Our Focus for this Issue — 15 Years of 2e, from...

Quote
“When you grow up feeling less than, feeling dumb, being told you’re not trying or not smart enough to do what is asked of you in school, it marks you. It just does.”
—Amanda Kyle Williams, dyslexic author

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Welcome!

Welcome to the 90th issue of 2e: Twice-Exceptional Newsletter. This is the final issue of the newsletter in its current form. Starting in November, it will have a new name — 2e News — a new format, and new publishers — Bridges 2e Media. What will remain the same is the focus: providing information on raising and educating twice-exceptional kids.

In this issue, we look back on the 15 years since we published the premier issue of 2e Newsletter in October of 2003. Members of our Editorial Advisory Board offer their perspectives on the state of 2e from those early days to the present.

Elsewhere in this issue, you’ll find the usual news and events features and our regular columns by Bob Seney and Sylvia Rimm, both of whom will continue as columnists in the newsletter’s new incarnation. Be sure to check out the announcement of a new graduate school in the column from the 2e Center — one that will award degrees in cognitive diversity as well as a certificate in twice-exceptional education.

Back in the fall of 2003, we introduced this publication and ourselves this way:

We are a husband and wife team, both longtime professional writers and the parents of two 2e kids. It’s taken us many years to reach the point where we feel we have a pretty good understanding of the needs our children have and the challenges they face. It’s been a long hard struggle to find the books that held the explanations, the professionals who had the understanding, and the organizations that could provide the support we needed. One of our main goals in starting this newsletter is to make it less of a struggle for other parents.

We hope that we have reached this goal.

Thanks to all of our readers through the years. While we will no longer be publishing the newsletter, we will continue to develop and update booklets in the Spotlight on 2e Series and provide information to the 2e community under a new name, The 2e Resource. This website will be a remake of our current newsletter website, with many of the same features. Look for us in November at 2eResource.com.

— Linda C. Neumann and J. Mark Bade
September, 2018
Fifteen Years: The Evolution of 2e
Susan M. Baum, Ph.D.

The year was 2003. The idea of twice-exceptionality was just catching on. The seed had been planted during the previous generation by pioneers such as Joanne Whitmore, June Maker, Lynn Fox, Ellen Brody, Mary Ruth Coleman, Elizabeth Nielsen, and Dennis Higgins. Lois Baldwin and I, along with Susan Levy, founded AEGUS (the Association for the Education of Gifted Underachieving Students), dedicated to creating awareness of gifted students whose abilities lay dormant due to undiagnosed learning differences. The advent of the Jacob K. Javits Gifted and Talented Students Education Program, which supported model projects and research focusing on twice-exceptional students, helped the seedlings blossom into a budding field.

I had just begun to work on the second edition of my book, co-authored by Steven Owen and John Dixon, *To Be Gifted and Learning Disabled: From Identification To Practical Intervention Strategies*. It was originally published in 1991, and already there was lots of growth to report. This student population, known earlier as gifted learning-disabled students, now included gifted individuals with attention deficits and those on the autism spectrum. New publications such as Deidre Lovecky’s *Different Minds: Gifted Children with AD/HD, Asperger Syndrome and Other Learning Deficits* and the book by Jim Webb et al. *Misdiagnosis and Dual Diagnosis of Gifted Children and Adults* would appear in the next few years, offering more information about who these students were and how their needs might be misinterpreted.

But still there were very few programs available for these learners. Even more serious was the dearth of practical information for parents and teachers on how to help convince others that gifted students could have learning, attention, and social and behavioral challenges. At this point, few psychologists and learning specialists had experience or training diagnosing students who were twice exceptional or in designing comprehensive programs for meeting their needs. In response to this need, [publishers] Mark and Linda gave the field the 2e Newsletter. They covered conferences, identified and invited those professionals with interest and expertise in twice-exceptional students to contribute to the newsletter’s offerings, and provided readable information to educators and parents alike. The newsletter became a force that fed the growing interest and need for information in the field of twice-exceptionality.

Around this same time (2005), I learned about Bridges Academy, a school for 2e students. When offered the opportunity to become a part of this exciting learning community, I retired from my position at the College of New Rochelle and became a part of that wave of interest. In this setting I deepened my own understanding of the complexities presented by the diversity of this student population. I could help teachers find innovative ways to use the students’ strengths and interests to help these learners develop their gifts and talents.

Today, I am director of the 2e Center for Research and Professional development at Bridges Academy, where we are engaged in a variety of projects to help spread the word about these students. Part of our efforts is hosting events that bring together knowledgeable researchers and professionals whose work is defining our field. In the past year, we have identified at least 50 2e-friendly schools, both nationally and internationally, that are dedicated to meeting the needs of these youngsters. Half of these schools sent representatives to a symposium we held last year in which we shared ideas and challenges.

Yes, those seeds planted years ago are now a part of a legitimate field of education. Many states such as Maryland, Colorado, Idaho, Virginia, and Montana have published policies about identification and guidelines for serving twice-exceptional students. Advocacy efforts are reaching interested parents and...
Featured Topic

Fifteen Years: The Evolution of 2e
Dan Peters, Ph.D.

I am sitting in Camp Summit, watching kids making sock puppets, engaging in LARP (live action role play), playing Dungeons & Dragons, and building a Rube Goldberg contraption. They are all gifted and twice-exceptional children and adolescents, and with very few exceptions, one cannot tell who is “2e” and who isn’t. Why? Because they are interacting with like-minded peers and using their strengths — creativity, divergent thinking, abstract reasoning, and negotiating and debating skills with, of course, a strong orientation toward justice and fairness.

Here we value individuality and “structured flexibility.” The structure reduces anxiety by providing predictability and allowing kids to set their expectations. The flexibility provides choice, making it possible to change one’s mind, to be open to other’s ideas, and to adjust to circumstances that arise moment by moment, as they often do. These 2e kids are with their gifted peers, and their other exceptionalities are not getting in the way of them showing their strengths and talents.

I discovered twice-exceptionality shortly after finding myself in “gifted land,” not long after the beginning of the 2e Newsletter. I remember my “aha” moment when first hearing about the concept of 2e and discovering the newsletter. Of course! A person can be gifted and have a learning or developmental issue. It made perfect sense.

I thought of so many kids I had worked with over the years who were having challenges, yet had something different about them. They didn’t quite fit into the boxes. But why didn’t my colleagues — psychologists and educators — understand this? It seemed so simple. Clearly it was not, especially when it comes to diagnosing and educating these children. Why was everyone focusing on their deficits and overlooking their strengths? That didn’t make sense to me, and still doesn’t.

In the last 15 years I have seen twice-exceptional become a recognizable term. Each year, more and more parents discover this concept... our work is not yet done, not until we can assure that all 2e students are identified and recognized for what they can do....

Susan Baum, concluded

professionals through social media. Topics at conferences in gifted and special education worldwide are including sessions on twice-exceptional students.

Best of all, I’m seeing 2e youngsters beginning to excel and become creative, productive adults when they have had the opportunities to develop their gifts and talents and to receive the support they deserve. However, our work is not yet done, not until we can assure that all 2e students are identified and recognized for what they can do and are given the resources and opportunities they need to thrive.

Susan Baum, Ph.D., is an educator, author, consultant, and Director of the 2e Center for Research and Professional Development. The author of To Be Gifted and Learning Disabled, her writing and research cover many areas of education, including differentiated curriculum and instruction, gifted education, gifted learning-disabled students, and gifted underachieving students.
Fifteen Years: The Evolution of 2e
Marlo Payne Thurman, Ph.D.

The year was 1994. I was a newly-minted school psychologist who needed a job. For my first post-graduate position, I blessedly landed under the expert tutelage of Dr. Linda Silverman. It didn’t take long for her to inspire in me a career that would become my life-long passion — understanding and serving twice-exceptional children.

When I opened my own practice, I specialized in assessment and social skills training for gifted children who struggled with learning. (While I had learned the term twice exceptional from Linda Silverman, few people used it.) Because this population was estimated to be only 15 to 25 percent of gifted children (who were only 5 percent of the general population), I assumed my career path would be slow to grow; but in one year my practice in Boulder, Colorado, had over 300 clients because no one in our area was doing much in the way of special education advocacy for gifted or twice-exceptional children.

Then I suffered a traumatic brain injury in an accident and needed to pare down my practice. I chose to take a part-time job observing classrooms, reporting on my concerns, and teaching students social skills. Now I saw and experienced what was actually going on in some of the best public-school gifted classrooms in Colorado. In observing hundreds of K-12 students in over 20 schools, I saw that, even when specifically identified, the majority of 2e students still did not find a community that understands their child’s complexities as well as their associated parental challenges. Each year, I hear about, and meet, more educators excited to learn about 2e and “get” 2e children.

However, each day I also meet with parents who have 2e children who go unidentified, misunderstood, and without the support and differentiation they need. These parents are told their child is “fine” and “meeting grade-expected levels,” even though their child is melting down at home, anxious, depressed, hating school, and underperforming. They are told their child does not qualify for testing and certainly not for an IEP or 504 Plan. After all, they are told, there are students with far greater difficulties who have greater needs.

What do I wish for 2e kids in the future? I wish that people will truly understand that one can be gifted and have a learning, developmental, and/or emotional issue. I want them to know that people who are bright with challenges thrive when their strengths are emphasized (differentiated and enriched) and their challenges are supported (accommodated) so that they can perform, in any and all areas, to their full potential.

Furthermore, I hope that the educational system comes to understand that a student can perform at grade level but still have a learning disability and that 2e individuals have special learning needs that qualify them for an IEP or Section 504 Plan. And finally, I wish that all 2e children and adolescents may learn to accept who they are — their strengths and challenges — and have the confidence and courage to persevere and thrive.

Dan Peters, Ph.D., is a licensed psychologist in California. He is the co-founder and executive director of the Summit Center, which specializes in the assessment and treatment of children, adolescents, and families, with special emphasis on gifted, twice-exceptional, and creative individuals. In addition, Dan is the co-author, with Susan Daniels, of Raising Creative Kids, and the author of Make Your Worrier a Warrior: A Guide to Conquering Your Child’s Fears and From Worrier to Warrior: A Guide to Conquering Your Fears.
not have an easy fit in either a GT classroom or a special education classroom. I also came to realize that dealing with cognitive fatigue, sensory-based difficulties, and the deep frustration that comes from being both gifted and disabled must be at the very heart of any good program serving 2e children.

With these ideas as my foundation, I formulated in my mind what I hoped would be the perfect school. It would marry a therapeutic gifted school, with both special education and mental health teams, to a play-based, project-based, hands-on, interactive curriculum delivered within academic standards, but outside of age- and grade-level expectations. Then, with a large settlement from my accident, I set out to create the very school I had envisioned.

People Magazine described the Brideun School for Exceptional Children, opened in 1999, as the country’s first private school specifically specializing in meeting the needs of twice-exceptional learners (although I believe Bridges Academy was also forming at roughly that same time). The Brideun School years were as glorious as I had imagined them to be, but they were also very exhausting! The school closed after 10 years for a variety of reasons, but we had helped 178 remarkable twice-exceptional children make their way forward into other settings. Today the youngest of these students is now in college.

From Brideun, I learned the following:
- Twice-exceptionality can take many forms, and no two twice-exceptional kids are alike.
- The more discrepant one’s scores are, the more likely one is to demonstrate social, emotional, and/or behavioral challenges.
- Mental health is secondary to physical, social, and cognitive wellness in most 2e kids.
- Physical wellness comes from movement, hands-on engagement, and active play combined with proper nutrition, good sleep, and treatment for illness.
- Cognitive wellness evolves out of finding one’s passion, pursuing it, and working through challenges with self-respect, true peers, and the desire to reach that passion.
- Social wellness is obtained when belonging and meaningful friendship lead to life-long bonds and a deep sense of belonging.
- A similarly twice-exceptional friend is a friend for life.

Next, with a continuing soft-spot in my heart for the “Asperger Syndrome” kids from my school, I switched gears to focus on autism. I spoke, trained teachers, and consulted on the creation of numerous small-school settings for kids who were both gifted and on the autism spectrum. I joined the advisory board for the US Autism Association, and I directed the US College Autism Project to train colleges and universities in serving those with autism on their campuses. During these years, I also returned to my private practice and conducted several thousand assessments.

The kids I was seeing at this point, it seemed, were more complex, with severe mental health conditions. For many, physical illness accompanied their twice-exceptionality. I started referring some of my 2e kids for the same bio-medical tests that I had recommended for my clients with autism and, astoundingly, many were coming up with the same medical markers. They were nutritionally deficient, had poor absorption rates for essential vitamins and minerals, had numerous gut-health issues, were not detoxifying toxins properly, and had poor cellular respiration. Similarly, they were also mentally and physically exhausted, and many had resorted to living in a state of adrenal activation (a prolonged response to stress) until their adrenal systems had failed them. I found that treating them in a triage-type fashion, with health and wellness as a first priority, and school wellness as a second or even third priority, made a positive difference in helping them recover, survive school, and become healthy before leaving home for college.

I gained additional insights while getting a Ph.D. in special education, which prepared me to teach educators who will create the classrooms of the future. The work has also served as the basis for my new book to be published in January, Autism is the Future. [See the sidebar below.]

Today, after 25 years in this field, I see advocates, experts, and even schools popping up all over.
Fifteen Years: The Evolution of 2e
Meredith Warshaw, M.S.S., M.A.

The 2e world has changed dramatically in the past couple of decades. When I first realized I was parenting a twice-exceptional child, special needs in gifted kids weren’t even on the radar. The term 2e hadn’t been coined yet, and psychologist Deirdre Lovecky was the first person I ever heard talk about gifted kids with ADHD or Asperger Syndrome. It has been encouraging and validating to see the growing recognition that, yes, gifted children can also have learning disabilities or other special needs, and addressing all aspects of their exceptionality is crucial.

When my son was diagnosed with attention deficit disorder, I kept being told by members of the gifted parenting email lists that “bored gifted kids are misdiagnosed with ADD all the time. Just get him with kids at his level and he’ll be fine.” My college friend Janis Bestul Ossman and I started complaining about hearing this mantra when we knew our kids really did have ADHD. We decided that the only solution was to start our own email list. GT World had recently been created and I contacted a friend on their board to ask if they’d be willing to add a new list, GT-ADD. The

Furthermore, 2e children are not getting what they need in school. Because they think, reason, and problem-solve in such different ways from their peers, they simply don’t fit in and lack opportunities to find one another. Nevertheless, I do have hope. My faith in a better future for twice-exceptional children lies in the belief that every one of these kids who reaches adulthood has the potential to reshape the world in a way that works better for them, for their children, and for the generations of twice-exceptional children to come. In fact, I place my faith for the survival of our very species within the hands of those who are the most neurodiverse because, in my opinion, the challenges of the world can only be met by those who think differently.

On the other hand, 2e kids today, in my opinion, are more greatly affected by their twice-exceptionality; and their mental health conditions are more severe. Like all gifted children, they take in more cognitive, sensory, and social information than their peers, leaving them over stimulated and depleting the energy they need for compensation. Additional stresses are more screen time, fewer physical outlets for activity, and an increasingly unhealthy planet — a combination that, over time, is simply unsustainable.

Marlo Payne Thurman, concluded

the country for our 2e children. Based on the work of Susan Baum and others, we now have formal definitions and language that we in the field use and hear every day. Few educators still try to argue that giftedness and disability exist in isolation, and I think we are also beginning to understand the wide range of asynchrony in the gifted.

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Meredith Warshaw, concluded

response was “Yes, but we want you to broaden it to include other special needs,” and GT-Special was born. We decided to have strict rules about respectful posting in order to make it a safe place for parents. First, no questioning that diagnoses exist. It was fine to ask “Why do you think your child has ADHD?” but not to say “ADD doesn’t exist.” Similarly, it was not acceptable to berate parents for giving their child medication or for not using meds. You could ask “Have you considered trying medication?” or “Do you think it’s helping?” We wanted everyone to feel safe and be treated respectfully because we knew that most parents of gifted special-needs kids were facing plenty of criticism blurting out in class, or wouldn’t/couldn’t write; and they understood the struggle of dealing with criticism from family and friends.

From our discussions, we all started learning about dyslexia, dysgraphia, and auditory and sensory processing. We learned how important it is to look for scatter among subtests — for test scores that were below the others, even if they were above average; for reasons a timed test score was low (Was the child slow or making mistakes?); and for what kids said or how they acted if they refused to complete some of the tests.

As we learned about our children, many of us realized that we, too, had been 2e students rather than lazy, stupid, or bad. Over the years, a pattern emerged — bewildered, frantic parents would join GT-Special knowing nothing about 2e kids, get support and advice, and in a year or two be sharing helpful, knowledgeable advice with the next generation of new list members. Several of us took the next step and became professionals in the field.

In the gifted world, recognition was growing that gifted kids could have learning disabilities, ADHD, psychiatric disorders, or other special needs. At a conference, I was approached by Linda Neumann about a new publication, the 2e Newsletter. This was the first time I’d heard the term 2e, and I loved it.

Meanwhile, changes were also happening in the world of special needs. Issues in relatively new and sometimes controversial areas were gaining attention, such as sensory, visual, and auditory processing; motor coordination; receptive and expressive language disabilities — areas where there was, at the time, little research. Today, the neurodiversity movement has brought a new perspective, insisting that we not view all differences as defects, pushing for us to look at ways to adapt the environment rather than forcing kids to change who they are, and encouraging us to see the gifts that alternative ways of processing can be.

The internet has enabled us to get information, find each other, and form communities, even as these communities are shifting from email lists to Facebook groups. In doing so, we have also started to realize that twice-exceptionality is not as rare as previously thought, once you know to look for it. Websites, communities, and publications like 2e Newsletter have made things very different, and better, from how they were in the 1990s when I started this journey.

Meredith Warshaw, M.S.S., M.A., is a special needs educational advisor, writer, lecturer, and former contributing editor for 2e: Twice-Exceptional Newsletter. Meredith works to help families of 2e children better understand their children’s needs. She is the creator of the Uniquely Gifted website of information for families with 2e children and the people who work with them. Meredith is co-founder of the GT-Special email list for families with 2e children, and founder of the GT-Spec-Home list for homeschooling 2e families. Her writing has appeared in a variety of publications, including the newsletter of the Association for the Education of Underachieving Students, ADDitude, Life Learning, and the book Uniquely Gifted: Identifying and Meeting the Needs of the Twice-Exceptional Student, edited by Kiesa Kay. She has also spoken at a variety of conferences on giftedness, special needs, and homeschooling.
Direction to the Future

Paul Beljan, Psy.D., ABPdN, ABN

I began working with gifted children as a post-doctoral fellow in 1994. The term twice exceptional (2e) came along much later. It was an epiphany to me that the concept of 2e was even necessary. That is, I was surprised that a population of professionals existed who actually failed to consider that gifted children would not have spectrum disorder, learning disorders, or any other neuropsychological deficit with the same regularity as any other child.

I spoke with several top gifted educators about 2e for this brief writing and got a rude awakening. I thought that by now 2e was widely accepted and numerous interventions available. These educators acknowledged that over the past 15 years the term 2e has become a popularly-used descriptor among parents and educators who are already “in the know” about giftedness. Unfortunately, outside of this group, and often within the group, the concept of 2e is misunderstood, under or incorrectly diagnosed, and underserved when correctly diagnosed. The term is out there (awareness), but the infrastructure or will to serve it is not (no insight).

My experience among school psychologists, licensed psychologists, psychiatrists, and pediatric and family physicians is worse than what the educators reported. Again, the term is known but deeply misunderstood. Public school psychologists, most licensed psychologists (even many neuropsychologists), and physicians still use outdated and disprove assessment methodology to identify spectrum disorder, learning disorders, or neuropsychological deficits in non-gifted children, let alone the gifted population. In comparison to public school learning disorder assessment methodology, you may as well have the anesthesiologist use ether during your surgery as opposed to current methodologies.

Reading, spelling, writing, and mathematical learning disorders are the most commonly overlooked or misdiagnosed in the gifted population; but how is this to change when someone like me, who has over 20 years with a psychology license, has never seen a public school diagnose a mathematical learning disorder in a non-gifted child? In fact, I can safely say that gifted children with academic learning disorders are more overlooked than their non-gifted peers because public schools throw out the eligibility rules when it comes to gifted children. I have attended many IEP meetings in which the parent of a gifted child, who reads at an average level, was told, “Your child reads in the average range, and we have children who can’t read at all [that we also don’t help]; your child does not have a learning disorder.”

I like to explain things the way they are without candy-coating the difficult parts. Although what I have written here sounds negative, I remain hopeful. I tell the parents of the gifted children I assess that the children first must have awareness about their issues in order to get them to insight. The key to taking responsibility for problems and making positive change is insight. The publishers of 2e Newsletter and many others have brought 2e to the level of awareness, and now the daunting task of insight has to be tackled.

Paul Beljan, Psy.D., ABPdN, ABN, is a licensed pediatric neuropsychologist in private practice in Scottsdale, Arizona. He has completed two post-doctoral fellowship programs, each in pediatric psychology and pediatric neuropsychology. Among his professional areas of interest are gifted intelligence, learning disorders, and executive functioning deficit. He is a co-author of Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger’s, Depression, and Other Disorders of the recent Large-Scale Brain Systems and Neuropsychological Assessment: An Effort to Move Forward. Other credentials include: Service on the Arizona Governor’s Board of Psychological Examiners, diplomate certification with the American Board of Pediatric Neuropsychology and the American Board of Professional Psychology, and a post-doctoral master’s degree in psychopharmacology. 📝
Direction to the Future
Kim Busi, M.D.

Like many of us, I entered the world of 2e as a parent. It happened 10 years ago, when I was a practicing psychiatrist with a faculty appointment at the NYU School of Medicine, teaching and training psychiatry residents and medical students. Back then, my precocious 8-year-old had gone from a happy, engaged student in a rigorous bilingual school in Manhattan — one who loved to learn (in two languages) — to a child who became increasingly isolated and anxious. The school wanted him to stay, despite our growing concerns. (After all, he boosted their test scores!)

We found ourselves in the dilemma that all 2e parents face — making the choice between academics and support. We chose the promise of support of special education, and the result was all too familiar. As academics stalled to a standstill, my child’s sense of self-worth and self-esteem plummeted. If I chose support, why did this happen?

These experiences led me to start The Quad Preparatory School. I did so not only from the perspective of a parent, but also from that of a physician. I embraced the strength-based learning model of my predecessors, and I wholeheartedly believed that our wonderfully diverse kids are our future innovators and changemakers — precisely because of their combined gifts and challenges. I also believed that access to gifted education was a must. But I was puzzled by what seemed to me a false dichotomy: that a strength-based approach was mutually exclusive to clinical intervention in the school setting. To me, it seemed that when the clinical side was outsourced, clinical expertise failed to have the impact it could. So I founded a school where my goal from the beginning was to break down the silos of education and psychological support and have, instead, a new kind of integrated model.

What we do as physicians is compare the risks and benefits of a treatment — be it medication, psychotherapy, occupational therapy — to the risks and benefits of not treating. I wholeheartedly agree that there are significant risks involved in a focus on pathology; however, I believe that there are also risks to not clinically intervening. Because children spend most of their waking hours in school, getting the academic/clinical balance right in the school setting provides the perfect opportunity to intervene successfully. Achieving this balance can benefit all children — not only the subset of children whose needs are so severe that they require a therapeutic school.

Quad Prep students, and my son, happen to be proudly diverse. They are incredible individuals, and I would never want them to be anything other than who they are. However, 2e children, like all of us, experience diversity in terms of both strengths and weaknesses. With evidence-based clinical interventions that inform a social and emotional learning curriculum, children can be more themselves. They have the opportunity to develop skills so that they are not misunderstood, so that their anxiety can be managed, so that they are able to learn, and so that their ideas can elevate significant parts of our future discourse, culture, and way of being.

“My hope for the growth of the 2e movement is to leave behind an either/or approach to the education of these children and to widely evolve to shatter stereotypes and stigma.”
Appreciating Diversity of 2e
Linda Kreger Silverman, Ph.D.

As a psychologist specializing in diagnosing and serving twice-exceptional children, I have seen a marked increase in the number of 2e clients in the last 15 years. As a presenter, I have also observed increased interest in the twice exceptional worldwide. It is likely that 2e Newsletter is at least partially responsible for both trends. One of the purposes of 2e Newsletter has been to increase public awareness of dual exceptionality, and I believe it has accomplished this mission.

Thank you to Linda Neumann and Mark Bade for your visionary recognition that this community needed its own publication — its own voice. You have worked tirelessly for the last 15 years to provide us with updates on every aspect of the intersection of giftedness and learning disabilities — federal initiatives, legal issues, special schools, summer programs, assessment methods, teaching techniques, parenting advice, therapeutic interventions, research, conference presentations, book reviews, web resources, technology, special topics, articles in the news about 2e, upcoming events, success stories, wisdom from 2e kids, interviews, international perspectives, and more. What a treasure trove! I refer frequently to past issues of 2e Newsletter in my professional writing and recommend this publication to all parents of 2e kids in our Gifted Development Center reports.

Everyone who reads this important publication is grateful to the two of you for all you have contributed. It is imperative that your work be continued. Thanks to you, there have been great strides in awareness; but there is so much more to be done. There are still school districts that fail to make gifted programs accessible to 2e students or provide support for these students so that they can be successful. Many districts still believe that you can be gifted or disabled — not both. This week we worked with a highly gifted

Kim Busi, concluded

My hope for the growth of the 2e movement is to leave behind an either/or approach to the education of these children and to widely evolve to shatter stereotypes and stigma. The result, I believe, will lead to a more tolerant and better future.

Kim Busi, M.D., is the founder of The Quad Preparatory School, for 2e students in grades K–12, and Quad Manhattan, a Manhattan after-school and summer program for twice-exceptional children. She received a medical degree from Brown University Medical School and went on to get additional training in pediatrics and psychiatry. For several years, she had a faculty appointment in clinical psychiatry at the New York University School of Medicine.
Featured Topic

Linda Kreger Silverman, concluded

child who had meltdowns in school. There was little understanding on the part of school personnel that the child had no control over these meltdowns, that punishment was not the solution.

Within the community of 2e supporters, there are still major disagreements about the value of psychological testing and the extent to which giftedness is misdiagnosed. There is limited understanding of visual, auditory, and sensory modalities and suspicion about their treatment (e.g., vision therapy, ear filters, sensory integration therapy). 2e Newsletter has been a forum for all of these therapeutic interventions, and I hope it continues to provide this service.

My hope for the future is that there will be a more positive perspective on twice-exceptionality. Those who are twice exceptional are not nature’s mistakes. They do not need to be fixed. This population is wired differently for a reason. Each 2e individual brings us a unique perspective, and that perspective is vital for the development of society. Without these individuals, our culture would stagnate. Brain researcher Jerre Levy once wrote that “Diversity is what makes a social species possible.”

The blessings of being twice exceptional are often overlooked. While school success eludes them, 2e children may have greater awareness, uncanny intuition, heightened empathy, a grasp of the big picture, facility at predicting trends, skill at reading people, understanding of how things work, inventiveness, mediation and leadership skills, capacity to synthesize information from different disciplines, adeptness at detecting errors and discrepancies, and talent in one or more of the fine arts. Their exquisite talents should be treasured and developed, and strength-based instruction is essential. So is a child-centered perspective — Who is this child? How does she learn best? How can we help? Ask the child, “What do you need?”

Children who did not master reading, writing, spelling, calculating, and memorizing at the same rate as other children their age have become Nobel prize winners in nuclear physics, brilliant artists and architects, inventors, successful entrepreneurs, inspirational teachers, compassionate medical providers, engineers, surgeons, actors, innovative leaders, paradigm shifters, and excellent parents. School success does not define adult success. All who live with and work with twice-exceptional children need to become their cheerleaders who believe in them and appreciate their one-of-a-kind specialness.

Linda Kreger Silverman, Ph.D., is a licensed psychologist, speaker, and author. She is the founder and director of the Institute for the Study of Advanced Development and its subsidiaries, Gifted Development Center (GDC) and Visual-Spatial Resource in Denver, Colorado. Trained in educational psychology and special education, she has been studying the psychology and education of the gifted since 1961 and has written over 300 articles, chapters, and books, including Counseling the Gifted and Talented, Upside-Down Brilliance: The Visual-Spatial Learner, and Advanced Development: A Collection of Works on Gifted Adults. Her latest book is Giftedness 101 (New York: Springer, 2013). She has studied over 6,000 children who have been assessed at GDC, the largest data bank on this population.
Direction to the Future

Deirdre V. Lovecky, Ph.D.

It’s been 15 years since the first 2e Newsletter was published. The initial issue coincided with the publication of my book, *Different Minds: Gifted Children with AD/HD, Asperger Syndrome and Other Learning Deficits*. A lot has changed in those 15 years in terms of our knowledge and experience in working with gifted children who have a second exceptionality, but some things have not changed very much at all.

Finding twice-exceptional children is still an issue. Despite the focus of some researchers and clinicians on the reality of disabilities in gifted children, there is still a vast amount of misconception and lack of knowledge about their needs.

Gifted children with disabilities commonly lack identification as both gifted and disabled due to several factors:

- Focusing only on the child’s giftedness, which can result in misreading signs of disability as traits of giftedness
- Focusing only on the child’s disability, either missing or disregarding the giftedness
- Overlooking the signs of both giftedness and disability because the gifted child appears to be average.

While there has been progress in identifying gifted children with disabilities through comprehensive evaluation, many are still missed. For some of those who remain unidentified — those able to use their strengths and camouflage techniques — failure per se never happens. Still, the gifted person knows that something is wrong and experiences a disconnection between what the outside world says about the self and what the inner self feels. Sometimes failure to have a dis-
Fifteen Years of Highlights

Here’s the take of the co-publishers of 2e: Twice-Exceptional Newsletter on some of the highlights we’ve encountered during our 15 years with the newsletter.

Psychological Science
In 2003, Larry Silver, M.D., speaking at a conference on advances in the science of the mind said, “Now we have a science; now we have a methodology to study the brain.” His assertion was reinforced at that year’s NAGC convention, where we heard about the use of fMRI to “see” activity in specific brain areas.

Bridges — A 2e Conglomerate
In 2004, Bridges Academy advertised for a new head of school and found Carl Sabatino. We profiled the school in 2006. Later, Bridges, in its affiliation with Susan Baum, established the 2e Center for Research and Professional Development, housed on the Bridges Campus, and sponsored symposiums on twice-exceptionality. Now, in 2018, Bridges has added Bridges 2e Media to publish the successor to 2e Newsletter and has received the go-ahead to open the Bridges Graduate School of Cognitive Diversity in Education. [See the 2e Center column in this issue for information about the graduate school.]

Conferences
From the beginning, state, regional, and national conferences provided sessions relevant to those who raise, teach, and counsel twice-exceptional children. Our first issues covered such sessions at NAGC and at the New England Conference on Gifted and Talented. Supporting Emotional Needs of the Gifted (SENG) and Association for the Education of Gifted Underachieving Students (AEGUS) conferences as well were always great sources of information on twice-exceptionality. Recently, additional annual conferences have come on the scene: The Quad Prep’s Breakthroughs in Twice-Exceptional Education and the Building 2e Awareness & Community conference hosted by Twice Exceptional Children’s Advocacy (TECA), both in New York. Plus virtual conferences devoted to twice-exceptionality are on the rise.

Homeschooling
When the school doesn’t “get” a child, parents may turn to homeschooling. Starting at about the same time as 2e Newsletter, the Gifted Homeschoolers Forum (GHF) provided resources and a forum for parents of gifted and twice-exceptional children. Their reach continues to grow.
Fifteen Years of Highlights, continued

Books
The first edition of *To Be Gifted and Learning Disabled*, by Susan Baum, was published in 1991 and followed by a second edition in 2004, just after 2e Newsletter launched. In 2017, we saw the third edition, with Susan Baum and Robin Schader. Authors such as Deidre Lovecky (*Different Minds*), the Doctors Eide (*The Mislabeled Child*), Rich Weinfeld et al (*Smart Kids with Learning Disabilities*), and Beverly Trail (*Twice-Exceptional Gifted Children*) added to our knowledge; and other authors contributed mightily to related topics. The best example of the 2e literature trend is that Debbie Reber actually had a national book tour in 2018 for *Differently Wired: Raising an Exceptional Child in a Conventional World*.

Summer Camps
Interestingly, Ball State University back in the 2000s had a week-long summer camp specifically for 2e attendees, later discontinued. But as the 2e Newsletter annual summer camp feature has shown, 2e kiddos can now choose from perhaps a dozen camps of various formats that will support their abilities and challenges. There’s even an outdoor adventure camp aimed squarely at 2e young people.

The Law and Public Policy
While IDEA doesn’t explicitly mention “gifted” or “twice exceptional,” the Department of Education has affirmed the rights of those subgroups to protection under IDEA. And while one appeal to the U.S. Supreme Court regarding the rights of twice-exceptional students failed (Hovem v. Klein ISD), another (Endrew F) expanded the definition of what students with LDs can expect under FAPE.

A 2e Movie?
Who would have thought? But by 2015, there it was, “2e: Twice Exceptional,” a documentary by filmmaker Tom Ropelewski featuring the 2011 graduating class of Bridges Academy and showing the world what it’s like to be a high-ability kid with learning challenges. Ropelewski followed up in 2018 with “2e2: Teaching the Twice Exceptional.”

ENDREW F., A MINOR, BY AND THROUGH HIS PARENTS AND NEXT FRIENDS, JOSEPH F. ET AL. v. DOUGLAS COUNTY SCHOOL DISTRICT RE-1
CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE TENTH CIRCUIT

Image courtesy of the producer
A Definition!
Can’t do much without a generally agreed-upon definition of what twice-exceptionality actually is. In 2014, we got one from the National Twice Exceptionality Community of Practice:

Twice exceptional (2e) individuals evidence exceptional ability and disability, which results in a unique set of circumstances. Their exceptional ability may dominate, hiding their disability; their disability may dominate, hiding their exceptional ability; each may mask the other so that neither is recognized or addressed. 2e students, who may perform below, at, or above grade level, require the following: specialized methods of identification that consider the possible interaction of the exceptionalities; enriched/advanced educational opportunities that develop the child’s interests, gifts, and talents, while also meeting the child’s learning needs; simultaneous supports that ensure the child’s academic success and social-emotional well-being, such as accommodations, therapeutic interventions, and specialized instruction. Working successfully with this unique population requires specialized academic training and ongoing professional development.

Advocacy
Over 15 years, a highlight has been seeing parents — and educators — become willing to speak up concerning the needs of twice-exceptional students. We now see news accounts of complaints filed by parents based on federal education law; we see groups like the Council of Parent Advocates and Attorneys; and we see parents willing to take their concerns all the way to the U.S. Supreme Court, a huge commitment of time and money. We even see individual parents spreading awareness of twice-exceptionality among candidates for political office in hopes of sparking interest in the issues of the 2e community. This drive, determination, and conviction are among the greatest assets of the 2e community.

Schools
Brideun and Bridges Academy were already open when we started the newsletter. More and more followed: The Lang School, The Quad Preparatory School, Arete, FlexSchool, Big Minds, and more. There still aren’t enough — but we’re getting there. Programs in public schools such as those in Montgomery County, Maryland, provided services to the twice-exceptional. State departments of education, as in Colorado, started providing resources to educators about the topic. And one huge school district on the east coast made 2e: Twice-Exceptional Newsletter available to all educators and all families in the district.

Diagnosis
The book Misdiagnosis and Dual Diagnosis of Gifted Children, first published in 2005 and now in its second edition, broke some ground, and more and more mental health professionals (but not enough) are familiar with the concept of twice-exceptionality. However, the mental health “bible” — the Diagnostic and Statistical Manual of Mental Disorders (DSM) — didn’t do much to advance the concept of twice-exceptionality over recent years. Asperger’s was lumped with ASD in general, causing some concern at the time. Sensory processing disorder is not yet included in the DSM, and is still the subject of debate. And we wouldn’t bet a whole lot of money on ever seeing the term “twice-exceptional” appear in the DSM as guidance to psychologists or psychiatrists.
News from the 2e Center for Research and Professional Development

By Susan Baum, Ph.D.

This is an exciting time to be part of the 2e community. Worldwide, many are catching the 2e wave, and our Center is excited to be a part of the momentum. Just in the last few weeks, we have been communicating with scholars, practitioners, and parents from Sweden, the Netherlands, Germany, and Switzerland. This month we are presenting at a conference in Munster, Germany, dedicated to giftedness and twice-exceptionality. Earlier this summer, 28 participants, made up of teachers, administrators, parents, and therapists from six states, Canada, and Australia, attended a week-long “Study with the Masters” program on the Bridges campus. They came to learn more about how to meet the needs of 2e students and their families.

Further evidence of the desire for knowledge and skill in this area was the popularity of the online Bright and Quirky Summit, organized by Debbie Steinberg Kuntz last spring. [See the previous issue of 2e Newsletter (July, 2018) for information on this event.] Over 16,000 participants from around the world listened to a formidable group of professionals sharing their knowledge, insights, and expertise related to nurturing twice-exceptional students.

Nevertheless, we still frequently hear 2e families voice frustration with the difficulty in locating professionals who truly understand their children. Doctors, therapists, and school personnel often have limited experience with these students and fail to deeply understand dual diagnosis and its implications. Furthermore, opportunities to learn more about 2e students seem scarce.

At the 2e Center, we have seen a positive response from educators who sense that traditional programs are not meeting the needs of 2e students and who are seeking ways to develop more appropriate programs for them. We are also seeing enterprising parents who are taking the initiative by starting their own independent schools designed to address the unique learning profiles of their twice-exceptional youngsters. If these efforts are to succeed, they must be populated by knowledgeable professionals who will provide academic and psychological support and leadership, along with expertise in the field of twice-exceptionality.

In response to this growing need for knowledge and expertise, a new institution has been born: the Bridges Graduate School of Cognitive Diversity in Education. Licensed to operate in the State of California, this graduate school embraces the philosophy of celebrating human cognitive diversity and the belief that education should be strength-based and talent-focused. It will offer two degree programs in cognitive diversity and one certificate program in twice-exceptional education. These programs, described on the next page, are hybrid in nature. The majority of coursework will be online, with required summer residencies on the Bridges Academy campus in Los Angeles.

We plan to start the hybrid online synchronous and asynchronous classes as early as January, 2019, for those who are ready to begin. There will be a more formal official opening for the graduate school in the summer of 2019, with a doctoral residency experience starting in the fall of 2019.

For more information, see https://graduateschool.bridges.edu.
News from the 2e Center, concluded

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<th>Program</th>
<th>Program Description</th>
<th>Intended Audience</th>
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<tr>
<td>Doctor of Education in Cognitive Diversity in Education (Ed.D.)</td>
<td>60-credit hybrid program&lt;br&gt;Designed to be completed in four years&lt;br&gt;Includes three summer residencies, a clinical practicum, internship, comprehensive exams, and a Problem of Practice dissertation&lt;br&gt;Areas of concentration:&lt;br&gt;– Twice-exceptionality and cognitive diversity&lt;br&gt;– Strength-based, talent focused curriculum&lt;br&gt;– Leadership for innovation</td>
<td>Professionals who already have a master's degree in fields such as education, counseling, or psychology and who are seeking an active role in the cognitive and neurodiversity movements&lt;br&gt;Those who want to advance their understanding of cognitive diversity and twice-exceptional learners, and take an active role in promoting educational opportunities away from remediation to a more strength-based, talent-focused approach&lt;br&gt;Administrators, special education directors, coordinators of programs for gifted and talented, educational therapists, counselors, classroom teachers, psychologists, and service providers</td>
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<td>Master’s in Education in Cognitive Diversity in Education (M.Ed.)</td>
<td>36-credit, two-year, hybrid, online program&lt;br&gt;Designed to be completed mostly online, with two mandated two-week summer residencies required.&lt;br&gt;Includes a practicum experience, completion of a capstone project (action research), and participation in a master seminar, where the action research project is shared and discussed with faculty and student cohort</td>
<td>Educators or others with a background or interest in cognitively diverse learners who are interested in exploring issues related to meeting their needs&lt;br&gt; Educators who want to be instructional leaders within their districts, able to do the following:&lt;br&gt;– Assist with decisions related to the development of personalized plans for cognitively diverse students with high abilities&lt;br&gt;– Lead teams in identifying instructional strategies that address the paradoxical needs of high-ability, cognitively diverse students&lt;br&gt;– Apply strength-based, talent-focused curricular systems and strategies in classrooms and schools, and use action research methodology to measure effectiveness of strategies</td>
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<td>Certificate in Twice-Exceptional Education</td>
<td>18-credit program&lt;br&gt;Designed to be completed in one year&lt;br&gt;Includes:&lt;br&gt;– 12 credits taken online&lt;br&gt;– A two-week residency program during which courses are taken at the Bridges Graduate School campus&lt;br&gt;– A practicum</td>
<td>Individuals with a background in an education-related field who wish to augment/enhance their understanding of students with gifts in specific areas and simultaneous cognitive, behavioral, or social challenges&lt;br&gt;Those who seek knowledge of and skills to do the following:&lt;br&gt;– Advocate for twice-exceptional students&lt;br&gt;– Modify instruction to meet their needs&lt;br&gt;– Work on a team of professionals who desire to personalize approaches to meet the unique needs of these students</td>
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A Little Ray of Hope

By Madeline Goodwin

[While many of the “Perspectives on 2e” essays in this issue look back over the past 15 years, this one offers parents a look to the future, a hopeful look. Contributor Madeline Goodwin wrote it as a post on the GHF Community Discussion Group, and we use it here with her permission.]

I wanted to share a little ray of hope with you parents out there who are pretty sure your child’s room is never going to be clean.

Cleaning my room seemed impossible for me as a kid. There was so much stuff, and it was everywhere, and it was incredibly visually overwhelming, and I couldn’t fathom how all the stuff could ever get put away.

My mom taught me how to “just” look for things that fell into one category. Dirty laundry? Collect it and take it to the laundry room. Books? Put them in stacks according to which room they go in, then put each stack away. Doll clothes? Sort according to hang up or fold, then tackle each pile separately. Dolls? Put them away (or, in my case, obsessively line them up “just so” along the wall according to age and favoritism). Pick up trash and put it in the garbage.

It took me years. My room was a disaster for most of the last two decades. Dirty tissues spent months accumulating on my floor (sinus infections = a lot of dirty tissues). Dirty laundry never quite left my room... or sometimes the bathroom. Books formed stacks and piles and got ruined from being tossed around. Scraps of fabric and yarn, bits of thread and fuzz, and other fiber arts debris all littered my floor. (The sharps at least I was fastidious about putting away...after stepping on a needle.)

But. I have friends coming over tomorrow. I just put away my clean laundry, changed my sheets, dealt with my dirty laundry, shelved my books, put my crafting supplies away, and made sure my garbage was in the trash. I am considering vacuuming. This isn’t just a “company thing,” either — I fold throw blankets when I’m done with them, my dishes make it all the way into the dishwasher, I sweep (when I get tired of stepping on crumbs), and I take the trash out. Not 100% of the time, but probably >75%. This seems like such a small, stupid thing to be proud of doing, but it has been such a struggle to get this far.

So, parents, I know it’s frustrating. It’s frustrating for your kids, too — they want to clean up, they just don’t have the skills (it might be motor skills for putting things away, executive functioning for staying on track, awareness that there is a mess to begin with, etc.) to do it. But they’ll get there. I promise.

Madeline Goodwin is the Director of GHF Online (https://giftedhomeschoolers.org/ghf-online), the online learning arm of the Gifted Homeschoolers Forum. In addition, she is the founder of and educator with Exceeds Expectations Learning, a tutoring and mentoring service (2E-Learning.com).
A Trilogy Not To Be Overlooked

I have just returned from Dublin, Ireland, where I did a presentation at the Conference of the European Council for High Ability (ECHA), the European equivalent to NAGC. The topic was nurturing and supporting Dabrowski’s overexcitabilities through literature. When I address this topic, I usually have a wagon-load of books; but travel to Ireland precluded bringing them along. Instead, I selected just two to use as examples. One of the books was Susan Bosak’s *Dream: A Tale of Wonder, Wisdom & Wishes* (2004, TCP Press — The Communication Project). This book deserves (and will get) its own review in a future column. The second book was Suzy Lee’s *Mirror* (2010, Seven Footer Press), a book that I reviewed in an earlier column in the November, 2011, issue of 2e Newsletter).

In conversation with a good friend and colleague, Dr. Myra Garces, of The National Institute of Education, Singapore, she reminded me that *Mirror* was part of a trilogy featuring the same little girl. Upon returning home, I dug through my library to find the other two books, *Wave* (2008, Chronicle Books) and *Shadow* (2010 Chronical books). All three are wordless and thus allow for the creativity of each reader who interacts with the book.

In re-reading the three books together, one easily detects a unifying theme of creativity, joy, and the power of imagination. Before we look at the books, however, we must make note of Lee’s unique artistic ability, which has earned her many awards and prompted one Amazon reviewer to comment that “... Lee is one of the most exciting new authors/illustrators to watch.” Lee illustrates each of the three books in a similar way, with great simplicity of line, dramatic movement, and the use of just two colors. Her use of white space and lack of defining borders help create the drama of each illustration and add to the overall effect of the books.

Looking at the books in the order they were published, we begin with *Wave*. Here we have the story of a little girl and her day at the beach. Let’s call her Suzy, since the character, the same in all three books, is not named. A flock of seagulls follow Suzy as she runs and dances with the waves. She chases the sea as it ebbs and runs from it when it surges back. She laughs with delight as she plays with the sea. As we page through the story, we follow her dance of joy and laughter. The use of blue transforms the sea into an animated character whose role in the plot is equal to Suzy’s. In short, *Wave* is simply delightful! It was named the *New York Times* Best Illustrated Children’s Book of 2008.

In *Mirror*, the book which introduced me to the author, Lee creates a very different mood. Again, she uses white space and only two water colors. In the opening pages, we find a rather sad and lonely Suzy huddled on the floor in front of a mirror. Then, discovering her reflection, she begins to explore and dance together with it. All is well, until the reflection takes on a life and movement of its own, making Suzy angry. In a fit of temper, Suzy breaks the mirror and again she is left alone and sad. This is a powerful story that reminds us that our actions have consequences. Once again, we find that the genre of picture books is a powerful literary tool.

In the third book of the trilogy, *Shadow* (2010 Chronical books), we have an interesting and unique stroke of genius. The format of the book itself plays an important role. The book is designed to be read by turning it sideways and flipping the pages from bottom to top. On the top page, we have Suzy’s world, in which she begins to play shadow games and make shadow images. The bottom page shows the reflections — the shadow figures that Suzy creates. In effect, the book becomes the room itself! What’s really fun is what happens when the light is turned off and Suzy is called to dinner, the only words in the book.

I don’t think I’ve ever seen this technique used before, and it makes *Shadow* magical. As I’ve pointed out many times, the genre of picture books is becoming more and more sophisticated. Lee’s use of illustration and the stylistic technique of using the book itself is just one dramatic example.

Picture books are a dynamic genre of literature, and textless or wordless books take the genre to its pinnacle. These books prompt the reader to an interaction that is unique in all of literature. I have had so much success with learners of all ages as they “write” their own version of the story. Teachers have also shared with me their successes, especially with our 2e students. But on top of all that, wordless books are just fun!

Happy Reading!

*Professor Emeritus Bob Seney is retired from teaching in the Masters of Gifted Studies Program at Mississippi University for Women. At conferences, he often presents a session titled “What’s New in Young Adult Literature.” Reach him at rwseney@muw.edu.*
Dear Dr. Sylvia

Single Mom Needs Help Quickly

Q
I have a nephew who is 12-years-old, extremely bright, and underachieves to fit in with his peers. His teachers have recommended that my sister pursue an alternative school for gifted kids, but she doesn’t know where to turn. She’s a disabled, single mom, which really limits her options.

My nephew is a great kid but tends to lie and get into trouble over the stupidest things. His teachers don’t think he’ll make it through middle and high school here. He’s bored and doesn’t want the stigma of being a “nerd.”

Can you help by pointing us in the right direction? Are there schools that take gifted kids on scholarship?

A
Lying, getting into trouble, and underachieving suggest serious problems for your nephew. While an alternative school for gifted students may help him, there are often scholarships available, I doubt if a change of schools will be an easy answer to his problems.

Boys at this age push away from their mother’s protection to search for their identity as a male. While Mom is still very important and needs to be strong in setting clear limits for her son, having a male who can tell this boy that his mom is terrific and that he’d better do what she says can make a huge difference. In addition, an uncle or a coach, for example, who sees him over the summer and tells him the coolest thing he can do is to become a hard-working, good student next year can get him started. And, needless to say, if your nephew can pal around with a peer group that takes schoolwork and honesty seriously, they too can influence him.

Try to encourage your nephew to get involved in school sports and extracurricular activities. Those positive involvements can help him develop interests and self-discipline. The more positively your nephew is involved in school, the more likely he is to achieve to his potential in his academic work. Finally, if none of these approaches reverses his problems sufficiently, your sister should go for counseling.

My book Why Bright Kids Get Poor Grades and What You Can Do About It (Great Potential Press, 2008) and newsletters should be helpful. In addition, your sister will benefit from your encouragement and support. However, a boy being raised by a single mom also needs some encouragement by caring males.

Dr. Sylvia Rimm is a child psychologist and clinical professor at Case University School of Medicine, author, newspaper and magazine columnist, and radio/TV personality. For free newsletters about why bright kids get poor grades and/or how parents make a difference, send a self-addressed, stamped envelope and a note with your topic request to P.O. Box 32, Watertown, WI, 53094. Read Dr. Rimm’s articles for parents and teachers, and submit family questions online at www.sylviarimm.com. All questions are answered.

Goodbye 2e Newsletter, Hello 2e Resource

The time has come for transitions. After 15 years, 2e Newsletter will have a new format, a new name, and new publishers. But the old publishers will not just fade away.

We plan to continue providing information to the 2e community under a new name, The 2e Resource. This website will be a remake of our current newsletter website, with many of the same features. You’ll find articles from the newsletter archives, news, event listings, book recommendations, and of course, resources. These include links to useful websites, advocacy information, an annotated bibliography focused on 2e learners, and a listing of 2e-friendly schools.

At The 2e Resource, you’ll also find information on our Spotlight on 2 Series, publications on educating and raising twice-exceptional children. We’ll be updating some of the 11 titles we currently offer and adding new titles to the series.

The 2e Resource is a work in progress. After its debut in November, the website will be growing and changing over time. Stop by and check it out. Let us know what you think and give us your suggestions for additional resources that we can share with the 2e community.
Final Words from a Co-Publisher

By J. Mark Bade, 2e Newsletter

By now you know that Bridges 2e Media, affiliated with Bridges Academy, will be taking over the role we’ve served for 15 years as publisher of news and information to the 2e community. In this issue, our final one before Bridges 2e Media begins publication, I’d like to offer a few thoughts, observations, and thanks.

First, thank you for opportunity to serve you for the past year… or two… or five, depending on how long you’ve been a subscriber. And a big thank-you to those who have been with us since Issue 1.

A year or so ago Linda and I set our end point as Issue 90. Fifteen years is a long time, and we have things on our “bucket lists,” individually and jointly, that it’s time to focus on. We’re pleased that Bridges 2e Media will be accepting the baton — or the type stick, as it were — from us. We plan to stay involved in the 2e community; our involvement has been extremely gratifying to us. We got to use our skills to contribute to a community we have high regard for and, in return, hear good things about our work; it doesn’t get better than that. (Becoming filthy rich would have been nice, but that didn’t happen.)

What an Audience!

Among the highlights of the newsletter has been our audience. Think about it. Our readers are:

• Caring and empathetic enough to want to help high-ability kids who learn differently
• Overwhelmingly likely themselves to be very intelligent.

Who could ask for a better audience? No bounced checks, no cheating (well, maybe some enthusiastic over-sharing of the newsletter), very little grumpiness from subscribers, and lots of insights from them. The only disadvantage was the occasional consequence of that truism first enunciated to us by early subscriber Helen Q, who told me: “The apple doesn’t fall far from the tree.” So yes, we’ve had, for example, a few subscribers who were really disorganized at times. (“What, I just sent you a check for a subscription? Well, here’s another one.”) But it was all part of a great community we never knew existed until we started the newsletter.

If you subscribed to 2e Newsletter, chances are you were a parent; parents comprised about two-thirds of our audience. About 20 percent were educators. Another 10 percent or so were clinicians or service providers, and the remaining few percent were categorized only as “other.”

If we go by “modes” — the occurrences most common in a distribution or sample — you as a subscriber lived in California and were named Jennifer. You were not likely to live in Alabama, Mississippi, Louisiana, or Wyoming, but rather in cities such as Los Angeles, Scottsdale, Seattle, and the Washington, DC, suburbs. But, actually, our subscribers lived all over the world. Most were from the U.S.; we loved getting subscriptions from place names such as Cabin John, Maryland. We also had sizable contingents from Canada, Australia, and New Zealand, plus adventurous souls from the Netherlands, South Africa, India, Japan, Sweden, Spain, China, Singapore, the UK, and Slovenia. Besides “Cabin John,” we got to vicariously know places such as Old Toongabbie, Australia, and Berwick upon Tweed, UK.

What a Journey

Here’s what we’re most proud of:

• Helping build the 2e community
• Any role we might have had in inspiring the founding of new, 2e-friendly schools
• Helping parents realize they weren’t going alone on their journeys
• Helping educators better serve 2e students.

Here are some of the things we’re grateful for:

• Meeting professionals and advocates dedicated to “the cause”
Final Words, concluded

- Attending stimulating conferences
- Receiving feedback from readers
- Being able to depend on our Editorial Advisory Board for advice and guidance
- Seeing some positive changes in how 2e young people are identified and accommodated at school.

Here are some things you missed from us over the past 15 years. While we were sometimes tempted, we avoided headlines such as “7 Things You Must Do Now to Regain Control of Your 2e Household!” Also, we felt no need to give negative reviews to useless books or products; we just didn’t publicize them.

We found out that some things didn’t make sense to do — like placing Google ads on our web pages. Do you know how few relevant products or services Google was able to find to advertise on our site? That’s what we all get for being in a niche community.

On the topic of ads, we accepted a few paid ads over the years, but realized that those could compromise the image of independence we preferred to maintain, of no influence on our editorial content. We would place ads for conferences we believed in, such as SENG or NAGC.

One thing we wish we could have done differently is to have devoted our working days solely to the newsletter. As it happened, we made our living as professional writers before we started the newsletter, and we continued to support ourselves that way until this year. That’s what we got for serving a niche community.

Parting Words

We’re hopeful for the future of twice-exceptional children and their families. We’ve seen progress over 15 years in terms of private schools catering to 2e students, and of public schools making efforts to identify and serve them.

What we’d really like to see are changes that will benefit 2e students while at the same time helping all students — like universal screening at an early age to identify every student’s strengths and challenges, a screening used as the basis for curriculum adaptation.

(> Universal screening is the only way we’ll ever discover how many twice-exceptional children there actually are in the world.)

We’d like to see more acceptance of neurodiversity and the concept of a much broader “normal,” acknowledging that all students learn differently and have different ways of experiencing the world. We’d like people to be able to accept the idea of intellectual giftedness as comfortably as they accept athletic giftedness or musical giftedness.

We encourage all of those in this niche 2e community to stay involved — to advocate and explain twice-exceptionality to friends and relatives; to teachers and school boards; and to elected and appointed officials who have the power to effect change in education policy and practices. Get involved and stay involved using organizations such as NAGC, SENG, TECA, COPAA, CEC, LDA, and others. Communicate with the 2e community via Facebook, LinkedIn, local parent groups, and any other means you can.

The last 15 years have been a great journey for us. Thanks for sharing it, and we wish you the best of luck on your own 2e journey.
EDUCATIONAL ACHIEVEMENT, GENETICS. A recent study determined that over a thousand genes are linked to academic achievement. However, Quartz points out that, even so, genetics accounts for only 11 percent of the variation in achievement, compared to, for example, 7 percent that’s attributable to household income. But the Quartz article goes on to address a related assumption: “That such an intelligence-based meritocracy should exist in the first place. We are so invested in the idea that academic achievement is a de facto good that we fail to consider whether intelligence should be rewarded in the first place.” If you want to ponder that — or to see how the Quartz writers ponder it — check out the article at https://goo.gl/XcSnFz.

LDA. SELF-ADVOCACY, ACCOMMODATIONS. A post-doc scientist explains the value of learning self-advocacy and being able and willing to discuss accommodations with teachers and professors. His account covers elementary school through college, and beyond. In an article at the site of Learning Disabilities Association of America, he writes “Self-advocacy is a process that takes time to learn and cultivate over the years, but it is well worth it. We need to teach students with learning disabilities to self-advocate as early as possible.” Find the article at https://goo.gl/uZSF8d.

SENG now has an official affiliate in Europe, headed by Femke Hovinga-Tiller of the Netherlands. Our friends on the continent can find out more at the Facebook page of SENG Europe, https://goo.gl/Bf62Es.

ADHD AT SCHOOL. An article in the Boston Globe Magazine is titled “Eight things I wish teachers knew about my child with ADHD,” and the parent/author explains how parental input can “ensure Nick’s teachers knew what interventions were working at home and what could help at school.” Sample insights to share:

- His brain’s in the fast lane, always” — and how focusing on positive aspects of that can help in the classroom
- He may not know what he did wrong” — and how explaining the reason for consequences helps improve behavior in the future
- And six more.

Find the article at https://goo.gl/5xoTyk.

NOVEMBER 2e SEMINAR FROM WKU. The Center for Gifted Studies at Western Kentucky University will offer a two-part seminar on twice-exceptional students this November 1-2 in Bowling Green, Kentucky. “Finding, Understanding, and Nurturing Twice-Exceptional Students” will bring together national experts Daphne Pereles and Lois Baldwin, who will present in two parts over two days. For more information or to register, please visit the site of WKU’s Center for Gifted Studies (https://goo.gl/51fwTA) or email gifted@wku.edu.

TECA, Twice Exceptional Children’s Advocacy, has opened online registration for its November 9th conference in Rockville Centre, New York. TECA calls the event “a full day of more than a dozen workshops and panel discussions, networking and resources for parents of 2e kids and the professionals who work with them!” Find out more and register online at https://goo.gl/qdytw6.

SUMMIT CENTER ONLINE GROUPS. Summit Center has announced two new online monthly discussion groups related to giftedness, both beginning later this month and facilitated by Kathleen Crombie, M.A., M.Ed. The Advanced Discussion Group for Parents of Gifted and 2e Children is for parents who have participated in a SENG Model Parent Group in the past, or have already read A Parent’s Guide to Gifted Children Learn more or register at https://conta.cc/2nVvLge. The second is a group for gifted adults to discuss overexcitabilities challenges while learning coping skills. This group will refer to the book Living with Intensity, by Daniels and Piechowski (2008). Learn more and register at https://conta.cc/2LcL028.

DON'T FORGET to check out the upcoming virtual conference “2 Days of 2e,” presented by With Understanding Comes Calm on October 26-27. Find out more about the speakers, discussion forums, and the virtual exhibit hall at https://goo.gl/k8tAU6. The registration page currently offers an early registration price. Readers of 2e Newsletter will see lots of familiar names among the speakers. The conference organizer is newsletter contributor Julie Skolnick.

TiLT PARENTING is helping parents of differently-wired kids start in-person “TiLT Groups” in their communities. TiLT founder Debbie Reber has put together a “TiLT Together Starter Kit” for group leaders. Find out more at https://goo.gl/fVZ1CQ.

SENG SUPPORT GROUPS. SENG has announced the formation of several online support groups, one of which is for parents of twice-exceptional children. Each group will be led by experts and conducted in the SENG Model Parent Group (SMPG) style that uses a combination of learning with in-depth discussion and sharing. Find out more at https://goo.gl/PBmJpJ.
Events


October is Dyslexia Awareness Month and ADHD Awareness Month.


Please note: For more state association conferences relating to giftedness, see Hoagies’ website (www.hoagiesgifted.org/conferences.htm).

We frequently publish a listing on Facebook of upcoming local and regional events on our Facebook page, www.facebook.com/2eNewsletter. Let us know of events we should list!