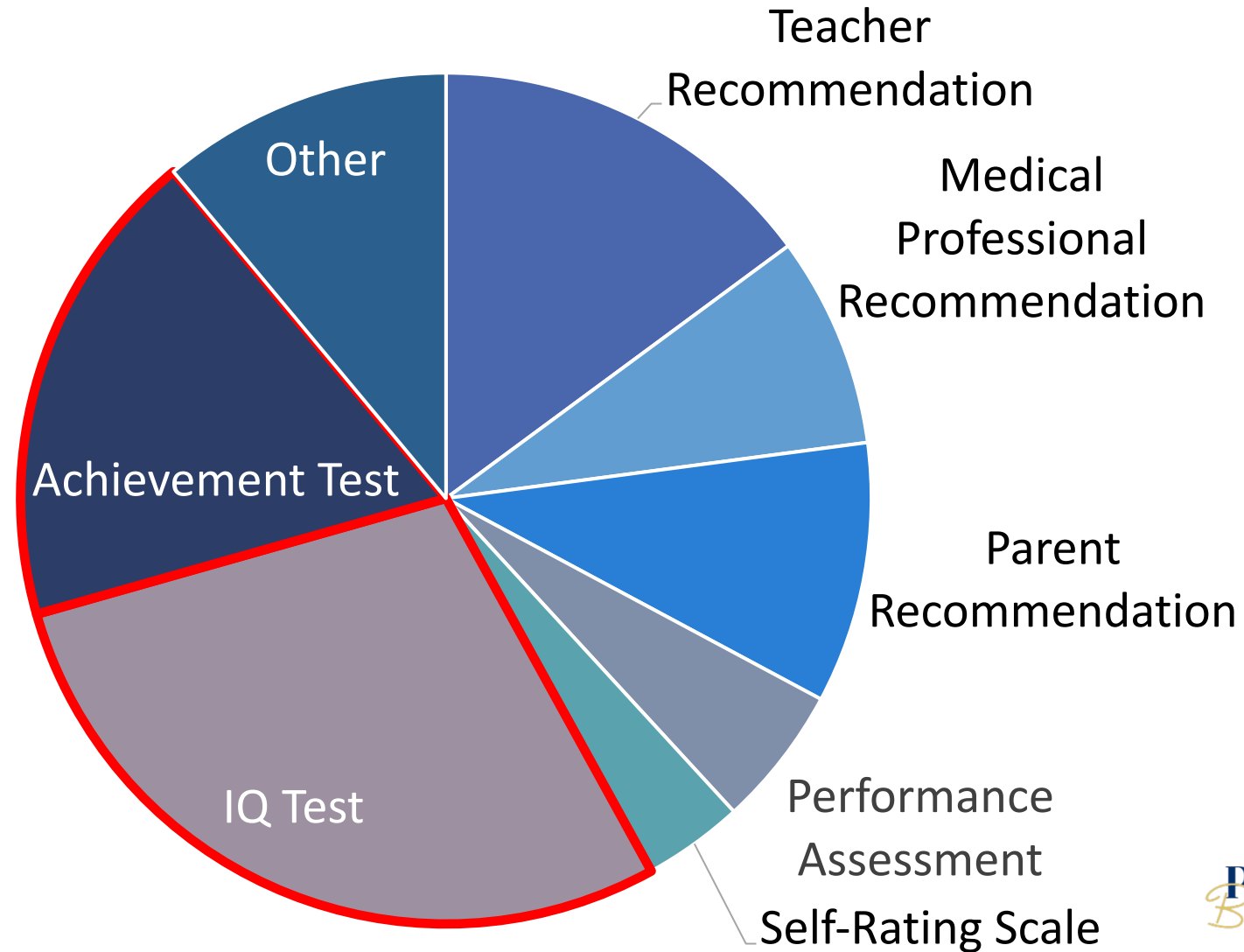




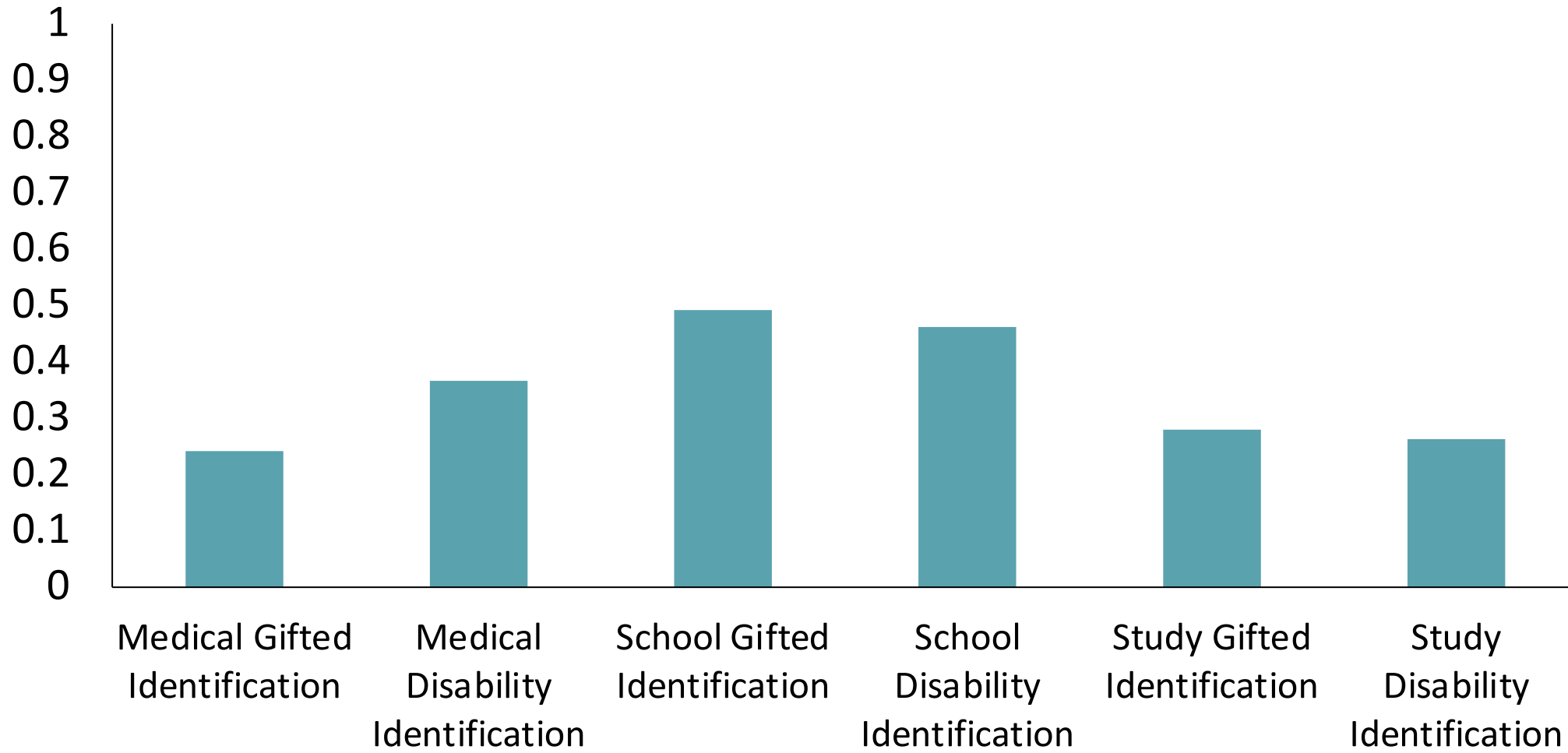
# What We Found: Assessment Types



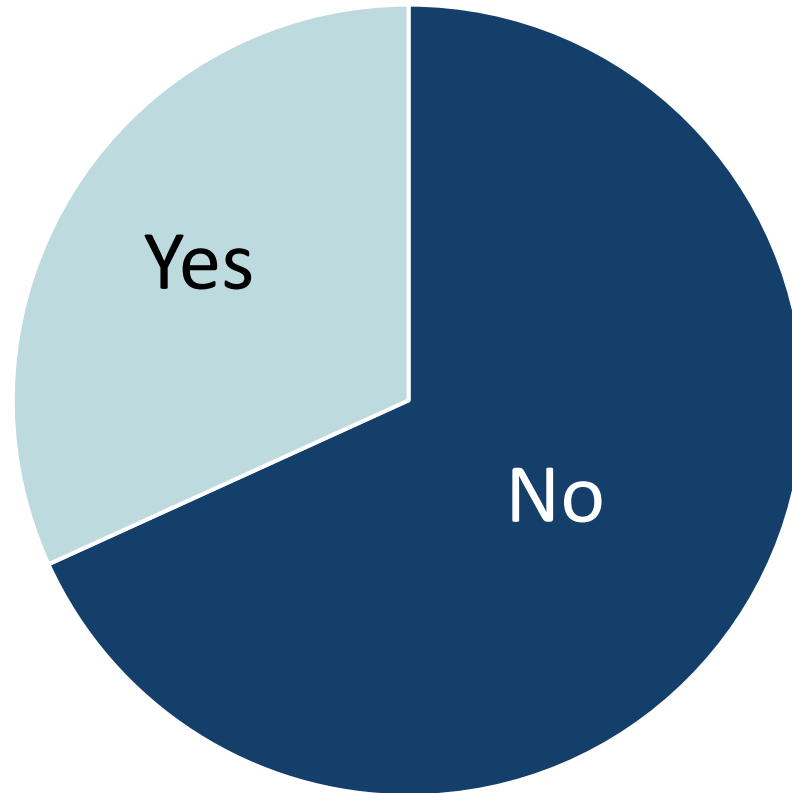
# What We Found: Assessment Types



# What We Found: Identification Setting



# What We Found: Masking Effect



# Anchoring our conceptions in reality



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National Organization  
Communication &  
Other Advisors

Research

School Practice & Observations



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# Expanding the Definition

Adjustment #1



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# Expanding Exceptionalities

- NAGC recognized ADHD, ASD, and LD in their definition.
- Research examined 9 additional exceptionalities.
- Students and their support systems may identify more (e.g., sensory processing disorder).

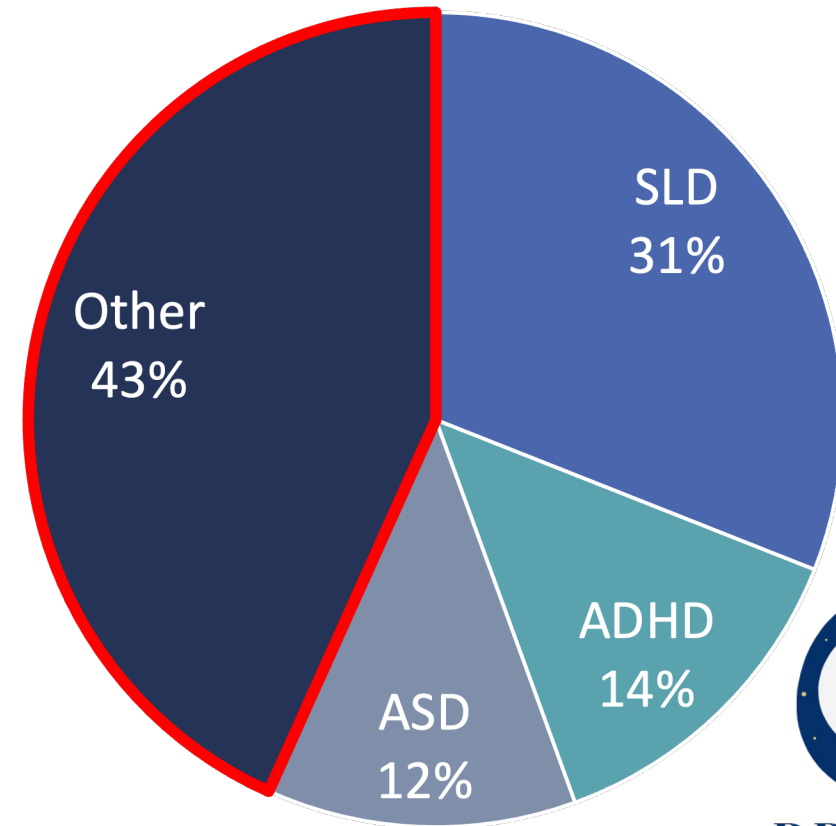
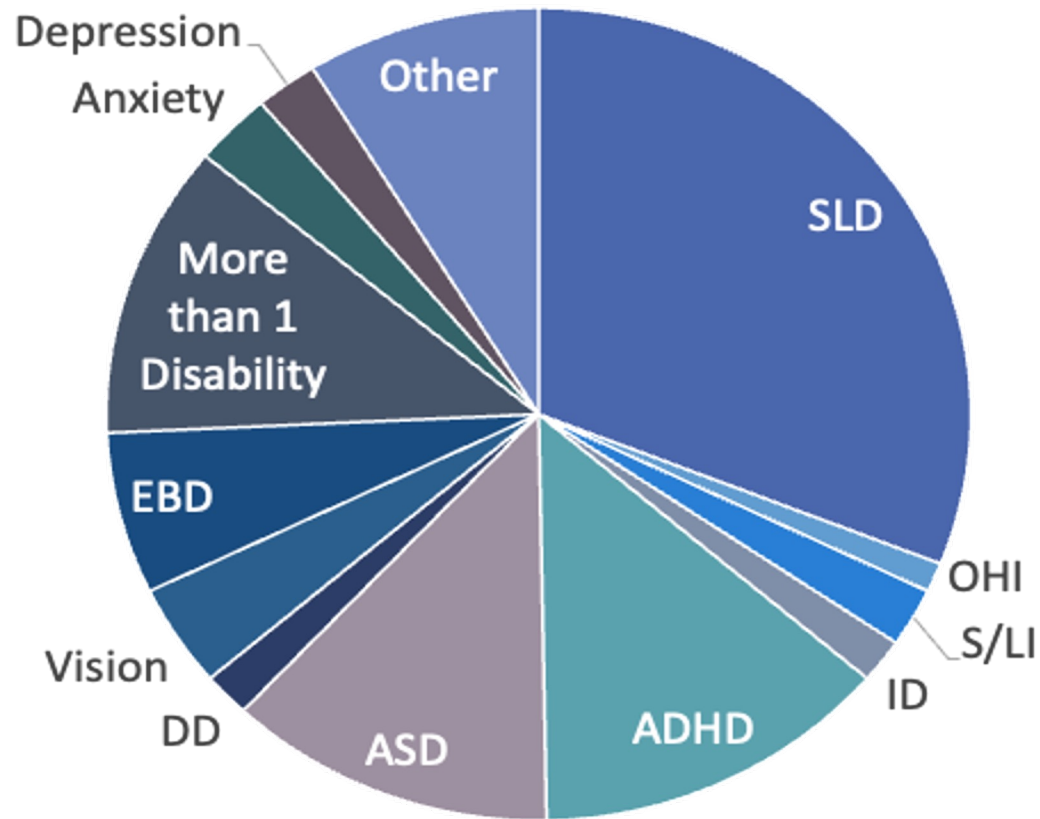


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# What Might We Be Missing?



# Sensory Processing Example

"...It is not in the DSM-5... but I have a copy of my eval on hand...

Originally, my therapist and I thought I might have autism, but because I don't have any social deficiencies...my mom's friend, an occupational therapist, suggested I might have a sensory processing disorder...but it wasn't an issue at the time.

But, in middle school, it started to become an issue. There were a lot of things that bothered me. I would get overwhelmed...that's when we pursued a diagnosis...

They offered to develop 504 plan, but it took so long we gave up."

---Twice-Exceptional Student (interview at gifted residential school; February 2023)



# Student Suggestions for Accommodations





# Expanding Demographics

Adjustment #2



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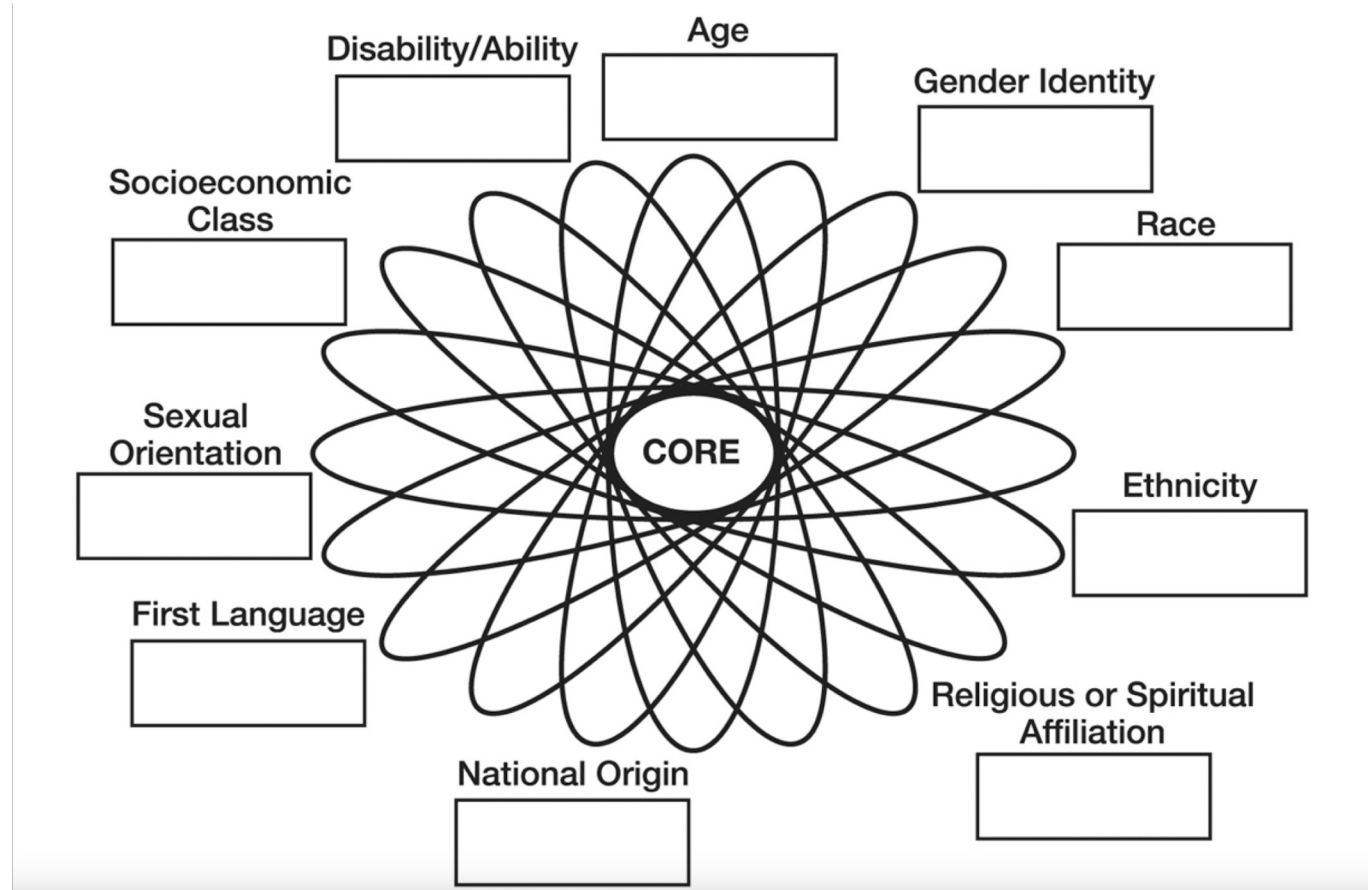


Only  
**32.5%**

of reviewed studies  
reported race



# Considering Complex Identities



Adapted by Betty Jeanne Taylor, PhD, The University of Texas at Austin (2011).  
Alimo, C., & Treviño, J. (2000). *Intergroup relations center curriculum*. Phoenix: Arizona State University.  
Jones, S. R., & McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development*, 41, 405–414.



## Creating Spaces for Black Adolescent Girls to “Write It Out!”

*Gholnecsar E. Muhammad*



"Iris also talked about having to mask herself when she writes in school to meet the standards of what she feels is expected of her in a classroom setting. She stated:

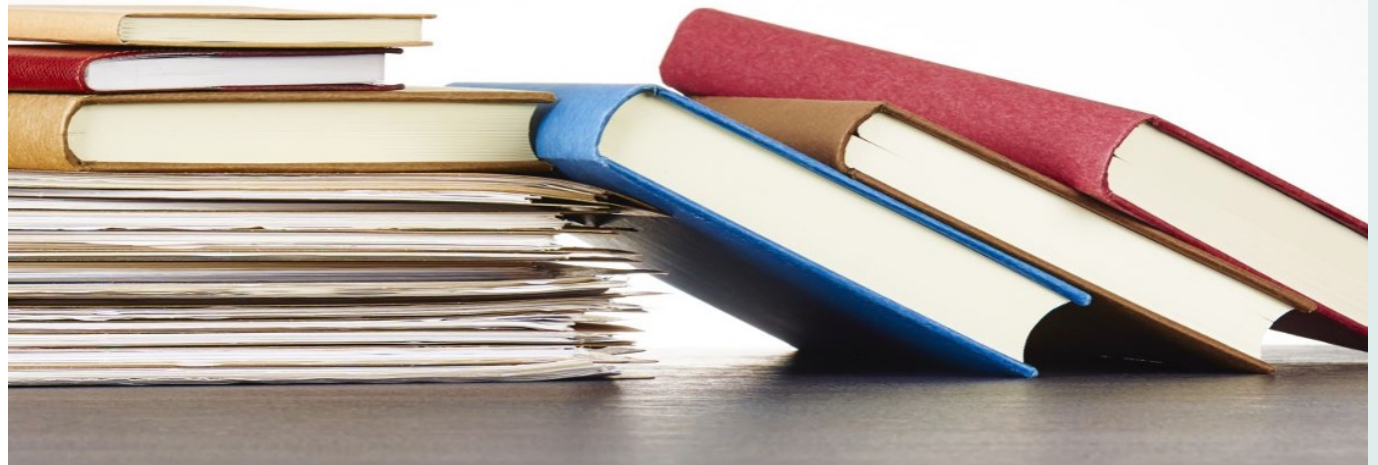
'I take on a whole different character 'cause I feel like a lot of the things that I say when I write won't always be received with good intentions. It goes back to the whole censorship thing...it did not happen to us censored, so I should not have to censor myself when I say it. However, when I am in school, censorship comes into play.'

She spoke of not getting many opportunities in school to write about painful and real experiences..."



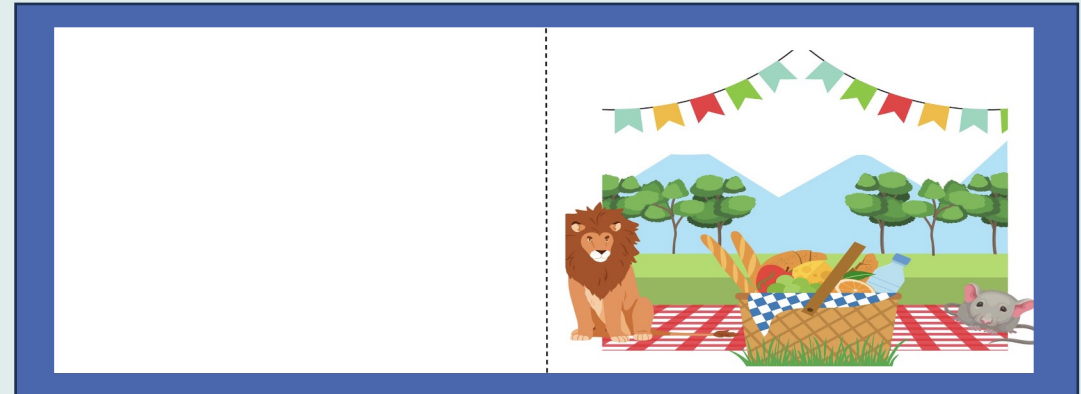
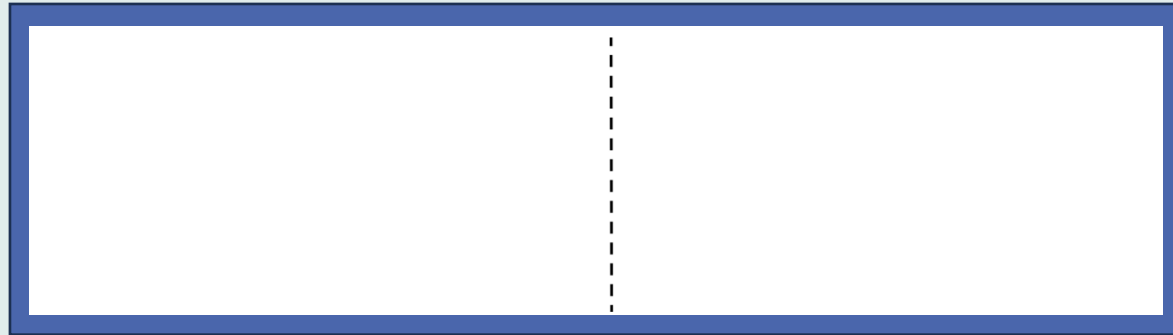
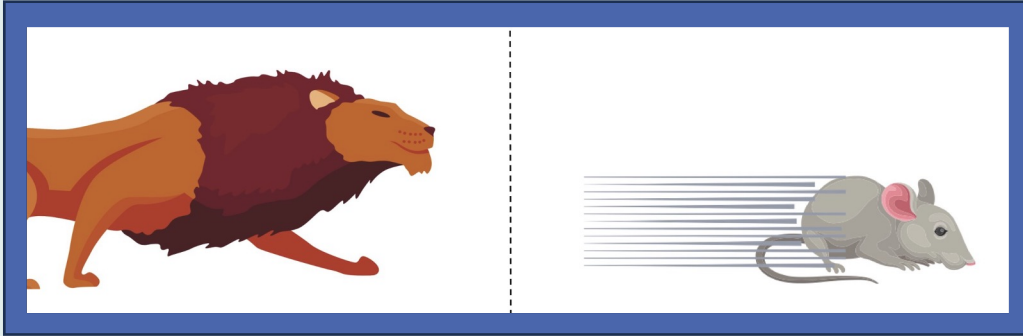
# Consider Students' Broader Identities

- Abilities: Creativity, Leadership
- Domains: Performing/Visual Arts
- Areas: Specific Interests (e.g., electricity, trains...)
- Contexts: Extra-Curricular Activities





# Seeking Brilliance in Creativity



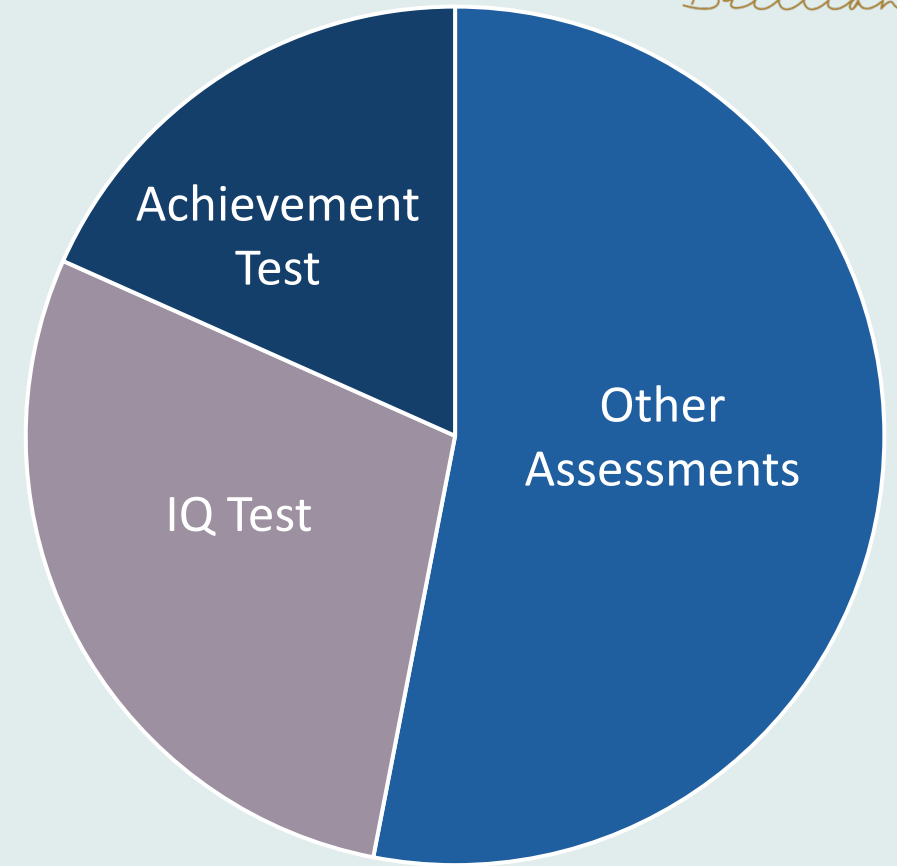
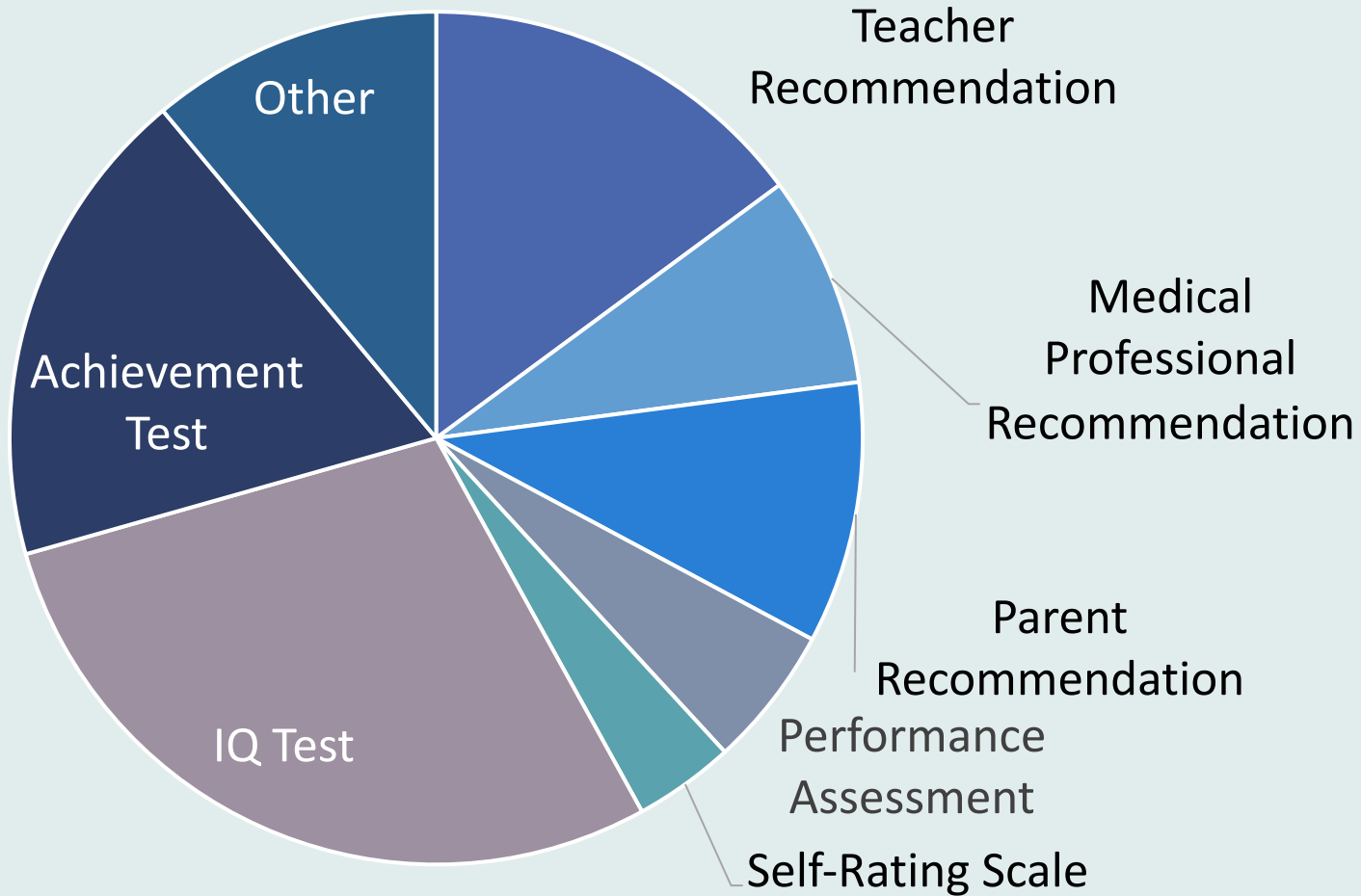
# Expanding Identification Methods

Adjustment #3



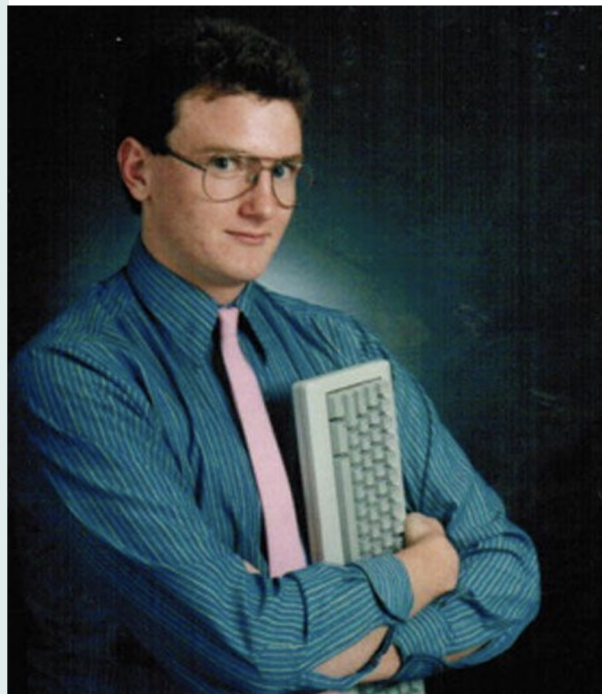
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# Static Measurements





# Static Measurements



- Use achievement and ability assessments for detecting complex patterns, given by school psychologists and/or medical professionals.
- Use rating scales from parents, teachers, and students.
- Collect contextual data.



YES, AND...

- Collect dynamic data surrounding the learning process.



# Dynamic Data during the Learning Process

- Growth Scores and Progress Monitoring
- Use an interview protocol to understand their cognitive processes for a specific task.

[Article](#) [Full-text available](#)

## Gifted underachievement within a self-regulated learning framework: Proposing a task-dependent model to guide early identification and intervention

June 2020 · [Psychology in the Schools](#) 57(3) · [Follow journal](#)  
DOI: [10.1002/pits.22408](#)

Lisa Ridgley · Lisa DaVia Rubenstein · Gregory Callan

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### Abstract

Current theoretical and operational definitions of underachievement require that students show sustained suppressed academic achievement. Yet, early detection may allow for effective intervention before underachievement becomes a chronic issue. While existing identification procedures were not designed to detect underachievement before low academic performance occurs, the integration of self-regulated learning (SRL) into these practices may promote earlier identification and intervention. This conceptual paper (a) anchors gifted underachievement within Zimmerman's SRL model, (b) examines existing gifted literature investigating SRL components to demonstrate the benefits of applying an SRL model, and (c) proposes a comprehensive measurement and intervention technique to capture important motivational variables at the task level. By

Research Interest Score 12.7  
Citations 20  
Recommendations 1  
Reads 165 [Learn about stats on ResearchGate](#)





# More Dynamic Process Data

- Provide students with opportunities to report on their process. Many times, 2e students can hide the struggle by working longer or harder, which may prevent the identification.
  - How long did it take to complete this worksheet?
  - How long did it take you to read this book?
  - How much effort? How much support did you need?



# Questions?



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<https://www.project-brilliance.com/twice-exceptionalities>



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