



FEBRUARY

PEP TALK



Supporting the education and well-being of gifted learners of Tuscarawas County

February/March

Calendar of Events

2/9—Young Authors'

2/15—Law Day

2/16—Writer's Workshop
forms due

March

3/3—72nd Regional Final
Spelling Bee at Glen Oak High
School Theater at 1:30pm

3/7—Middle School Honors
Band and Choir at KSU
Performing Arts Center:
evening performance at
7:00pm. Tickets: \$2.00 (Call
PAC for tickets ahead of time
preferred.)

Congratulations!!

Winner for January's Game—
Wooden Tangram

Tetris Puzzle is

Sharyn Minor

From Conotton Valley

Elementary

Coordinator's Corner:

Twice-Exceptional Students

Twice—exceptional: giftedness coexists with a learning challenge, such as behavioral problems, attention deficit disorder, learning difficulty, autism, or Asperger's syndrome. These students require a combination of gifted and special education that includes special services, programs, and instruction to meet all of their needs.

Characteristics of these children tend to be extreme and varied based on their areas of interest and difficulty. They include but are not limited to the following: Many twice—exceptional students are highly verbal yet have extreme difficulty in written language. Cognitive processing deficits are evident in their reading and basic skills. However, they excel in solving “real-world” problems and demonstrate outstanding critical thinking and decision-making skills. Their imaginations and ideas seem unusual and rather bizarre at times and they appear to be day-dreaming when ideas are being generated. These varied and intense characteristics can make teaching difficult.

Page 3 of this newsletter provides strategies for addressing these students' needs in the general classroom.

(Continued on page 3)

Coordinators' Corner Remember to **register before February 23rd** for the monthly game giveaway

10 Social & Emotional Needs of Gifted Children

(from Byrdseed.com)

1. Be aware that strengths and potential problems can be flip sides of the same coin.
2. Gifted student's physical, emotional, social, and intellectual growth is often uneven.
3. Gifted students may doubt that they are actually gifted.
4. Gifted students may face social challenges not just from peers, but parents and teachers as well.
5. As they get older, gifted students may take fewer risks.
6. Gifted students can have surprisingly heightened emotional sensitivity.
7. Gifted students are often shy, know they're shy, and know that shyness is often looked down upon.
8. Gifted students' abstract intuition may conflict with teachers' desire for concrete thinking.
9. Gifted students needs cannot be met by one style of learning.

For more information, please

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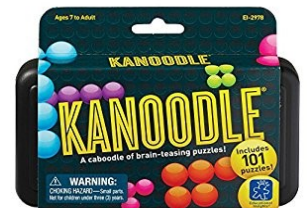
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Monthly Game Feature:

KABOODLE

Challenge your noggin with this best-selling, brain-twisting, solo game.



Over 100 puzzle challenges! From basic to deviously difficult, There are hundreds of possible combinations, but only one correct answer.

Includes 12 puzzle pieces, 101 puzzle challenges in a 44-page illustrated puzzle book, and a carrying case.

Perfect for developing problem solving and strategic thinking skills.

Don't forget to enter the drawing by sending an email to: lisa.burrell@ecoesc.org

Teaching Twice—Exceptional Students

Addressing the needs of twice—exceptional students can be a challenge for teachers. This involves working with both the gift and the disability. Often twice—exceptional students spend most of their time in general classrooms, where teachers are not necessarily trained to meet the needs of students with disabilities or gifts. There are many strategies that teachers can use to try to meet the needs of the twice-exceptional student.



Provide opportunities for students to shine.

All students need to show their capabilities to feel confident, the twice—exceptional is no different. Try to tap into the student's strengths to build confidence before moving into new, unfamiliar territory.

Teach skills in varied ways.

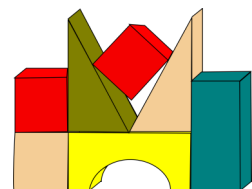
Most students have a way (or several) in which they learn best. By offering more than one strategy for a classroom activity, teachers are more likely to meet the needs of more students in their classroom. When possible, allow students to use alternative methods and to explain the method they chose.

Integrate student interests.

Experts agree that students learn and retain more knowledge when given the opportunity to explore areas of interest. They should be given opportunity to find ways to incorporate their interests into the class lessons and ways they can exhibit the knowledge gained. A student with a reading disability may be more interested in reading class if they are allowed to integrate their interest in animals into the activities.

Involve the senses, visual and kinesthetic activities.

Twice—exceptional students often respond to rhyme schemes or mnemonics. Allow them to get up and move around the classroom. Provide manipulatives when possible. A student with ADHD most likely will respond much better to a lesson requiring movement & activity than sitting still in a seat.



Help students develop organizational skills.

A twice—exceptional student may not feel the need to take copious notes during a lesson. They may get the big picture, but fail to see the details or related parts. Provide these students with graphic organizers to help get them started. Begin with basic ones and progress to more detailed intricate ones as the child grasps the concept. A calendar for due dates and a quiet place to work are also helpful.



Work on developing resiliency.

All students need to learn how to bounce back from negative experiences, but this is especially true of the twice—exceptional child. They need to develop coping strategies at home and school. Teachers need to encourage these children to let the teacher know when they are frustrated and/or confused in the classroom. Things may need to be broken down into smaller segments and time allowed for mastery before they are required to move on. Parents can help at home by helping the child to see success as a result of effort and good decisions, not luck. Also by being a good role model when making mistakes themselves.