
Helping Gifted Children with Autism Spectrum Disorders Succeed

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We know a lot about working with this population. Kenneth Poon and I did a little book for Prufrock last year as part of their practitioner series. It's very small, it's only eighty pages. Ah, so I've really thought carefully about how to structure our time, so I want to compact the curriculum and not spend time on things that you already know. Five years ago I would've had to spend some time talking about what autism spectrum disorders are and do a little background but I'm assuming that that's not necessary this year, any more. I think people have a pretty good idea of it. Do you know that in the next clinical diagnostic manual there will be no more Asperger's, that Asperger's is on its way out as the diagnostic category? Okay, so that may be news to you. That's why we named the book "Gifted Children with Autism Spectrum Disorders", the new category will be autism spectrum disorders and we'll just globally talk about kids with ASD and we will not be making these distinctions. This is because the research, particularly the brain research, has not indicated any clear distinction that we can use reliably to differentially diagnose those kids. So that's why we're not using Asperger's as a term any more; it's going to be old news in a few years.

I made the assumption, right or wrong, that what people are probably most interested in are strategies on how to deal with their challenging behaviours. So much of my material this afternoon focuses on that. What do we know about how to effectively meet their needs and engage them at school and what's realistic?

So the big understanding, for those of you who are familiar with this particular curriculum model, the big understanding is that to develop children's talent when they have ASD, you have to provide an appropriate level of challenge while accommodating the disability. That's what I talked about this morning with the type profiles [see Appendix 1], that's the paradigm. So you've got to develop a talent while accommodating disability. But the guiding question for kids with ASD is, "What kinds of accommodation should be a priority?" And you can't do everything, so what should be the priority. I've organised the material according to four broad problem areas which are challenge areas and their disabilities: coping with sensory integration problems; managing special interests (the kids who only want to talk about Victoria Records); coping with organisational and planning difficulties (which is what really frustrates a lot of parents and teachers, these kids can be brilliant and very messy); and, developing social competence (which is the key to long term success, and is

unfortunately overlooked in many gifted programs, or just school programs. People just get so content with helping them to succeed academically and managing them, that they don't think about the long term). These kids have to develop some social competence, in order to succeed at the university and to move beyond there and be employable. You can't be employed if you don't have some social competence.

So that's the broad overview of what we're going to do. A very useful book, if you're not familiar with Kathryn Stewart's book, this is excellent. Kathryn Stewart is the principal of Orion Academy in Monterey Bay, California and she runs a special school for gifted kids with Autism Spectrum Disorders. She's been doing it a while. It's a day school and she's written a book about all kinds of strategies. It reads a little bit like a recipe book, so it's very useful for teachers. It's a nice reference for parents, she wrote it for parents, so it's geared for parents but here's what you do about various problems and she's written it from her own experience. I think it's excellent, probably one of the best parent guide books that I've seen on the topic.

Where I'm going to start is I'm just going to touch very briefly on why they act the way they do so that you understand what's going on. But, very quickly, they lack a theory of mind, which is the ability to understand that other people have thoughts or feelings that are different from your own. This is while they are unable to take the perspective of somebody else. And it creates interesting kinds of challenges, academically and socially. This is one of the reasons why they have so much trouble with reciprocal communication. They don't know what it's like for you. And they don't have that awareness of what it's like for other people. So, and this is why explaining it over and over again doesn't work either, you can talk yourself blue about why they shouldn't do what they're doing or they should do something else and they are not able to execute it. Not always but most of the time.

So they cannot read the feelings and thoughts of other people. They have to learn how to do that, and they are going to be limited in how they can do that. So they lack theory of mind. It's not a bad thing, it's just different. When you aren't able to take perspective of somebody else you can be very easily victimised and bullied because you don't get it, you can't read the tone, you can't judge that the reason this other person is befriending you is not to be your friend, it's to make fun of you. They don't pick up on the nuances at all. And they assume that others think and feel the same way they do. They can't make those distinctions. So they may hurt other people without realising it. And they don't understand that other people are irritated or annoyed by some of their behaviour.

Now, what's good about Autism Spectrum Disorders? By the way, Autism Spectrum Disorders, I'm using this broad term because we're not going to distinguish it, but one way to think about it is a continuum. You've got classic autism at one end, which are usually kids who have below average intelligence and then you've got Asperger's and you've got high functioning autism, which is usually a lower IQ than say Asperger's, and then you've got developmental, pervasive developmental disorder NOS, which is sort of the catch all for kids who don't fit any of the other categories. But the research is saying you can't make those distinctions. So I'm not going to make them. They lack theory of mind, and they're generally categorised by two things. One is they have severe deficits in social communication and they also manifest some kind of

behavioural stereotypy, which is a repetitive behaviour. And with some of the gifted kids it can be very small, it can be a very minor behaviour.

Now with classical autism you see the flapping, the waving, the spinning, that's stereotypy, a repetitive behaviour that they do, but with more of the higher functioning kids it can be something small, very small, like picking at your shirt. I had a gifted kid who picked at the threads on her clothing and she totally unravelled her gym shorts in middle-school PE one day, just pulled on a thread until she had totally taken her gym shorts off. Or opening and closing a book repetitively, clicking a pen.

What's good about an autism spectrum disorder? There's lots of things that's good about it, what are some of the things? They're very straight, you always know what they think. They're very honest, some people think they cannot lie, they learn it though. Very focused. Some very successful people with ASD would attribute their success to the fact that they can focus so well. Loyalty, they're extremely loyal.

I have a friend in Singapore who is about eighteen, I met her when she was sixteen and she has Autism Spectrum Disorder and there are days when I am very annoyed by her but many times I say to myself, "She'll be a friend for life." She's very loyal and she's very dependable and she's really reliable and she's extremely honest and that is a great friend to have. There aren't too many friends around that we can say that about, so I really appreciate that about her.

When they're teenagers they never go out so you don't have to worry about them.

That they blame adults for everything, can have to do with cognitive rigidity: that they get fixed on one solution to something, one idea about something. It's very difficult to get them to shift. That might be what it is.

They can be fantastic with computers because a computer is very easy to read, a computer is very straight, you don't have emotional problems. You can communicate with a computer very directly and they don't get sidetracked or confused with all the emotional nuances that happen with people.

So these kids have a very uniquely interesting perspective on the world and a strong sense of right or wrong. So we want to try and harness some of that. They also, in terms of learning, have maybe three or four learning strengths. Frequently the gifted kids with Autism Spectrum Disorders, they have a very good memory. I've seen some kids with photographic memories who have ASD, really good short-term and long-term memories. And a great knowledge base as a result. By the time they enter school, some of them know a lot about stuff. And they do very well in subjects that are strongly structured, oftentimes. And they usually have a very good vocabulary.

So what are some of the typical learning challenges? Trying to be consistent with them, because they need the consistency.

Writing a narrative, they don't do well because they can't take other people's perspective. There's all kinds of writing and reading exercises that you either can't do or you refuse to do because it's not possible. There was a teenage boy who refused to

write any kind of fiction, because it's not true. So why would you write something that's not true? You see the logic of that? He's honest, "It's not true, so I'm not writing it. It's ridiculous." And he can't do inference, he can't read between the lines necessarily, because they don't have that capacity.

They can get really fixed and be very resistant to doing other things; they're very messy and disorganised and they don't have particularly good information processing speed, which can be problematic if they're in advanced or accelerated classes.

They'll correct the teacher in the classroom. And they don't necessarily like the review of things, although that's common with gifted kids generally, "If I know it already I don't want to spend time on it!" But they don't have as much patience for that. They're black or white thinkers, they don't do ambiguity. They have a high need for structure and that has to do with their own anxiety management. The structure helps them relieve their anxiety. It's not that they're being rebellious or resistant to you, it's that adding a lot of structure helps them to have a sense of control and when things change they get extremely anxious because they can't anticipate change and just because it happened that way yesterday doesn't mean that they would get it today. They need to see it in order to get it. So hence they have a lot of difficulty predicting outcomes for things.

They have a lot of difficulty working with others because of their social communication problems. Other kids are annoyed by their behaviours. Other kids don't get it unless you educate the other kids about why they do the things they do, and they aren't able to figure it out, so the group work can be really tough.

And many of them have fine motor deficits, at least half, and some of them have poor handwriting. I already mentioned the literature and they don't generalise.

Okay, this is an interesting checklist that Kenneth Poon and I published in our little book (see over page). This is to see how ready and able your school is to handle, effectively, a gifted child with Autism Spectrum Disorders. Do you have these things in place? How many of you have the same plan in place across the school for a child with Autism Spectrum Disorder? That is everybody in the school knows what to do when this kid has a meltdown. A schoolwide plan, everybody knows if you run into this kid and she's doing this, this is what you do. Or this is this kid's "I need help" signal. The kid's got an "I need help" signal and everybody on staff knows what that signal is.

Something to keep in mind, it's true not just for these kids but for all twice exceptional kids, but it is really key for the Autism Spectrum Disorders: long term success, I'm talking about graduating from the university and getting a job, just getting employed, the key is social competence, not your academics. So when you write those IEPs, you write your educational plans, you're working with the family...we need to have a plan for how we're going to build social competence over time, so they can make those changes.

- A simple plan has been established with the child regarding what to do when he or she doesn't know what to do.
- The same plan is used schoolwide
- Time is allotted during the school day for the child's special interests.
- An appropriate level of challenge is provided, especially in the child's areas of strength.
- Information is presented visually to the greatest extent possible (e.g., schedules, instructions, lectures, outlines, deadlines, main ideas, etc).
- Persistence to completion and a willingness to work more slowly than gifted classmates is positively reinforced.
- Timed tasks are avoided.
- Planning occurs ahead of time for special events, and the child is allowed extra options for reducing sensory overload.
- Whenever possible, additional time for completing assignments is granted.
- There are frequent checks for understanding and it is never assumed that the child's comprehension matches his or her verbal or computation ability.
- Teasing and bullying are monitored closely and interventions are implemented immediately when such behavior is observed.
- There is resistance to conclude that the child is careless, lazy, or defiant.

The only large study on gifted kids with ASD that has been done so far was funded by the federal government in the US, through the University of Northern Iowa, at the Connie Belin and Jacqueline Blank Centre, and they are looking at 32 kids in-depth, 26 boys and 6 girls. It's much more common among boys than it is among girls. Some of the key findings from the study are: in the domain of socialisation, overall, these 32 kids were in the borderline range of socialisation, fifth percentile in social competence. So extremely low, lower than some of your low functioning kids. No student in the study was in the average range, everybody was below average in their socialisation. And most of them, 40% were in the borderline range of socialisation.

They're on opposite ends of the continuum in terms of their cognitive ability and their socialisation abilities. We're talking tenth percentile or below versus ninetieth percentile or above. You see why they're frustrated? And why other people are frustrated with them? I mean, it's a small sample but it's a national sample and it's the best thing that we have so far. So this is what's probably going on for a lot of kids with Autism Spectrum Disorders, very low in their socialisation ability because of their social communication problems. We do want to develop their strengths but you have to accommodate and you have to do some remediation of their socialisation or they're not going to succeed at university.

So what does that mean? They have extremely large discrepancies and it confuses the child as well as the people who work with them, "If you're so smart, how come you're so stupid?! How come these things are so easy and these things are impossible?" So we need to do some education with them, and with the families. So in terms of broad conclusions, what the Iowa team said was that the verbal and non-verbal reasoning skills are typically much stronger than their working memory and processing speech

skills. The breakdown of cognitive function shows that their working memory and processing speed is quite a bit lower than their vocabulary and non-verbal reasoning.

Interestingly, the psycho-social profile, the way that parents and teachers saw them psycho-socially are similar, but very different from how the kids see themselves psycho-socially. Eighty-five percent of the kids reported positive self-esteem. So their perception is they think they have friends. My friend in Singapore thinks she has lots of friends, she has over five hundred people on her Facebook page. Is she spending time with any of them? No. Does she talk to any of them on the phone? No. Is she emailing any of them even? No. She doesn't have a social life with them, but her perception is that she has lots of friends because she's got over five hundred on her Facebook page. So the student's self perceptions are usually not consistent with teacher and parent perceptions.

Now just some overall tips, I want to focus on what to do, about how we respond. Some beginning teachers, to whom all of this is brand new, watch the tone of instruction. These kids are going to misread the emotional tone. So one of the things that I personally have to watch out for is, my nieces will tell you that I have a teacher voice, and it can have an edge to it. I tend to speak, my articulation is kind of crisp anyway, and so I can be perceived as having an edge to me and some kids will read that as I'm really angry, or I'm upset with them. So I have to constantly relax myself, say less. The more you say, the more likely it is you're going to confuse them and they're going to get lost. It's tempting sometimes, because they're so bright, to do a lot of explaining, and sometimes teachers will feel like they're so abrupt they feel rude, but it's better to be abrupt. Be as brief as you can, say as little as you can, visual, visual, visual. Make everything visual that you can.

So you're going to do psycho-education about autism, not just with them but also with their classmates. Other kids will extend much more grace to them if they understand what's going on. And be straightforward and direct, even to the point that it feels kind of rude to you. You aren't being rude. They won't perceive you as rude at all, and it's kind of fun. In fact one of the things that's really easy for me to do with kids with ASD generally is talk about sex, and boys and girl relationships, because they don't get it that you're not supposed to be talking about that or be discreet. So I've said to parents, you know the wonderful thing is I know exactly what she's going to be doing with her boyfriends because I'm just going to ask and she's just going to tell me. And I can be quite explicit, be very straightforward with her and she's not going to get uncomfortable, she's not going to get embarrassed, because we're just having a conversation about sex, you know, it's just sex. So that can be useful.

Watch your use of sarcasm. They're not going to get sarcasm, idioms, metaphors, those are very confusing, figures of speech. These are very literal kids and they will get confused in class. You know, you could say, "Chill out", and they'll think, "Chill out? How do I do that? What does that mean?"

Check for understanding often. These kids can, because they're so verbal, you may think they understand because they can just parrot back or they can just describe something, but they may not get it at all. Check for understanding. Ask them to

explain what they think, what you've said, and put it into their own words. I'm surprised at how often they can't do it.

And the last thing: be careful about acquiring eye contact. Eye contact can make them very anxious. You may have a lot of difficulty doing it. It can feel very disturbing to them. Working on eye contact is important, because in the real world, outside of school, you need to be able to some eye contact. But just be careful about how you require that.

Let's talk about sensory integration problems. What are sensory integration problems? What does that mean? It means they have trouble filtering or making sense of sensory information. And there are about eight different kinds of sensory information in addition to your vision, your sight and your tactile sense. You also have proprioception, you have sensory information that comes from your inside, like the pressure between your joints is information. And they can either overlook it, they don't filter enough of it out perhaps, or they filter too much of it out. So they've got incoming sensory information difficulties and also making sense of it, translating the information into some kind of response. So this is why many of these kids are overstimulated at school. They get too much sensory information. And this is what frequently causes their meltdowns, or acting out behaviour or heightens their stress level. They're getting too much sensory overload. So they can hear things other kids don't hear, like the hum in a room, something we don't generally hear may seem very, very loud to a gifted child with autism, so distracting it might hurt their ears. It's possible that they have such auditory sensory information that it may hurt them. So some of you have wonderful classrooms with lots of interesting things going on and it's too much sensory information for these kids. So they can be very reactive to stimuli. And in fact some kids might do very well at the beginning of the day and they have a meltdown two hours later, and what you don't realise is that by the end of two hours they're just overloaded. So they can't do a full day in all that sensory information. Also, once they get over stimulated they're very slow to recover, so what you want to work on is preventing the stimulation. You want to prevent them from getting overloaded, because once they get overloaded then you better have a plan in place for how you're going to help them get de-stressed.

Ausience: So why would some kids take the insert out of their football boots?

Some kids actually want more sensory information, but there might be a seam on the insert. They might be able to feel the seam on the edge of it. I mean even gifted kids without ASD have a lot of tactile or sensory integration difficulties. They don't want to wear mittens because there's those little threads in there, or they don't like the tags on the back of their shirts, things like that really distract them.

So when you have a gifted child with ASD who has behaviour problems, consider that the problem might be related to sensory overload. And they might not be able to tell you that. They might not realise that that's what's going on. So getting an assessment by an occupational therapist to find out what kind of sensory integration challenges they're dealing with can be useful, because then you can do some strategies for building their sensory tolerance and improving. You can develop your sensory integration.

Very broadly, in a classroom situation, in terms of addressing sensory integration, first you want to understand their needs. Hopefully parents have got that information, about what kind of sensory integration challenges they have, and parents of course need to communicate that. Parents are great, they have so much information and that needs to be maximised. Parents are one of the best resources.

Involve their classmates, explain to them that everybody has different needs for dealing with sensory information, different things bother different people, for example there are no windows in this room and I will only last so long in a box. Have the students share examples. Talking about it as a class, and talking about how we can lay out the classroom to accommodate as many people as possible and make the classroom a place where everybody can learn at their best.

Then you also want to schedule down-time for some kids who you know are going to be overloaded on a regular basis. For example, I know a middle-school kid who we just plan that every two hours she just goes to the nurse's office to do a few sensory integration exercises to keep her de-stressed. She has a sensitivity to proprioception information so she does squeezes, body presses and joint stimulation, just for ten or fifteen minutes so that she can handle the overload. Provide items that help avert sensory overload — like sunglasses for the light; or earplugs to reduce the noise input; a weighted vest which you can buy but are very easy to make as well — for kids who have proprioception problems to help them stay grounded. They can wear it underneath their sweater or shirt so they feel more stable. Also, aromatherapy lotions for kids who are bothered by scents.

Sometimes you need a home base, a place in the classroom or in the school where they can go that there's very little sensory stimulation. Then, when they start to feel anxious or overloaded, they can go there. And squeeze balls, that will give them that proprioception input. Establishing that home base, that's what that's about.

You're still going to have stressful situations. You can't control everything, so plan ahead. What's your plan for when things don't work?

First of all, in a crisis, you take your own pulse first. Stay calm. And in particular, switch to writing for communication instead of talking in a high stress situation. When they get really anxious and start acting out, then I get anxious also and maybe my voice tone changes, maybe the pace of my speech changes and talking is going to communicate the wrong thing to them. Then they're going to think that I'm upset because I'm talking faster and my voice is higher and I don't want to go there. As a result I'm going to escalate them instead of de-escalating them. So it's helpful to stay calm and write. Switch the communication back and forth through writing, then they'll relax some. And write out their choices: *I can see that you're agitated, would you like to go to home base or would you like to go down to the...whatever your alternative plan is. Would you like to get on the internet and maybe they can use their specialised interests for ten minutes.* Teach them how to relax. The way that they find relaxation may not necessarily be the way we find relaxation. You have to work with them. What really soothes them? What is self-soothing? For example, our general strategy is thinking about a beautiful place, imagine that you're there...that can be

scary to them. It can escalate their anxieties. There was a gifted kid whose relaxation strategy was to count prime numbers, he loved to count prime numbers, and he counted them, it was very soothing to him. It annoys other people when he's counting all the time but for him, he just goes into his head and counts those prime numbers, up to the thousands. It relaxes him.

SUDs stands for subjective units of distress. Make sure you have a strategy that the child can communicate to you what their stress level is. Have a cue for how and when they're going to take a break. Whether you're going to cue them or they're going to cue you. So it's an 'I need help' signal and every child in school should know what that child's 'I need help' signal is. One of the first things I would teach to a child with ASD is what to do when you don't know what to do. Because they're not going to know what to do a lot, and they'll be anxious because they don't know what to do. They're going to be more anxious than you think. So if you have a plan on what to do when you don't know what to do, they won't be so anxious and you'll have fewer meltdowns.

A visual strategy that has a choice that they can use to communicate, they can cue the teacher, "I'm in trouble, I need some help." And they have the options already there, and they're in control of it. But there are kids who will manipulate and abuse those kinds of systems.

Later in the day they are going to get tired or fatigued, many of them, and also that certain kinds of situations where you can't control the sensory load so much, you're going to have to plan for, like lunch, recess, assemblies. They may not be able to do it, they may need to be excused early so that they're not in the hall with the crowds, they get to leave five minutes early so they get to the lunchroom before anyone else does, or that they don't eat their lunch in the lunchroom, they get their lunch some place else. Because why would you want to have a major sensory overload meltdown at noon that's going to take two hours to recover from? It's not worth it. Or the bus, maybe they need special seating on the bus in order to handle that. So think about certain kinds of situations that either come up every day or are going to come up on a regular basis that you're going to have to have an alternative plan for where they can't fully participate. Assemblies may just be out of the question, they may not be able to do assemblies because the noise level makes them crazy.

It's not always so obvious and that's why parents are a great resource because when you live with them all day long for years, you learn. I remember a dad who was kind of upset because he had really tried to help the school and he had brought 450 pages worth of information to the school for the teacher at the beginning of the school year and he didn't get as positive a response from the teacher as he had hoped. You have to form those collaborative partnerships right away.

Let's go on to managing special interests. Many of these kids have interests, and often they're highly unusual, and they tend to fall into one of three categories: they're either really interested in a particular object, like old records, or antique trains, or a person, comics, or recipes; or topics, they often have one thing in particular that they want to talk about a lot. So how can we manage that? Well, it's tough. It is tough. Just keep in mind that those special interests serve a purpose. Often times they're related to

managing anxiety and self-soothing, so the reason that they are always switching the subject and wanting to talk about their special interest is because they're so anxious in the social situation and talking about their special interest keeps them calm. They don't get it that other people get annoyed pretty quickly with that. So those special interests actually serve a purpose. Now it's not always about relaxation or anxiety, sometimes it might be about identity or about keeping yourself engaged, maintaining attention. There's a number of purposes that it might serve.

It's difficult and unhelpful to try and change those interests. So give that up. Generally, don't work on trying to change their special interest. Instead, think about the special interest as latent talents to be managed. Not always so easy. Use it as a motivational tool, that if they spend so much time on this exercise that they're not so keen to be doing, that there's an exchange going on — if you spend 40 minutes on this, you get 10 minutes with your special interest. Work it into the curriculum. Or a relaxation aid. Maybe as a means of career or talent development, if that's possible. If you can tie their interests into some kind of career possibility, maybe the topic can't be worked in but maybe the types of tasks that they do in pursuit of that topic can be. And as a means, of course, of connecting with others, finding other people who have similar interests, often online if not in your immediate community.

You probably need to structure the time, the intensity, the frequency, the duration, or place where they can engage in those special interests. You can't eliminate it, but you can structure it. At least it will help you feel a little bit more in control, it might help their classmates to feel more in control. Even using a timer. Sometimes I say to my friend, "Okay, we've talked about that long enough, now we're going to talk about this. After we've talked about three other things, then we'll come back to that." So even just in the course of talking to her, I structure when and how much we're going to talk about her special interest. Or the place, that you can talk about that at school but the time you can talk about that at school is, these times.

Now, if you really need to try and reduce it, then you're going to have to use social stories or comic strip conversations to help them understand other people's perspective, and why it's necessary that they not engage in their special interest at school or why they can't talk about it. For example, if you've got a girl, who, her topic is menstruation and she's a middle-school girl, that is going to be really problematic at school. Or another example, a kid whose particular interest is fire, well, you're really limited with how much you can do with fire at school. So it doesn't always work to manage their special interest as a latent talent, but that's tough. But then you're going to really have to rely on your social communication strategies to build their understanding of why they have to limit that, but also work on replacing that special interest with something else. And that's where you might need a psychologist to help you, or a mental health professional to help you with your behavioural strategies for making that transition. You're not going to be able to do it all at once, it's going to be a process.

Now about planning and coping with organisational difficulties. This is a thing, this is a challenge that keeps a lot of these kids out of the gifted program, they can't handle the advanced work because they don't have the capacity to do the planning and organisation that it requires. They can't succeed in some gifted programs, because the

level of expectation is so high. So we want them to be able to participate, but we have to find ways to accommodate that and to help them build some of those skills. You cannot underestimate the importance of routine. The more that you can routinise, the better off they'll be, because they've got good memories and they'll learn the routine. Have routines for everything. Parents get really good at this because it is survival. These kids have great difficulty managing transitions, so you need a routine for transitions, just general transitions. For example, you could have the routine be, when there's going to be a change, that's when you get your buddy, the person in class who is your buddy who helps you through transition time, and that's your cue. The more routine the better.

We emphasise visual, visual, visual. Not all these kids are really strong visual thinkers, but most of them seem to be. Have you read Temple Grandin's *Thinking in Pictures*? That can help you understand how differently they think. And this is why visual support is really helpful. So, any time you've got instructions, don't rely on auditory information, they're going to have trouble with auditory information. Anything that you're going to say, if possible, give them some kind of visual support for. Put it in writing, instructions, reminders about things, directions for stuff.

Limit the material that they have to organise, don't let them come to school with a hundred pens. Or that they don't get to have all these books that they carry around. Limit the number of things that they can actually have and organise the materials, perhaps into containers, ziplock bags that they carry things in, or segment the materials, little compartments for stuff, and be very strict about what goes where.

Organisational maps can be miraculous. I learned this from a parent. I was doing a case consultation in Colorado with a third grade boy, who had ADHD, ASD, and he was gifted. Not an unusual combination, quite common. Now these kids normally have more than one thing going on. And we were meeting with his fourth grade teacher and just talking about how to manage some of his challenging behaviours. And the mum mentioned, when we were talking about visual supports, that's something she had learned to do at home because when he was very small, when parents have these kids and they're very small they kind of wall-paper their homes with visual, with photographs of things. They take digital photographs. One of the ways that you teach a small child with autism, perhaps how to use the toilet, is you just paper the wall the visual steps, you take pictures of them doing the different things so they can sequence it. You can't just tell them and have them do it. It doesn't work that way necessarily. So she said that she had kind of forgotten about that when she was trying to teach him to clean up his room. Because he has ADHD in addition to the ASD she would get very frustrated sometimes about how messy his room was. And she could say clean up your room but he *couldn't* clean up his room, it would take him forever to clean up his room. And then she remembered about the visual side, so what she did was, she cleaned up his room, she took a picture of it and then when his room got messy she gave him a picture of it and said, "Make your room look like this," and he could do it. He could do it. And sometimes if they didn't have enough time, or if she didn't want the whole thing, she would just say, "Make your dresser look like the dresser in this picture," or "make your bed, match the bed in this picture."

Well the teacher went, “Oh my gosh, his desk is a mess. We could straighten up his desk, put everything where it is supposed to be, take a photograph of it and then put it as a map on the inside of his desk or the inside of a locker.” And then, all they have to do is match the inside of their desk or the locker to the photograph, “Make it look like this.”

That may be the best thing you’ve learned all day today, if you’re not familiar with that strategy already. I mean I’m very surprised, I’ve seen videotapes of people working with kids who are quite severe with their behaviours and they’re doing the talking, they’re not talking a lot but they just keep poaching, auditorily and the kid’s screaming, a young child, eight, seven years old. The kid’s throwing a major tantrum, and all of a sudden the person communicating switches off talking and begins to lay out pictures and the kid just calms. Because auditorily, he can’t do it, but visually, he understands. And calms right down. It’s near miraculous.

Now I’m not promising that’s going to work all the time but I’m sharing it because it was like, “Oh my gosh!” It’s like the magic solution.

You can buy software, it doesn’t necessarily have to be a picture. Many bright kids, if you can just spell it out, write it out sometimes, so using Velcro strips for their sequencing in their day. Having a schedule on little cards or little pieces of paper, then just lay it out for them and it can just be rearranged if their schedule’s not the same every day. They also need help with visual clarity, they can’t really pick up the details on what to attend to. So you might give assignments and they’ll read it, but they don’t know what’s important. So, you need to highlight, colour or underline or have someone else do that, in order to clarify visually what is most important for them.

Here’s just a few strategies to help with changes and transitions. These kids often have meltdowns in transitions. “I have a substitute teacher today, oh my gosh!” Meltdown, teacher’s not here. Or we’ve got a special assembly so the schedule has changed, it’s major. Anxiety goes way up for them. So you have to plan ahead. What is the plan? You know that you’re going to have some, some days, so you’ve got to have a plan. What is the plan when you’re going to have a substitute teacher? It might work just enough to have a buddy for a substitute, but it might not. So giving pre-warning signals can help with transitions. Some kids have transition trouble every hour in the day and when you think about it, I’ve worked with very bright kids, highly gifted kids, who have so much trouble with sequencing that every day at school is like the first day at school. They are relearning their way around the building every day. You know how stressful that is? Not knowing where you’re supposed to go next? Because you can’t figure it out. So they either need a buddy, who escorts them, and that’s their strategy. Or a very clear map that they’ve got on the front of their notebook, and a clear schedule that says, “this is where you go today”, that they can rely on, and then they won’t be so anxious. The Velcro visual storyboards for younger kids can be very helpful for keeping them calm and helping them follow through.

Now, individualised schedules for these children, having something, parents can make these for them. I’ve seen a nifty little device, where they have a keychain and they’ve got little cards with all the things the child does in a week and the parent just loads those little cards onto the keychain or that bracelet for what the day’s schedule

was. So the child, if they anxious, they can just check what they do next. And it's just right there in their pocket. Of course when they get older they can have their own iPhone with their schedules for the year loaded onto it. But then they can spend all their time on their gadgets. There's lots of ways now, with technology.

Now, just because they have an individualised schedule doesn't mean they'll use it. But then you're going to have to work out how you're going to cue them. So it can feel really overwhelming to a teacher, that's why it takes a team approach and collaborative help. They are very slow information processors, particularly auditory information. This is an issue in the gifted classroom because the other kids are going, *snap, snap, snap*, and they want to keep up, they want to be part of that, but they can't. So they can get really frustrated in a gifted classroom. And other kids might get frustrated with them.

On the one hand they conceptualise very well, but they don't process information very quickly. So whether or not they are a good fit for the gifted program will depend.

You need to allow them time to respond. You're going to have to give them more time for processing. And it is recommended that you don't have them multitask. Now they are going to want to multitask, because the other kids are multitasking, and they want to do what the other kids are doing, but they're not good at it. And it confuses them. Stress quality over quantity. And when possible, reduce the load. Stress the quality. They are going to compare themselves to the other gifted kids and want to perform in the same way, but it is not realistic. And make written notes available, because if you expect them to take their notes they are going to be taking hours and hours and hours and we don't want them to get bogged down with that.

The thing is you don't want them to have to listen to you and copy off the board at the same time. They can't do more than one thing. They don't do more than one thing well at all. So just one thing at a time. So if you really want them to listen, then give them a copy of whatever is on the board so they are not writing it down. So reading for comprehension and taking notes at the same time, not so easy to do.

Many of these kids, not all, but many of them have fine motor difficulties, so be flexible with what their preferred writing style is. Of course use computers whenever possible, provide copies of your notes and outlines, using the graph paper for maths. Maximise assistive technology and allow them to do some writing in the area of their special interest to accommodate that.

Now, developing social competence. They are not very reciprocal, they can be very easily overstimulated in a group situation, I've watched this with my friend and with other kids over and over and over again. She does just fine when it's her and I one on one, but as soon as you add two or more people to the group, she shuts down. She's on her gadgets, because she can't track.

Now one of the issues in her life is that she wants to go to church. Well, church is such a challenge. She wants to go to church, she has a faith, there's a certain spirituality that she wants to develop, she wants to be a part of that, but sermons are delivered auditorily, and she has a very tough time staying engaged. So, she tries to work on her

phone at the same time. How does that go over? This is in Singapore. We're in conservative church in Singapore and she's on her little gadgets trying to keep herself engaged so she can sit there and other people take offence, because she's not listening. But she can't process. Then she gets pressure to participate in Young Adult Sunday School, but if you go to Young Adult Sunday School, what's the format? Singing or dancing, group interaction, discussion. She can't do group interaction. She can't do group discussion. She's immediately overstimulated. So she wants to be there but she can't be there because they don't know how to accommodate her. And the other day, it moved my heart, she said, "You know, I've really been thinking about not coming to church, because I don't have any friends here." You know, she really wants to have friends, and they want to include her so they say, "Well come to Sunday School." Yeah but she can't do Sunday School the way you do Sunday School, there's no accommodation for her.

A cool thing that's happening though in Singapore, maybe it's happening in your neighbourhood too, the Anglican church has decided, and it's going to open pretty soon, they are having an Anglican church for people with ASD. Isn't that cool? I can't wait to go. Very interesting. They're going to have services and accommodation, services that are specifically designed for the kinds of needs and behaviours of people with ASD. I can't wait to go and see what they've done with it. I think it is going to be a really interesting experience.

Now, traditional methods of teaching social competence are not going to work. Kids with ADHD, the way you teach them social skills are very different, you've got to do it visually. You can't do it auditorily. You can't just coach them, they're not going to be able to generalise if you've coached them auditorily, they can't generalise from one situation to another, they can't execute it. They're not necessarily going to understand it, they may misunderstand it.

You've got to use visual methods. One thing that helps is to develop a special signal for focussing, when they need to focus, help them focus on discrete, highly specific behaviours. Make it really concrete for them. I'll give you a couple of examples. Preparing social scripts, many kids who get successful, they've learned a lot of social scripts, they've memorised. This is what happens in groups, in group training, social skills training for kids with ASD. They learn social scripts for different kinds of situations. And they have to plan ahead for new situations, what are you going to do?

Now I have a wild idea for something that I want to try and develop. I have this wild idea for a social communication intervention that I think I could develop for cell phones that kids with ASD could use in real time in social situations to help them improve their communication. And I have applied for a Gates Challenge Grant to try and develop it. Now, if you know the Gates Challenge Grant, that's a long shot that I'll get it. But, if I get it, I know I can develop it, whether or not I can get the kids to use it, that's always the issue. You can come up with these nifty ideas, but, will they use it? But I figure I can radically transform the social experience of kids with ASD if I can develop this cell phone device that will actually coach them. There's the chance that social scripts won't work and that's why I think they need to have the cell phone intervention.

I do know that some parents, I have been told that they do text messaging with their child. And so then when the child is in a social situation that they're really anxious about or it's a requirement, or they want to engage, they will text. You know teenagers, the social etiquette rules are different for younger people than they are for us. If we were out together and we were visiting and I was on my phone texting, you would be offended. But with young people, it is perfectly acceptable to be texting other people while you're in a group situation and engaging in the conversation. So what that means is that a kid with ASD could, if they were willing to, that's always the key is getting them to see if they're willing, they could text home and say, "I said this, and he said this" or "I'm having difficulty and I can't understand" and you could text back with, "Say this." I know a mum who does it, she texts live to her daughter. And the wonderful thing is then she gets practice in real time over her phone. And it's visual, and she can deliver it. So it's not always going to be perfect, but that's what we need to work on.

This is the thing, one of the reasons I'm pretty passionate about the cell phone intervention idea is because a lot of this, it's better than nothing, but it's not really great. I went to a training workshop a few weeks ago, in which this very skilled and very experienced speech therapist did a two-day workshop, teaching us how to work with kids on their social competence training and she showed us all these wonderful videos of kids she had worked with from when they were eight until they were seventeen, and she saw them twice a week for years and it was wonderful to see but I thought, "Hello, twice a week for years and they're still not very functional!" Yeah she made progress, but it's not enough. I think we have to mobilise their peer group. I think we have to harness the peer group because they want to be engaged. And I think we need to teach the village what to do, rather than relying on the professionals. Twice a week isn't going to cut it, even if you've got the money, and most people don't have the money to do that.

So preparing the social scripts, planning ahead for when you don't know, rehearsal with direction instruction, and using social stories. An example for coaching: my friend, when I first met her, of course she was delighted to have somebody, I mean, I know how to talk to her. And as soon as I met her I realised she was autistic, but most people don't know that and they just think she's really weird, and boy is she annoying and what is with that, why did she do that? So, she would call me. She would call my husband and I a lot. And so the first thing we had to work on was how many times she may call. And it took us a few weeks. But the thing that took us such a long time was she knew how to call and she was very comfortable talking on the phone, which was a good skill to have, not all these kids do, but she didn't know how to get off the phone. She could not get off the phone. So she got on. So we were really challenged for a while. Initially I had to hang up on her. I would make my efforts, I'll call her Ellen, "Ellen, it's been great talking to you, I need to run now because I've got to make dinner" and she would just totally ignore me and keep right on going. No appropriate boundaries, she didn't get it. And couldn't take the cue, didn't read the cue about that. "Ellen, I'm sorry, I'm going to hang up now, because we're done talking." And I was really careful about my voice tone, because over the phone she can't see me, which maybe helped or maybe didn't help, I don't know. So for many weeks, I'm talking weeks, not days, every day, multiple times a day, I'm hanging up on her. So I knew that the best way to work with her was visually, but I don't have the time and she

doesn't have the time to get together to work on it, so we had to stick with the phone. So I just said, my husband and I said, here's our plan, we're going to teach her the cues. It took us six months, every day, on the phone, to teach her how to get off the phone. And this is what we did, I said, "Ellen, when I say that I have to go now, that's your cue to say, 'Okay, it's been nice talking to you, talk to you tomorrow'." I gave her the script, "Okay, it's been nice talking to you, talk to you tomorrow. Bye." She had to say the same thing over and over again. It went from, I would have to do that maybe, I would still have to hang up on her, I would give her the cue and she wouldn't get it, and I would say, "Okay, now I'm going to hang up, because it's time to go." Then we were able to work on, she would change the subject and I would say, "No, Ellen, remember that's your cue. Remember, when I say, "It's been nice talking to you, it's time to go", then you say, "Okay, it's been nice talking to you, talk to you tomorrow." So then she would parrot me, and then we would hang up. I would say hang up, and I would hang up and she would hang up. She's seventeen at this time that we're working on this, and she's very bright. And we went from maybe having to do that five times in a conversation to just having to cue her two or three times in a conversation, to with one cue she could do it, and then today, a year later, she can get off the phone without any cue from me. But can she generalise to other people? I don't know. I think she can with my husband, but I don't know if she can beyond us. I don't know if she has anybody to call beyond us.

But she did get a boyfriend recently and so I've been coaching her boyfriend. She's got a great boyfriend. So I've been coaching him on how to help manage his own frustration and what to do when she gets obsessive or perseverative about things. And we can all see the small humour a little bit. I can say, "Oh Ellen, you're perseverating on that topic and I'm ready to move on to something else," and she can giggle and say, "Okay, how are your parents?" She's got very limited options about what she can do, but you know, if I can work with her visually, if I had more time, maybe I could do that.

Circle of friends and this idea of buddies, you can't just have one buddy though to build social competence. You've got to have a group, and there's some literature about this. And some structure. So you have a circle of friends, it's actually the name of the technique and you designate, you get volunteers of kids who are willing to learn, who are interested in autism and are willing to make a circle of friends around this person, and take responsibility for different aspects. So that everybody's not on the same day. They might rotate by the week, they might rotate by the day, they might rotate by the hour. So these kids, they meet with either the teacher or the school counsellor about every two weeks and talk — it's going to equip them with the strategies about how to handle, to problem solve, the things that come up.

But imagine, then the child's got somebody every hour of the day who knows what to say and how to cue them, you just structure that for them. And monitor. Personally I think that's the way we need to go. I think it will take forever if we wait on professionals. I think we need to equip the peer group to intervene. That's my view.

Okay, let's work on social stories. Social stories are an intervention that they've done quite a bit of research about. Now the research is largely small case studies of small numbers, but still it has been shown to be effective in helping kids develop social

competence. And it is one of the only strategies we have, so I want to teach you how to do it. Social stories are little tiny narratives, usually anywhere from six to eight lines, that describe and explain what's going on in a social interaction. So they're like little teaching moments. And you write them out. Or you can do them visually. Usually with a gifted kid you're going to write them out because they can read very well.

They include four types of sentences: descriptive, directive, perspective and control. Now I'm going to go through those. The first sentence in the social story gives you information about the settings, the people and the event. It just tells you what's happening.

"Sometimes, I don't know what to do." That's a descriptive sentence that explains a social situation that can happen. "Sometimes at school I don't know what to do," or "Sometimes at school other kids laugh at me," or "On Tuesdays I eat my lunch in the cafeteria." You know, whatever the situation is, the opening line describes it.

The second sentence is directive. It tells the child what he or she is to do in that situation. What they're supposed to do.

The third sentence provides perspective. This is where we're working on developing a little bit of perspective on how other people see a situation and why it's important to be able to adapt. It describes the feelings and reactions of other people and it's kept very simple. It explains their reactions, why they do what they do. And literally, many kids with ASD, they memorise lots of social stories, and they work them over and over and over again to build their social competence.

The last sentence is about control. It gives the child a way to remember what to do or say in these situations. It is kind of an anchor if you think about it that way.

So here are some examples: I had a middle-school girl, bad breath. "My breath smells bad when I don't brush my teeth." That's the descriptive. "People at school don't like to smell bad breath." That's the perspective. "I can brush my teeth every morning. Toothpaste stops the bad smell. I can brush my teeth with toothpaste." There's the directive for her. Notice the last sentence, the control. "I will try to remember to brush my teeth every morning." It's recommended that you not use an absolute for the control statement because it can throw them off. If you say, "I will remember..." some of them will throw out the social story because it strikes them as absolute, but with "will try" they'll engage. So the wording is important. It's recommended that you say, "I will try to..."

Here's another example: "Sometimes at school I don't know what to do." This might be your first social story that you do, because it is really important. "That's okay. I will take two deep breaths and tell myself it's okay. I can ask Mrs Neihart to help me. I can say, 'I don't understand what to do.' Mrs Neihart will tell me and I will listen. I will work on asking for help when I don't know what to do." Very simple social script. You can make it even simpler if you want.

Now this was also a real case with a middle-schooler who wanted to take her clothes off, and did. "Sometimes I feel hot and uncomfortable indoors. It's not okay to take my

clothes off.” Especially when you’re an early adolescent female in a middle-school, it’s a bad idea. “I can ask to open a window or go outside. I will try to open a window or go outside when I feel too hot.”

Learning to write social stories is a very important basic skill. You need to have a strategy for working on social competence. I would use social stories with everybody, even adults I would write social stories with. The research suggests that it is useful.

You will have some kids who don’t want to do the social stories. But I will sometimes explore that because there might be something we can do about the situation and how it’s delivered, and that’s why they’re resistive. Some kids will not do the social story, but it works for a lot of kids and a lot of different ages.

Before you go after behaviours find out if there is a purpose to the behaviour.

One of the mums back here brought up a good point. Two parents who say that their kids are pretty resistive to this and they feel either patronised, they don’t like it, they get upset about this. It is true that some kids are not very responsive to social stories, but before I give up on it I would find out what, it’s the parent who’s doing it. So sometimes it may not be the social stories so much as the fact that it is the parent who is working the social story with the kids. And understandably they get tired of being coached so much by the parents. In my relationship with this kid with ASD, there’s things I can do with her, I can coach her on, that her mum could but she would never tolerate it from her mother. But she will tolerate it very well from me. So I would encourage you, that if you’ve got to be, you know, something that needs a social story, to see if you can find a peer who could work with the social story or someone that they like, or a school staff person, and don’t give up on the social story just because they’re resistive if you’re the parent or the teacher. You know, just like other kids, they’ll hear things from peers or someone they like that they won’t hear from others.

You’re not going to write social stories for the child. With a gifted kid you’re going to be writing this with them most of the time. They can learn to write their own social stories getting input.

The question to ask in terms of placement with these kids is that not all these kids belong in the gifted classroom. Just because you’re gifted doesn’t necessarily mean that you belong in the gifted classroom. There’s reasons sometimes why these kids should not be in the gifted classroom. But ask what would it take for them to be successful in this environment. If they’re going to be in the regular classroom, what would it take to provide an appropriate level of challenge?

Revised Profiles of the Gifted & Talented

Type	Feelings & Attitudes	Behaviors	Needs	Adult/Peer Perceptions	Identification	Home Support	School Support
The Successful	<p>Complacent Dependent Good academic self-concept Fear of failure Extrinsic motivation Self-critical Works for the grade Unsure about the future Eager for approval Entity view of intelligence</p>	<p>Achieves Seeks teacher approval Avoids risks Doesn't go beyond the syllabus Accepts & conforms Chooses safe activities Gets good grades Becomes a consumer of knowledge</p>	<p>To be challenged To see deficiencies To take risks Assertiveness skills Creativity development Incremental view of intelligence Self knowledge Independent learning skills</p>	<p>Liked by teachers Admired by peers Generally liked & accepted by parents Overestimate their abilities Believe they will succeed on their own</p>	<p>Use many multiple criteria Grades Standardized test scores Individual IQ tests Teacher nominations Parent nominations Peer nominations</p>	<p>Parents need to let go Independence Freedom to make choices Risk-taking experiences Allow child to be distressed Affirm child's ability to cope with challenges</p>	<p>Subject & grade acceleration Needs more than AP, IB & Honors Time for personal curriculum Activities that push out of comfort zone Development of independent learning skills In-Depth Studies Mentorships Cognitive Coaching Time with Intellectual Peers</p>
The Creative	<p>Highly creative Bored & Frustrated Fluctuating self-esteem Impatient & defensive Heightened sensitivity Uncertain about social roles More psychologically vulnerable Strong motivation to follow inner convictions Wants to right wrongs High tolerance for ambiguity High Energy</p>	<p>Expresses impulses Challenges teacher Questions rules, policies Is honest and direct Emotionally labile May have poor self-control Creative expression Perseveres in areas of interest (passions) Stands up for convictions May be in conflict with peers</p>	<p>To be connected with others To learn tact, flexibility, self awareness and self control Support for creativity Contractual systems Less pressure to conform Interpersonal skills to affirm others Strategies to cope with potential psychological vulnerabilities</p>	<p>Not liked by teachers Viewed as rebellious Engaged in power struggle Creative Discipline problems Peers see them as entertaining Want to change them Don't view them as gifted Underestimate their success Want them to conform</p>	<p>Ask: In what ways is this child creative? Use domain specific, objective measures Focus on creative potential rather than achievement</p>	<p>Respect for their goals Tolerate higher levels of deviance Allow them to pursue interests (passions) Model appropriate behavior Family projects Communicate confidence in their abilities Affirm their strengths Recognize psychological vulnerability & intervene when necessary</p>	<p>Tolerance Reward new thinking Placement with appropriate teachers Direct & clear communication Give permission for feelings Domain specific training Allow nonconformity Mentorships Direct instruction in interpersonal skills Coach for deliberate practice</p>
The Underground	<p>Desire to belong socially Feel Unsure & Pressured Conflicted, Guilty & Insecure Unsure of their right to their emotions Diminished sense of self Ambivalent about achievement Internalize & personalize societal ambiguities & conflicts View some achievement behaviors as betrayal of their social group</p>	<p>Devalue, discount or deny talent Drops out of GT & advanced classes Rejects challenges Moves from one peer group to the next Not connected to the teacher or the class Unsure of direction</p>	<p>Freedom to make choices Conflicts to be made explicit Learn to code switch Gifted peer group network Support for abilities Role models who cross cultures Self understanding & acceptance An audience to listen to what they have to say (to be heard)</p>	<p>Viewed as leaders or unrecognized Seen as average & successful Perceived to be compliant Seen as quiet/shy Seen as unwilling to risk Viewed as resistant</p>	<p>Interviews Parent nominations Teacher nominations Be cautious with peer nominations Demonstrated performance Measures of creative potential Nonverbal measures of intelligence</p>	<p>Cultural Brokering Normalize their dissonance College & career planning Provide gifted role models Model lifelong learning Give freedom to make choices Normalize the experience Don't compare with siblings Provide cultural brokering Build multicultural appreciation</p>	<p>Frame the concepts as societal phenomena Welcoming learning environments Provide role models Help develop support groups Open discussions about class, racism, sexism Cultural Brokering Direct instruction of social skills Teach the hidden curriculum Provide college planning Discuss costs of success</p>

Type	Feelings & Attitudes	Behaviors	Needs	Adult/Peer Perceptions	Identification	Home Support	School Support
The At-Risk	<p>Resentful & Angry</p> <p>Depressed</p> <p>Reckless & Manipulative</p> <p>Poor self-concept</p> <p>Defensive</p> <p>Unrealistic expectations</p> <p>Unaccepted</p> <p>Resistive to authority</p> <p>Not motivated for teacher driven rewards</p> <p>A subgroup is antisocial</p>	<p>Creates crises and causes disruptions</p> <p>Thrill seeking</p> <p>Will work for the relationship</p> <p>Intermittent attendance</p> <p>Pursues outside interests</p> <p>Low academic achievement</p> <p>May be self-isolating</p> <p>Often creative</p> <p>Criticizes self & others</p> <p>Produces inconsistent work</p>	<p>Safety and structure</p> <p>An "alternative" environment</p> <p>An Individualized program</p> <p>Confrontation and accountability</p> <p>Alternatives</p> <p>Professional Counseling</p> <p>Direction and short term goals</p>	<p>Adults may be angry with them</p> <p>Peers are judgmental</p> <p>Seen as troubled or irresponsible</p> <p>Seen as rebellious</p> <p>May be afraid of them</p> <p>May be afraid for them</p> <p>Adults feel powerless to help them</p>	<p>Individual IQ testing</p> <p>Achievement subtests</p> <p>Interviews</p> <p>Auditions</p> <p>Nonverbal measures of intelligence</p> <p>Parent nominations</p> <p>Teacher nominations</p>	<p>Seek counseling for family</p> <p>Avoid power struggles involvement in extracurricular activities</p> <p>Assess for dangerous behavior</p> <p>Keep dialogue open</p> <p>Hold accountable</p> <p>Minimize punishments</p> <p>Communicate confidence in ability to overcome obstacles</p> <p>Preserve relationships</p>	<p>Don't lower expectations</p> <p>Diagnostic testing</p> <p>Non-traditional study skills</p> <p>In-depth Studies & Mentorships</p> <p>G.E.D.</p> <p>Academic coaching</p> <p>Home visits</p> <p>Promote resilience</p> <p>Discuss secondary options</p> <p>Aggressive advocacy</p>
Twice/Multi Exceptional	<p>Learned helplessness</p> <p>Intense frustration & anger</p> <p>Mood disorders</p> <p>Prono to discouragement</p> <p>Work to hang on</p> <p>Poor academic self-concept</p> <p>Don't see themselves as successful</p> <p>Poor academic self concept</p> <p>Don't know where to belong</p>	<p>Makes connections easily</p> <p>Demonstrates inconsistent work</p> <p>Seems average or below</p> <p>More similar to younger students in some aspects of social/emotional functioning</p> <p>May be disruptive or off-task</p> <p>Are good problem solvers</p> <p>Behavior problems</p> <p>Thinks conceptually</p> <p>Enjoys novelty & complexity</p> <p>Is disorganized</p> <p>Slow in information processing</p> <p>May not be able to cope with gifted peer group</p>	<p>Emphasis on strengths</p> <p>Coping strategies</p> <p>Skill development</p> <p>Monitoring for additional disorders - especially ADHD</p> <p>To learn to persevere</p> <p>Environment that develops strengths</p> <p>To Learn to self-advocate</p>	<p>Requires too many modifications because of accommodation</p> <p>Seen as "weird"</p> <p>Viewed as helpless</p> <p>Seen as not belonging in GT</p> <p>Perceived as requiring a great deal of structure</p> <p>Seen only for disability</p>	<p>Measure of current classroom functioning</p> <p>Achievement test scores</p> <p>Curriculum based assessment</p> <p>Examine performance over time</p> <p>Look for pattern of declining performance paired with evidence of superior ability</p> <p>Do not rely on IQ scatter analysis or test discrepancy analysis</p>	<p>Focus on strengths while accommodating disability</p> <p>Develop will to succeed</p> <p>Recognize & affirm gifted abilities</p> <p>Challenge in strength areas</p> <p>Provide risk-taking opportunities</p> <p>Assume college is a possibility</p> <p>Advocate at school</p> <p>Family involvement</p> <p>Nurture self-control</p> <p>Teach how to set & reach realistic goals</p>	<p>Challenging in area of strength is first priority</p> <p>Acceleration in area of strengths</p> <p>Accommodations for disability</p> <p>Ask, "what will it take for this child to succeed here?"</p> <p>Direct instruction in self-regulation strategies</p> <p>Give time to be with GT peers</p> <p>Teach self-advocacy</p> <p>Teach SMART goal setting</p>
Autonomous Learner	<p>Self-confident</p> <p>Self-accepting</p> <p>Hold incremental view of ability</p> <p>Optimistic</p> <p>Intrinsically motivated</p> <p>Ambitious & excited</p> <p>May not view academics as one of their highest priorities</p> <p>Willing to fail and learn from it</p> <p>Shows tolerance and respect for others</p>	<p>Appropriate social skills</p> <p>Works independently</p> <p>Set SMART goals</p> <p>Seek challenge</p> <p>Strongly self directed</p> <p>Follows strong areas of passion</p> <p>Good self-regulators</p> <p>Stands up for convictions</p> <p>Resilient</p> <p>A producer of knowledge</p> <p>Possesses understanding & acceptance of self</p>	<p>More support not less</p> <p>Advocacy for new directions & increasing independence</p> <p>Feedback about strengths & possibilities</p> <p>Facilitation of continuing growth</p> <p>Support for risk-taking</p> <p>On-going, facilitative relationships</p> <p>Become more adept at managing themselves</p> <p>A support team</p>	<p>Admired & Accepted</p> <p>Seen as capable & responsible by parents</p> <p>Positive influences</p> <p>Successful in diverse environments</p> <p>Psychologically healthy</p> <p>Positive peer relationships</p>	<p>Demonstrated performance</p> <p>Products</p> <p>Nominations</p> <p>Portfolios</p> <p>Interviews</p> <p>Standardized Test scores</p> <p>Awards</p>	<p>Advocate for child at school & in the community</p> <p>Provide opportunities related to passion areas</p> <p>Allow friends of all ages</p> <p>Remove time & space restrictions for learning</p> <p>Help them build a support team</p> <p>Include in parent's passions</p> <p>Include in family decision making</p> <p>Listen</p> <p>Stay out of their way</p>	<p>Allow development of long-term, integrated plan of study</p> <p>Remove time & space restrictions</p> <p>Develop multiple, related in-depth studies; including mentorships</p> <p>Wide variety of accelerated options</p> <p>Mentors & cultural brokers</p> <p>Waive traditional school policies & regulations</p> <p>Stay out of their way</p> <p>Help them cope with psychological costs of success</p>