

# Beyond the IEP: Implementing a Strength-Based Model for 2e Learners

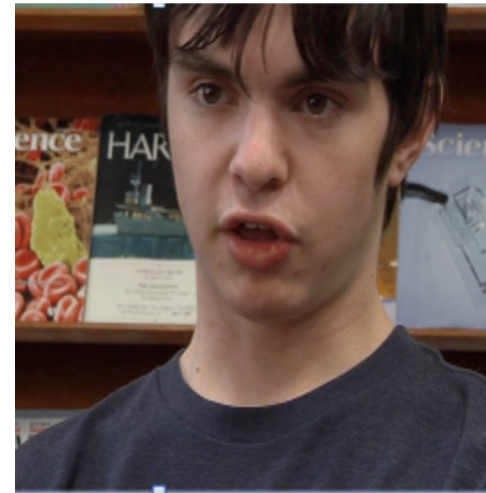
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# Agenda

- Complexity of 2e
- Creating a 2e Friendly environment
- Understanding Brain Wiring
- Implementing a strength-based, talent-focused approach

# Today

- ◆ Setting the stage
- ◆ Why the IEP process for 2e students is particularly complicated
- ◆ Understanding the metaphor of “Green”
- ◆ How the IEP process can be positive
- ◆ Why adding a strength-based, talent-focused component helps students become more successful





# Susan Baum

friend, teacher, mom, & "mamie"





[https://docs.google.com/presentation/d/1RH\\_JF0bzzqBgR12M\\_iLMdGzvaa2wZ2AGBNPfqFGyAb0/edit?usp=sharing](https://docs.google.com/presentation/d/1RH_JF0bzzqBgR12M_iLMdGzvaa2wZ2AGBNPfqFGyAb0/edit?usp=sharing)

# The 2e Alphabet

**GT:** High Abilities  
and/or Potential in  
one or more areas.

Gifted/Talented

**+**

• **SLD** (specific learning disability)

• **ADHD** (attention deficit  
hyperactivity disorder)

• **ODD** (oppositional defiant  
disorder)

• **GAD** (general anxiety disorder)

• **ASD** (autism spectrum disorder)

• **AND** (additional exceptionalities  
and acronyms)

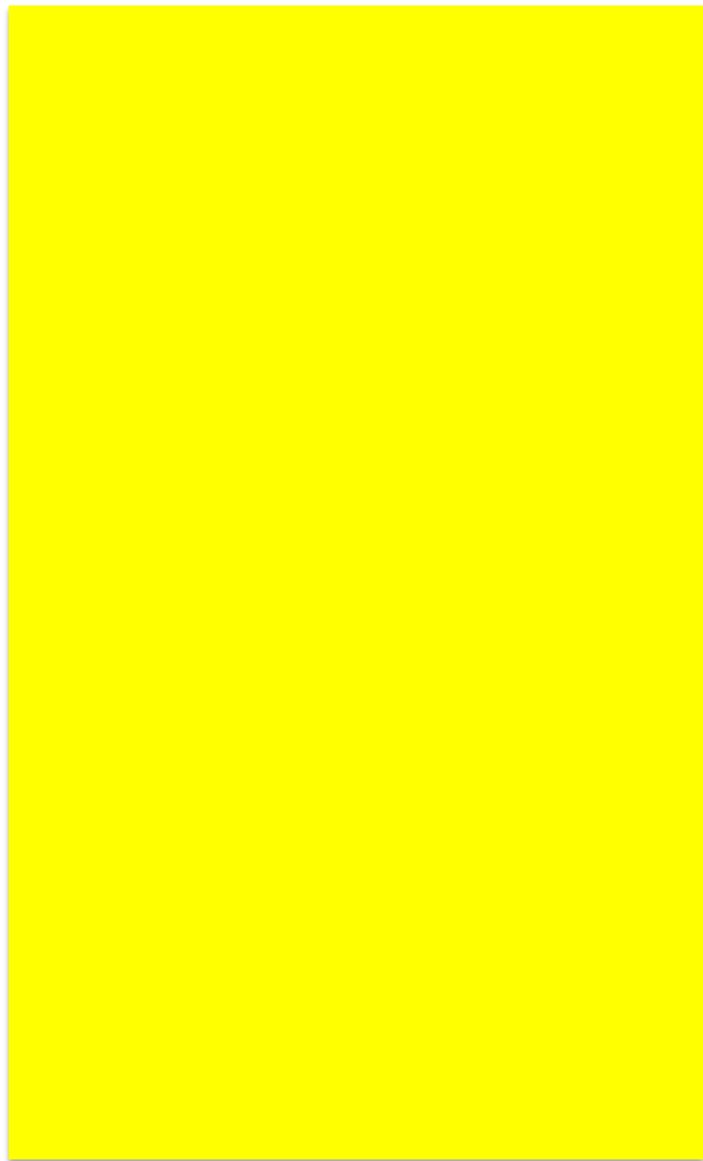
**= 2e**



## Sydney

- ASD diagnosis (socially awkward, perhaps because of high verbal abilities?)
- ADHD (but not when involved in art)
- Oppositional Defiant Behavior (but maybe because needs are not being met?)





## Strengths

- Artistic
- High verbal ability
- Advanced reader– reads 3 years above grade level

## Challenges

- Argumentative
- Oppositional Defiant
- Little productivity- refuses to write
- Severe attention issues
- Refuses to participate in physical education
- Poor social awareness and social skills

| Strengths  | Challenges  |
|--|---|
| <ul style="list-style-type: none"><li>• Artistic</li><li>• High verbal ability</li></ul> | <ul style="list-style-type: none"><li>• Argumentative</li><li>• On...</li><li>• Poor social awareness and social skills</li></ul> |

Solution: Gifted Class for Reading,  
a Remedial Social Skills Program,  
and OT for handwriting.



# Green includes puzzling paradoxes

- ✓ High level comprehension (need for sophisticated content) **but with** reading limitations.
- ✓ Creative and sophisticated ideas **but** difficulty putting them down on paper
- ✓ Task commitment and flow time **but** difficulty attending to task when things are auditory
- ✓ Potential for expertise **but** difficulty learning novice skills and with automaticity
- ✓ Desire to fit in **but** little social awareness

With their notable abilities, gifts, and talents in certain areas, 2e students can also...

- become highly anxious
- use their creativity for survival
- have low academic self-efficacy
- feel negative about being different
- experience depression





**DISTINGUISHING  
STRENGTHS**

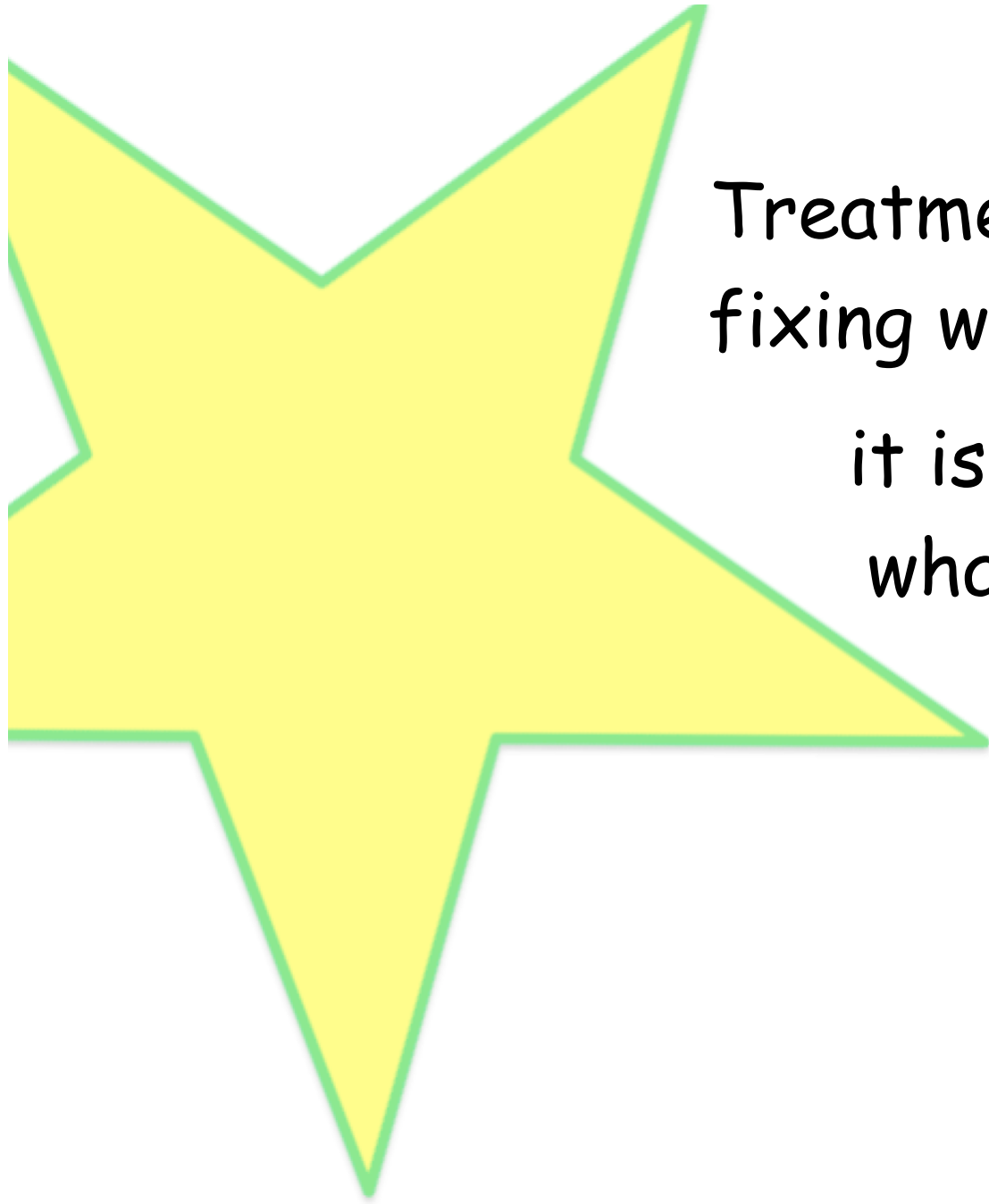
**2e**  
**STUDENTS**

**COMPLEX  
CHALLENGES**





... It is not easy  
being green...



Treatment is not just  
fixing what is broken;  
it is nurturing  
what is best.

(Seligman & Csikszentmihalyi, 2000)

IEPs and 504 Plans focus on weaknesses and are designed to bring a student up to grade level

### IEP Instructional Planning Guide: Language Arts

**Student:** Katelyn Marsh  
**Disability:** Learning Disability  
**Class:** 6<sup>th</sup> Grade Language Arts  
**Classroom Teacher:** Mr. Abbott

**Overview of Strengths & Needs:** Katelyn is a bright student who enjoys creative writing who has difficulties with the conventions of writing (grammar, punctuation, spelling, etc). Katelyn is shy does not enjoy participating in class but does enjoy participating in her literature circle with students with whom she feels comfortable. Katelyn is disorganized and has difficulty with multi-step directions.

**Goal:** Given a writing assignment, Katelyn will write a multi-paragraph essay that includes a clear thesis statement, supporting examples and details, and no more than 3 spelling errors.

**P.M.:** Katelyn will select a graphic organizer 100% of the time when preparing a writing draft.

**P.M.:** Katelyn will generate one main idea or thesis statement for the topic 4 out of 5 times.

**P.M.:** Katelyn will be able to generate supporting examples or details for each main idea.

**P.M.:** Katelyn will correctly spell high frequency words and make fewer than 5 errors per multi-paragraph writing assignment.

- Use of pencil grips
- Allow student to type homework
- Reduce amount of in-class writing required (e.g., provide a copy of class notes, reduce length of journal entries required)
- Provide a checklist for checking conventions of writing
- Divide long writing assignments into "chunks" with individual due dates; for example, first the graphic organizer is due, then the rough draft, then the paper with teacher checklist, and finally the finished paper
- Write daily agenda and objectives on the board
- Require a homework organizer

*Modifications: (can be delivered by the general educator, special educator, or a related service provider)*

- Work on proper pencil grip
- Provide mini-lessons on grammar, punctuation, and other writing conventions
- Receive specific instruction in spelling at least 3x per week; instruction should include work with high frequency words and instruction in spelling conventions
- Teach specific writing graphic organizers such as Story Maps, Webbing, Compare and Contrast, or Sequence Chain


#### TESTING ACCOMMODATIONS

- Extended time on tests
- Use of the computer, if requested by student



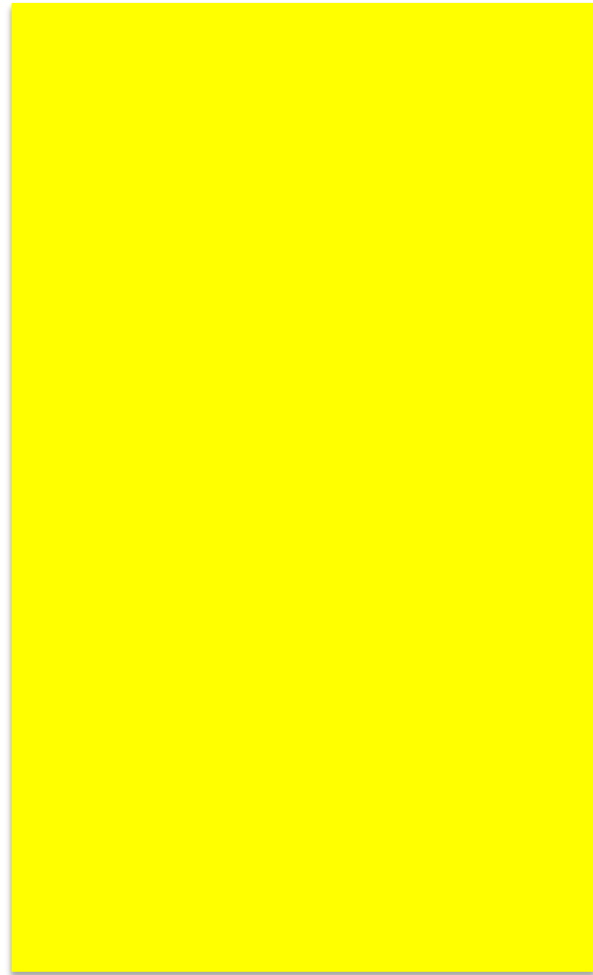
# Cognitive clues to brain wiring

- Katelyn is a bright student who enjoys creative writing who has difficulties with the conventions of writing (grammar, punctuation, spelling, etc). Katelyn is shy does not enjoy participating in class but does enjoy participating in her literature circle with students with whom she feels comfortable. Katelyn is disorganized and has difficulty with multi-step directions.



# Neurodiversity is Coming of Age





**DISTINGUISHING  
STRENGTHS**

**2e**  
STUDENTS

**COMPLEX  
CHALLENGES**

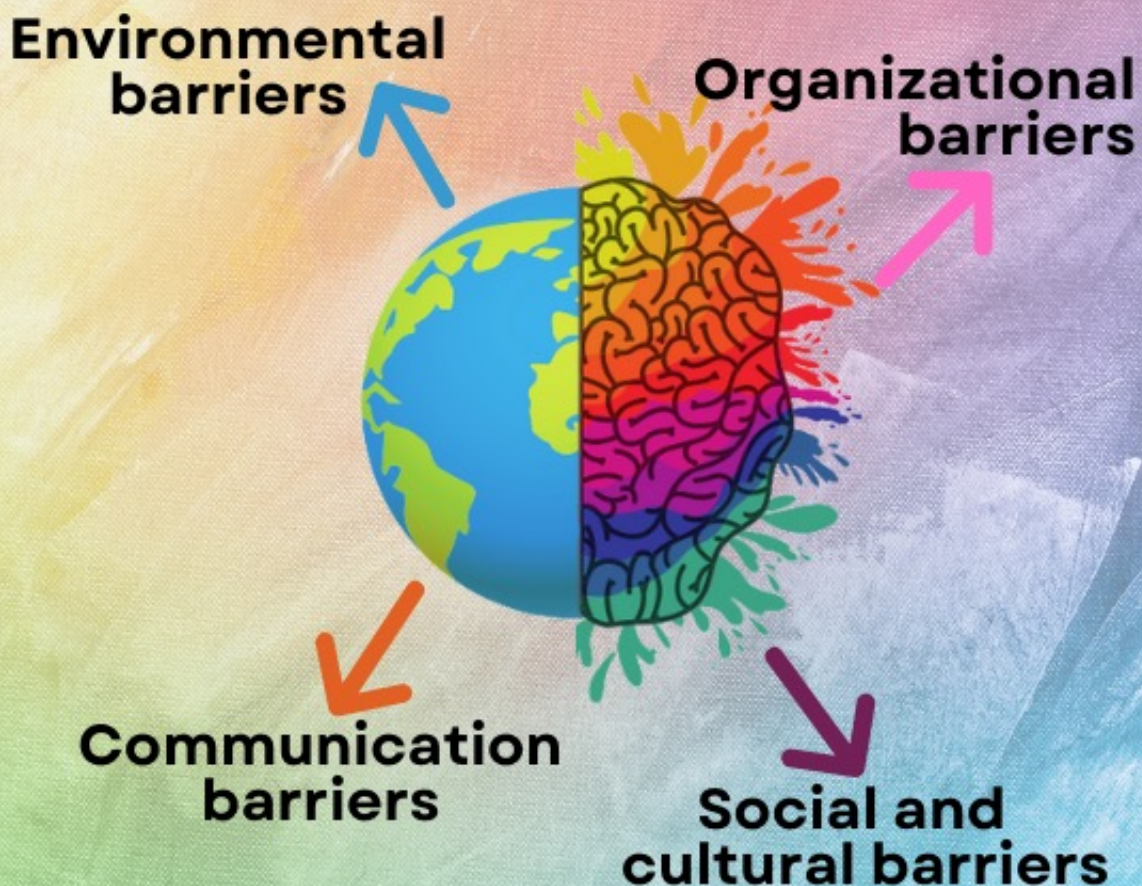


**The pathologizing model asks, what's wrong with the individual?**



[twoemb.medium.com](https://twoemb.medium.com)

**The social model asks, what are the barriers to accessibility?**



# Creating the mood.

- What you say
- What they hear
- What they think
- What they do.

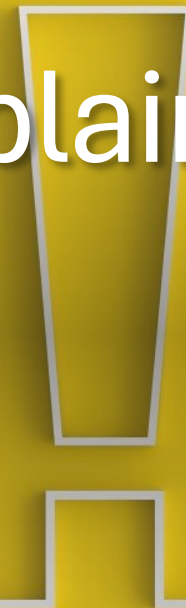




The background features a series of overlapping, wavy, paper-like layers in shades of teal, light blue, and yellow, creating a sense of depth and movement. The text is centered over this background.

# Understanding the Sensitivities of Twice Exceptionality

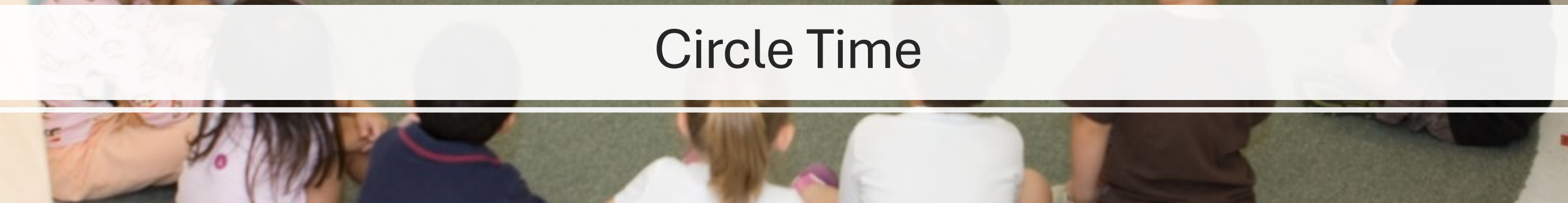
Triggers, red flags, and just plain bad  
policies







Circle Time





## More about children with ADHD

- More time
- Seating away from distractions
- Structure-
- Work, then play



# Ned Hallowell says:

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- Impulsivity– Creativity- you don't plan to have a new idea, they pop- prone to fall in love
- Distractibility—curiosity (motivation-boredom is kryptonite- Need stimulation)
- Hyperactivity- energy

We need to harness the surplus energy by finding the  
The Right Difficult/Challenge  
The Right Project Partners



# William Dobson

Novelty

Urgency

Interest

Challenge,  
mild  
competition

Importance



*The  
Assignment*



# *The Assignment*

- States of matter
- Big idea: Matter can change from one physical state to another and not change its properties (chemical make up)
- Essential question: What is a physical change?

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## Learning activity

- 1. Write a poem that tells the story of or explains the process of a melting ice cube. Include information about the three states of matter.
- 2. Build something that tells the story or explains the process of a melting ice cube. Include information about the three states of matter.



- 3. Perform a skit or make the appropriate background music or rhythm that tells the story of or explains the process of a melting ice cube. Include information about the three states of matter.
- 4. Draw a three-frame storyboard that tells the story or explains the process of a melting ice cube. Include information about the three states of matter.



So emotional check in

- Who feels that they are at the perfect table for their talents?  
Interests?
- Who feels it is okay and they can do all right?
- Who feels like this is the worse table in the world?



# Change tables

- Go to your preferred table.
- Create—
- You can work with a partner if you like.





School is a  
secret  
language arts  
lesson.

Writing is the most valuable  
performance.



# Negative feelings frequently attributed to writing



/onlinethesisstatistician

Renck Jalongo M., Saracho O.N. (2016) From Aspiring Author to Published Scholar. In: Writing for Publication. Springer Texts in Education. Springer. [https://doi.org/10.1007/978-3-319-31650-5\\_1](https://doi.org/10.1007/978-3-319-31650-5_1)

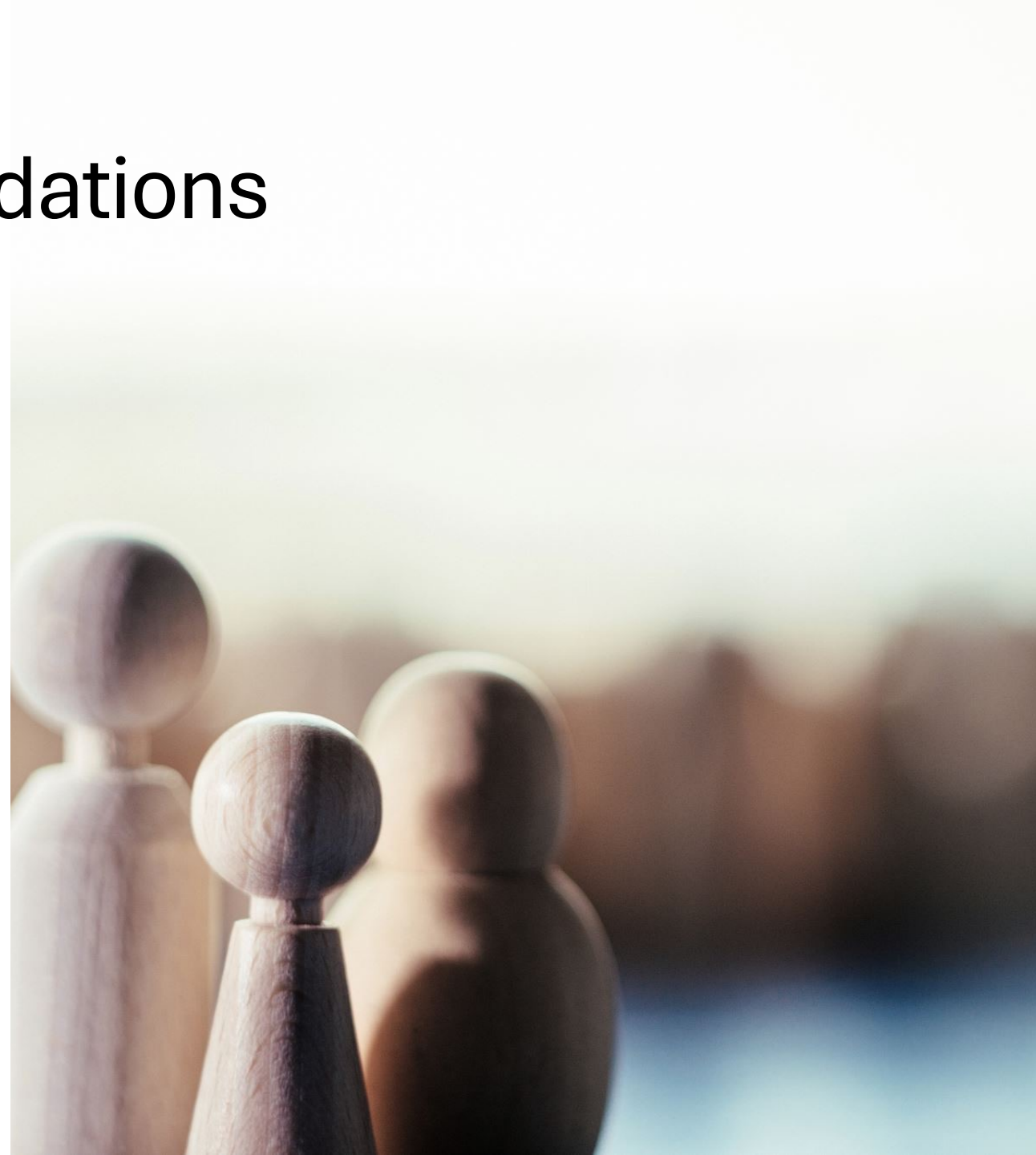
# Scribing

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# It's all about accommodations

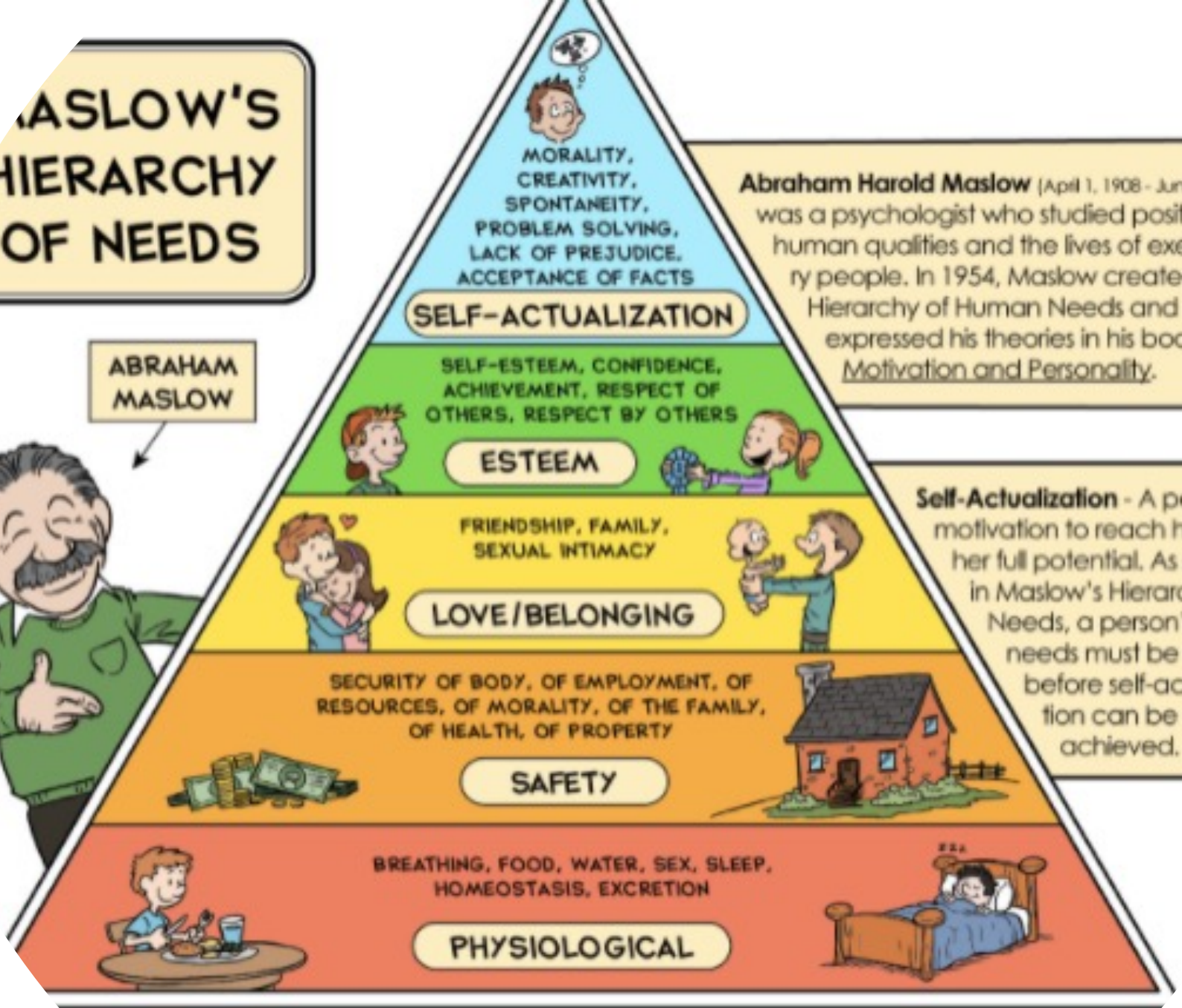
- Intellectual cheating
- I don't want to be different.
- Reminds me and others of what I can't do.





# MASLOW'S HIERARCHY OF NEEDS

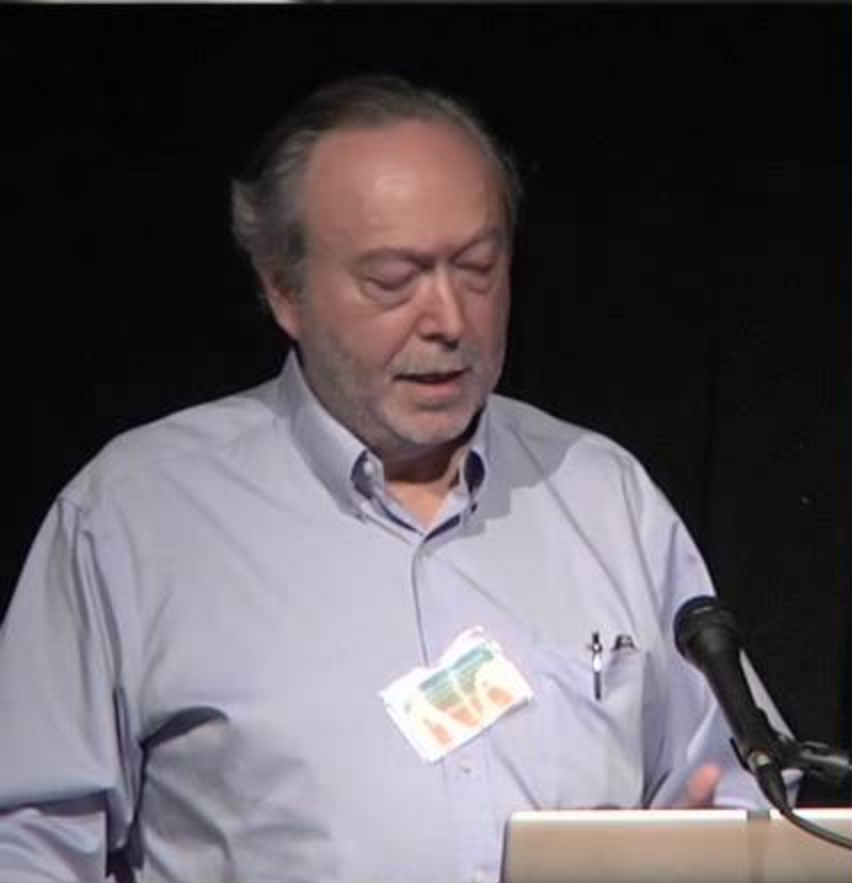
ABRAHAM MASLOW



**Abraham Harold Maslow** (April 1, 1908 - June 8, 1970) was a psychologist who studied positive human qualities and the lives of exemplary people. In 1954, Maslow created the Hierarchy of Human Needs and expressed his theories in his book, Motivation and Personality.

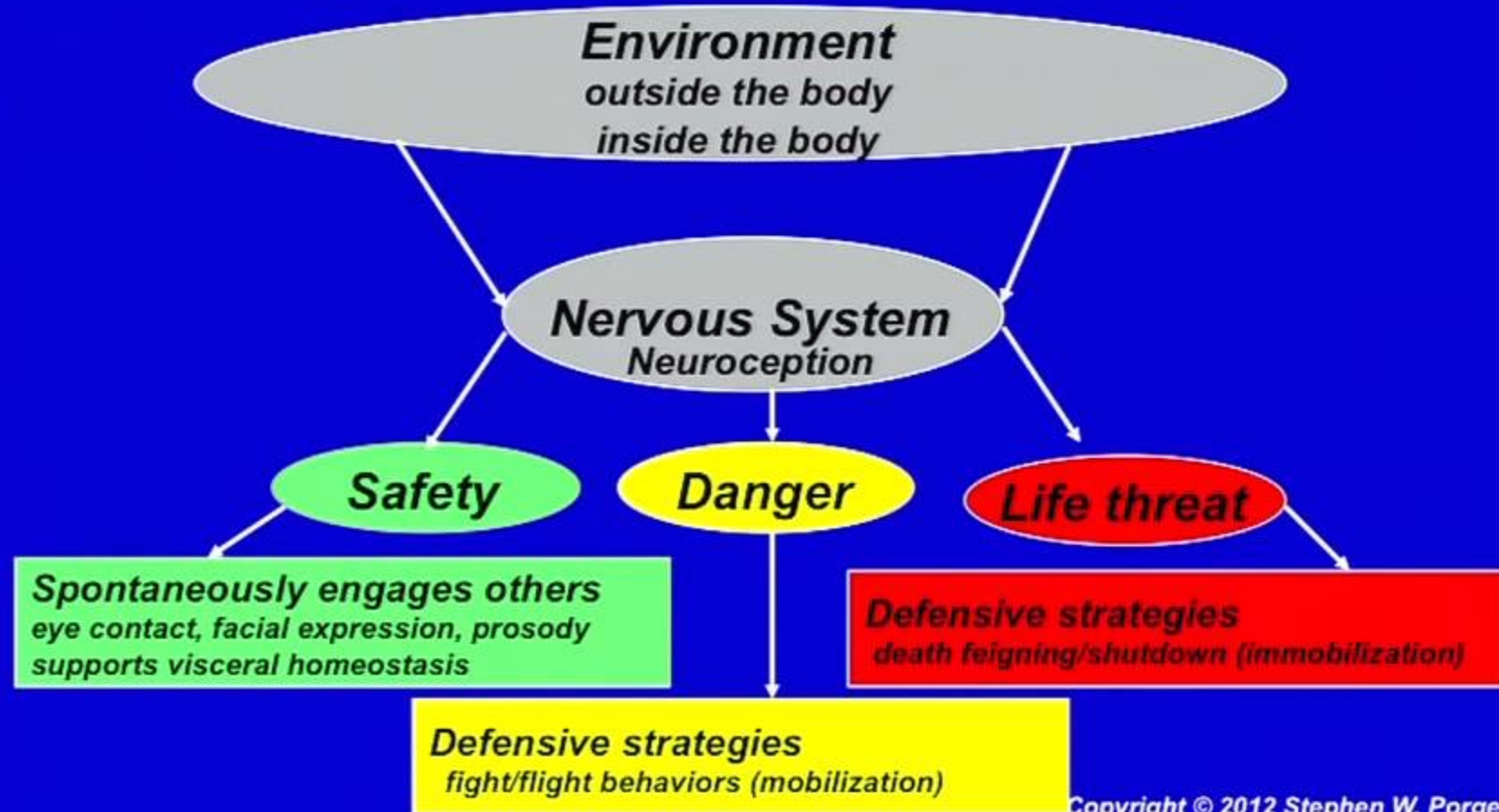
**Self-Actualization** - A person's motivation to reach his or her full potential. As shown in Maslow's Hierarchy of Needs, a person's basic needs must be met before self-actualization can be achieved.





Origins, Measures  
and Interventions  
Telluride, 2012

# The Quest for Safety: Emergent Properties of Physiological State





# The 5 Stages of Burnout



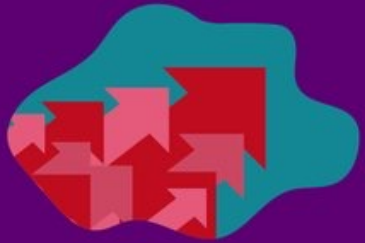
## 1. Honeymoon Phase

High job satisfaction, commitment, energy, and creativity...



## 2. Onset of Stress

Optimism waning, common stress symptoms affecting you...



## 3. Chronic Stress

A marked change in your stress levels, more intense symptoms...



## 4. Burnout

Symptoms become critical, increasingly difficult to cope...



## 5. Habitual Burnout

Significant ongoing mental, physical or emotional problems...

# Burnout Cycle

## –Signs in kids

### 1. Honeymoon phase

All is okay

### 2. Onset of stress phase=

. Lose focus, fatigue, complaining, anxious, acting out

### 3. Chronic stress phase

Angry, refusing to go to school, loss of relationships

### 4. Burnout phase

Sleeping a lot, no longer able to escape, lose interest in what previously was fun.

### 5. Habitual burnout phase

Highly depressed, negative feelings of self, hopeless





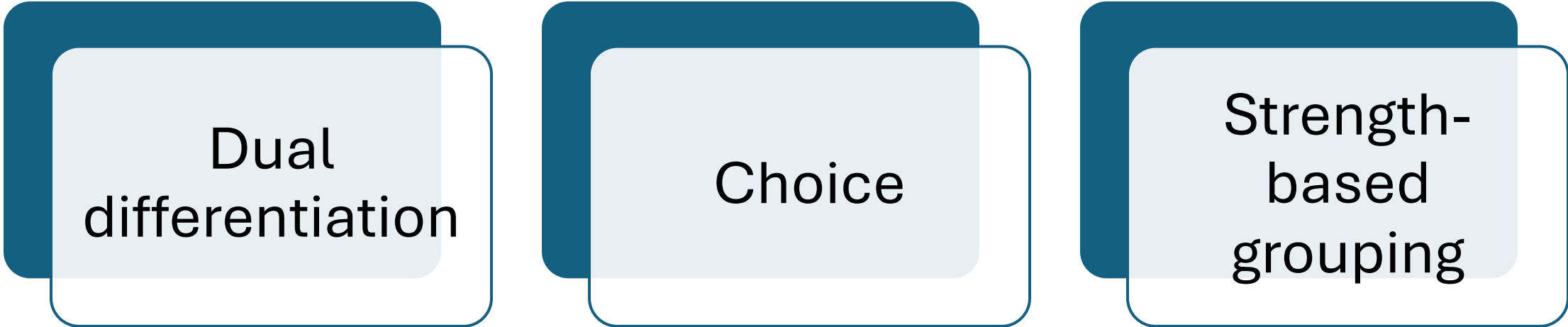


Can accommodations be invisible?

Strength-  
based, talent-  
focused  
planning



# Making accommodations invisible

The image features three overlapping rectangular boxes arranged horizontally. Each box has a dark blue top-left corner and a light blue background. The text is centered within each box. The first box on the left contains the text 'Dual differentiation', the middle box contains 'Choice', and the rightmost box contains 'Strength-based grouping'.

Dual  
differentiation

Choice

Strength-  
based  
grouping



# UP & Around: Dual Differentiation

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- **Dual Differentiation**  
How can we address the student's need for complexity and advanced knowledge (differentiating up) while circumventing obstacles (differentiating around)?

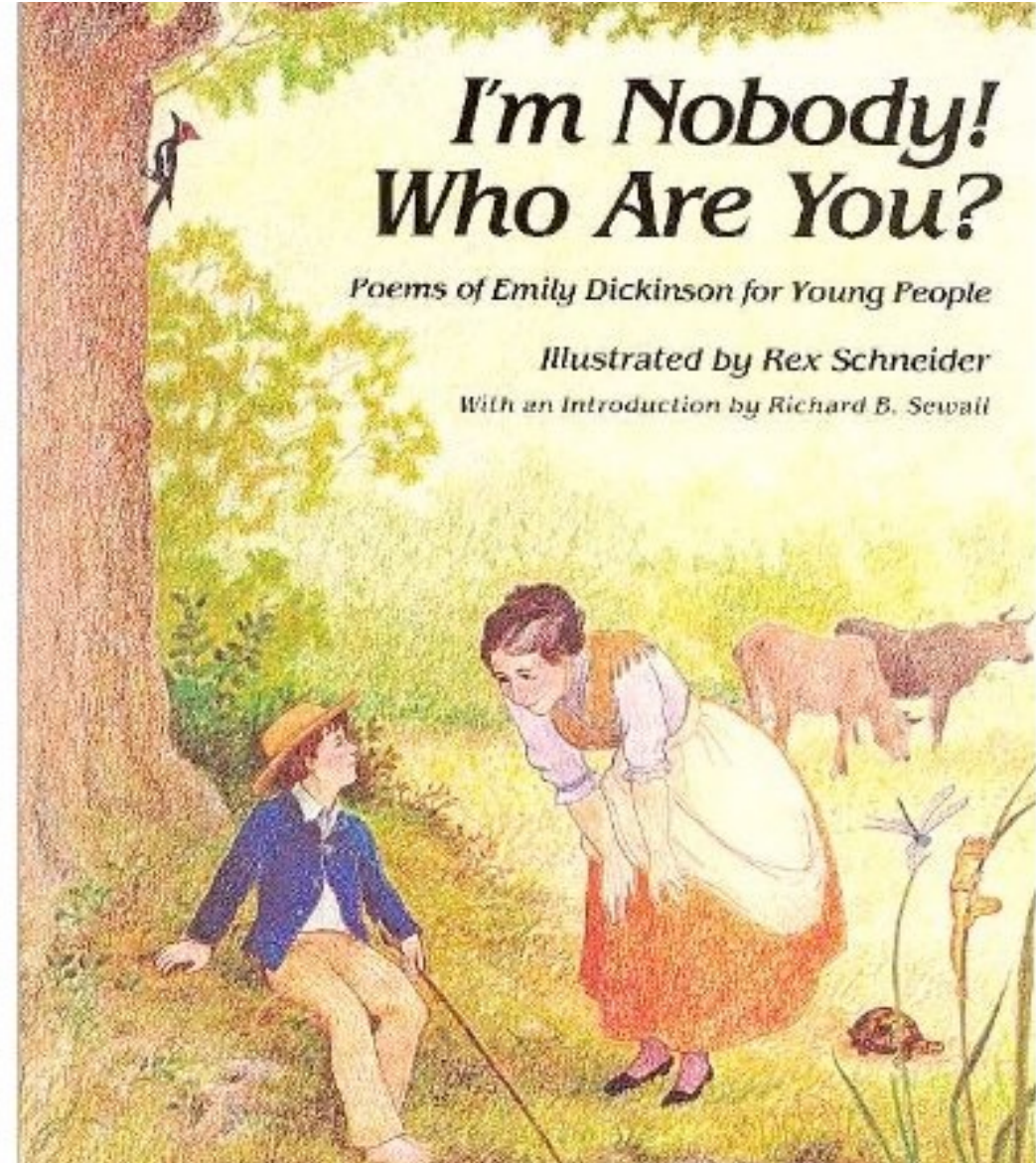




High  
comprehension but  
poor decoding skills

A WORD IS DEAD  
WHEN IT IS SAID  
SOME SAY

I SAY IT JUST  
BEGINS TO LIVE  
THAT DAY





*Let's Make  
You Think*

# Strength-based grouping

Talent groups  
Multi-talent groups  
Opinion groups  
Jigsaw groups  
Readiness groups  
Friendship groups  
Interest groups

[Matrix of Strength-based Groups](#)









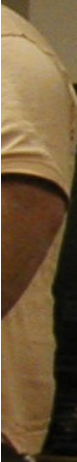
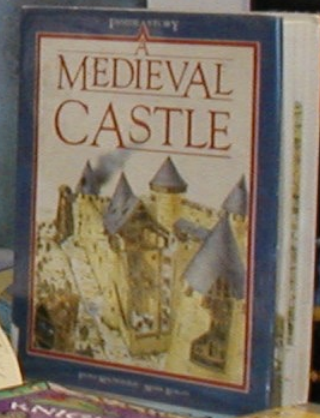
## *The Assignment*

- Middle Ages:
- Big Idea - Interdependence
- Essential Question: How do elements of a system interact to make the system work?
- Resources: See interest center



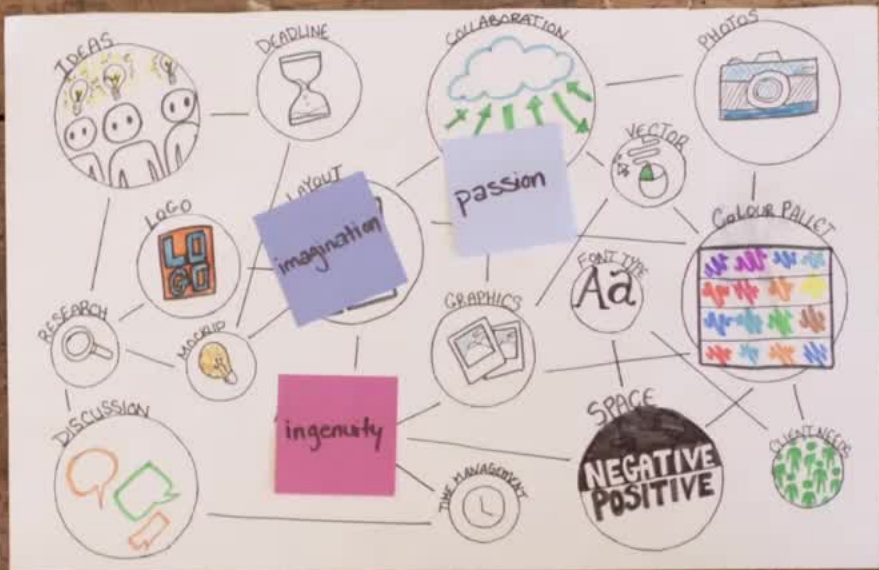
# DAYS OF KNIGHTS AND DAMSELS

  
Medieval Task Cards  



# Learning activity



- Represent at least four classes of the social system in feudal times. Your product must show the relationship of the classes.
- Use the assigned expression style. (Talent groups: writing, performing arts, building and constructing, visual arts (drawing))
- Your group will present your final product to the class for a pass fail evaluation.



# What about these goals?

- Eye contact
- Fact vs. fiction
- Group vs. individual



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## Policies or Obstacles: Think About these.

- Acceleration
- Library books
- Homework
- Make-up work
- Course credit options