



TWICE EXCEPTIONAL CHILDREN

**Theoretical platforms and
applications for social competence
and subjective well-being**

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ESSENTIAL QUESTIONS

- **What are twice exceptional children/ students?**
- **How are gifted children with disability different from high achievers?**
- **What is a social competence?**
- **What is the specificity of social competence in twice exceptional children and students ?**
- **What is well-being in twice exceptional children and students ?**

Twice-exceptional children are gifted children of above average abilities who have special educational needs - AD/HD, learning disabilities, Autism Spector Disorders, etc.

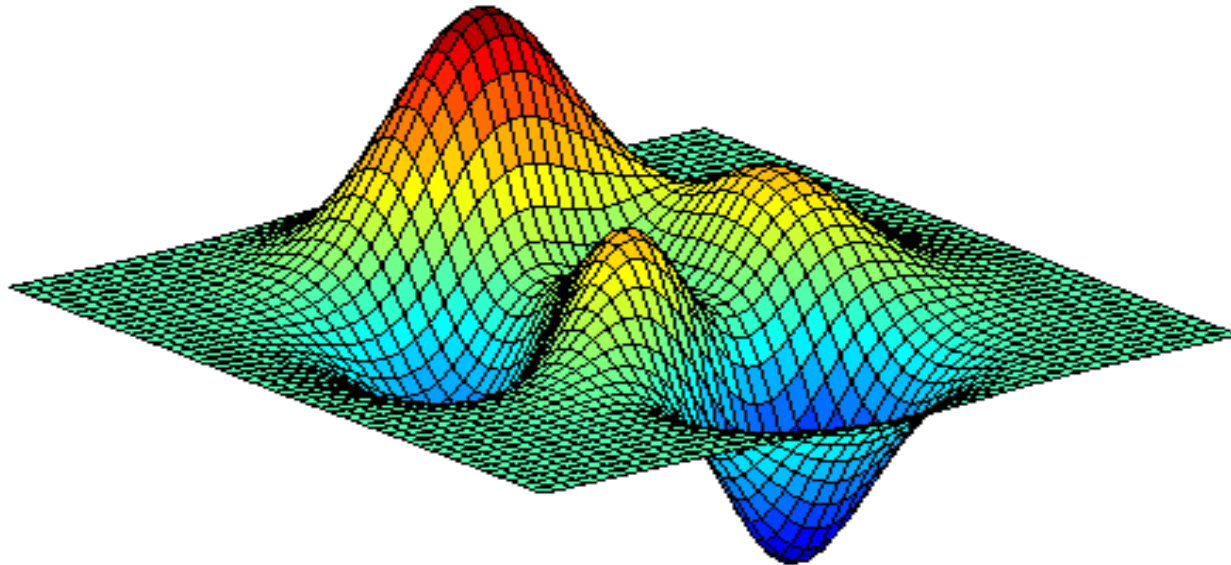
Students who are gifted and also have disabilities, or “twice exceptional” (2e) learners, are an often overlooked and misunderstood group.



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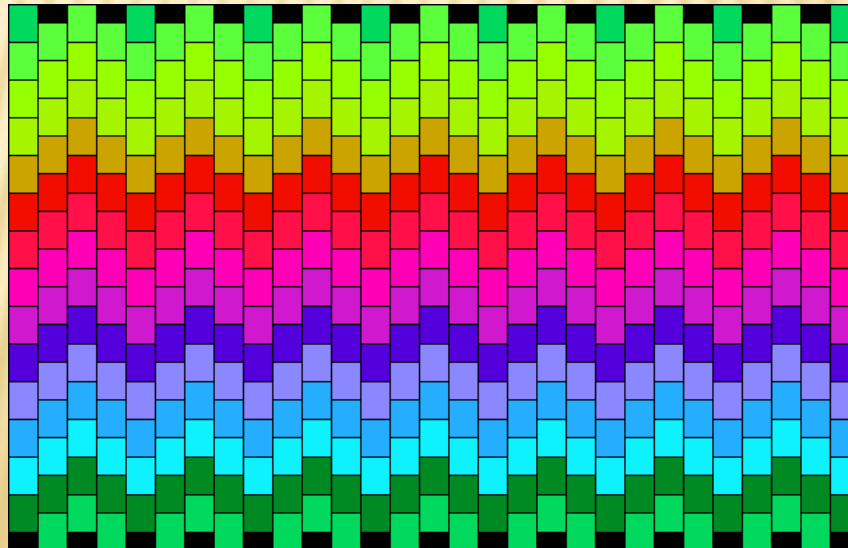


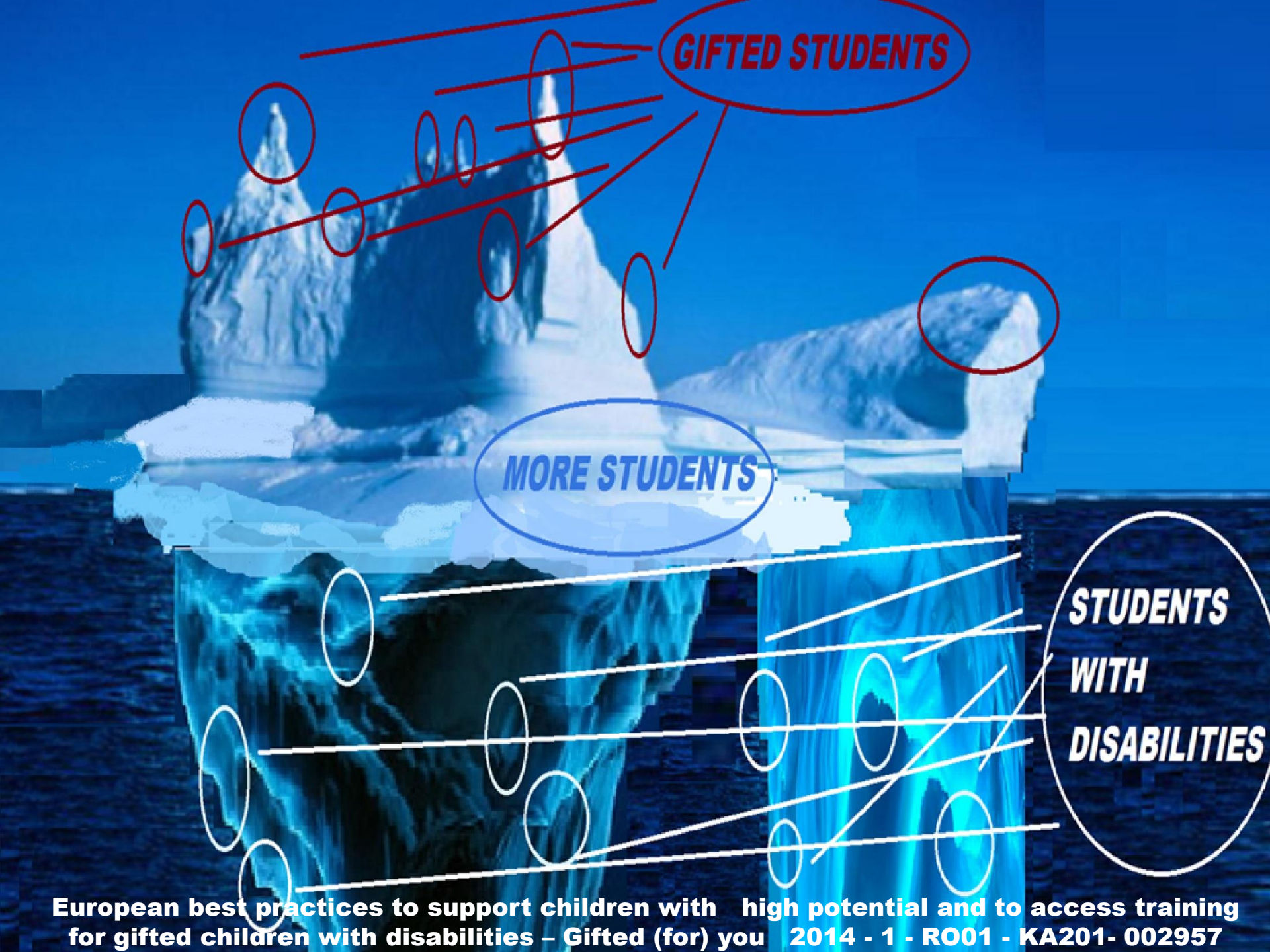
☐ Twice Exceptional students have gifts/talents with a disability.



☐ Multi-Exceptional students have gifts/talents and have more than one disability.

**Their giftedness can mask their disabilities
and their disabilities can hide their giftedness,
they are often labeled as “unsuccessful”, “stragglers”,
“lazy”, “unmotivated” etc.**





GIFTED STUDENTS

MORE STUDENTS

**STUDENTS
WITH
DISABILITIES**

The image features a large iceberg floating in dark blue water. The tip of the iceberg is above the water line, while the vast majority of its mass is submerged. Red lines with circles at the end point to the visible tip, which is labeled 'GIFTED STUDENTS'. Blue lines with circles at the end point to the submerged portion, which is labeled 'STUDENTS WITH DISABILITIES'. The word 'NORMS' is written in large, orange, 3D letters on a yellow horizontal bar that spans the width of the image, positioned between the visible and submerged parts of the iceberg. A blue oval with the text 'MORE STUDENTS' is located in the center of the submerged part of the iceberg.

GIFTED STUDENTS

NORMS

MORE STUDENTS

NORMS

**STUDENTS
WITH
DISABILITIES**

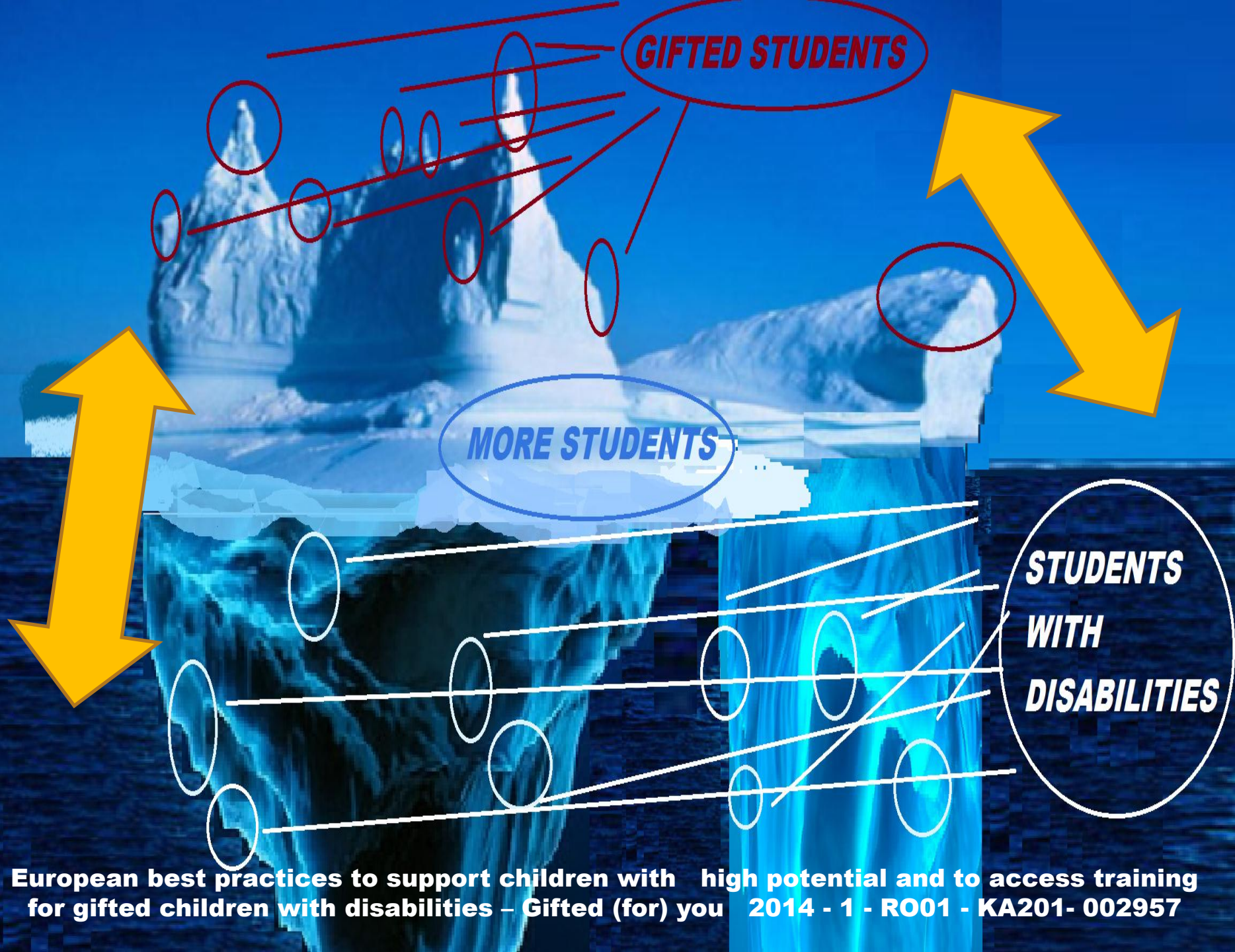
NORM

**GIFTED
AND
TALENTED
STUDENTS**

WRONG!

NORM

**STUDENTS
WITH
DISABILITY**



GIFTED STUDENTS

MORE STUDENTS

**STUDENTS
WITH
DISABILITIES**

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NORM

**STUDENTS
WITH
DISABILITY**

**GIFTED
AND
TALENTED
STUDENTS**



NORMS

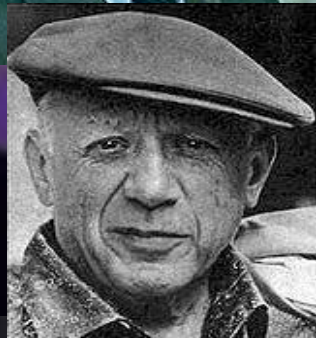
Norms may be standard, but may be and individual.

NORMS CAN RANGE.



A UNIQUE GROUP OF STUDENTS WHO ARE BOTH GIFTED AND DISABLED.

BOTH GROUP STUDENTS: WITH DISABILITY AND WITH TALENT ARE STUDENTS WITH SPECIAL NEEDS



In the field, commonly described issues include the following:

- **Talent/ gifted/ high ability and mental retardation**
- **Talent/ gifted/ high ability and hearing impairments**
- **Talent/ gifted/ high ability and visual difficulties**
- **Talent/ gifted/ high ability with mobility impairments**
- **Talent/ gifted/ high ability and learning difficulties**
- **Talent/ gifted/ high ability and Autism Spectrum Disorders**
- **Talent/ gifted/ high ability and Attention Deficit/Hyperactivity Disorder**
- **Talent/ gifted/ high ability and cognitive impairment**
- **Talent/ gifted/ high ability and social/behavioural difficulties**
- **Talent/ gifted/ high ability and unseen illness (such as asthma, epilepsy, etc.).**

THEORIES FOR GIFTED STUDENTS



- **Joseph S. Renzulli:** Three-Ring Conception of Giftedness
- **Sternberg and Zhang:** Pentagonal Implicit Theory
- **Gardner Howard :** Multiple intelligences
- **Goleman Daniel:** Emotional intelligences



SPECIAL NEEDS - DISABILITY vs. GIFTED/TALENT

SPECIAL NEEDS – DISABILITY and GIFTED/TALENT = TWICE EXCEPTIONAL



1. CHARACTERISTICS OF TWICE EXCEPTIONAL LEARNERS

2.THREE GROUPS OF TWICE EXCEPTIONAL STUDENTS:

- IDENTIFIED WITH TALENT, BUT NOT IDENTIFIED WITH DISABILITY;
- IDENTIFIED WITH DISABILITY, BUT NOT IDENTIFIED WITH TALENT,
- DISABILITY AND GIFT MASK EACH OTHER.

SIX DISTINCT TYPES OF GIFTED CHILD /WITH DISABILITY/

Betts G. and Neihart M. (1988) have conducted research on the social, cognitive, and physical impacts on gifted children:

Type 1: The Successful

Type 2: The Challenging

Type 3: The Underground

Type 4: The Angry

Type 5: The Twice-Exceptional

Type 6: The Autonomous Learner

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**SOCIAL
COMPETENCE**

SOCIAL COMPETENCE

SOCIAL COMPETENCE

SOCIAL COMPETENCE BEHAVIOR

Social competence behavior can be define as a person's capacity and ability effectively interact with his/her physical and social environment while simultaneously attaining relevant social goals and maintaining positive relationships with others over time and across various social context using appropriate means resulting in positive outcomes for all concerned.

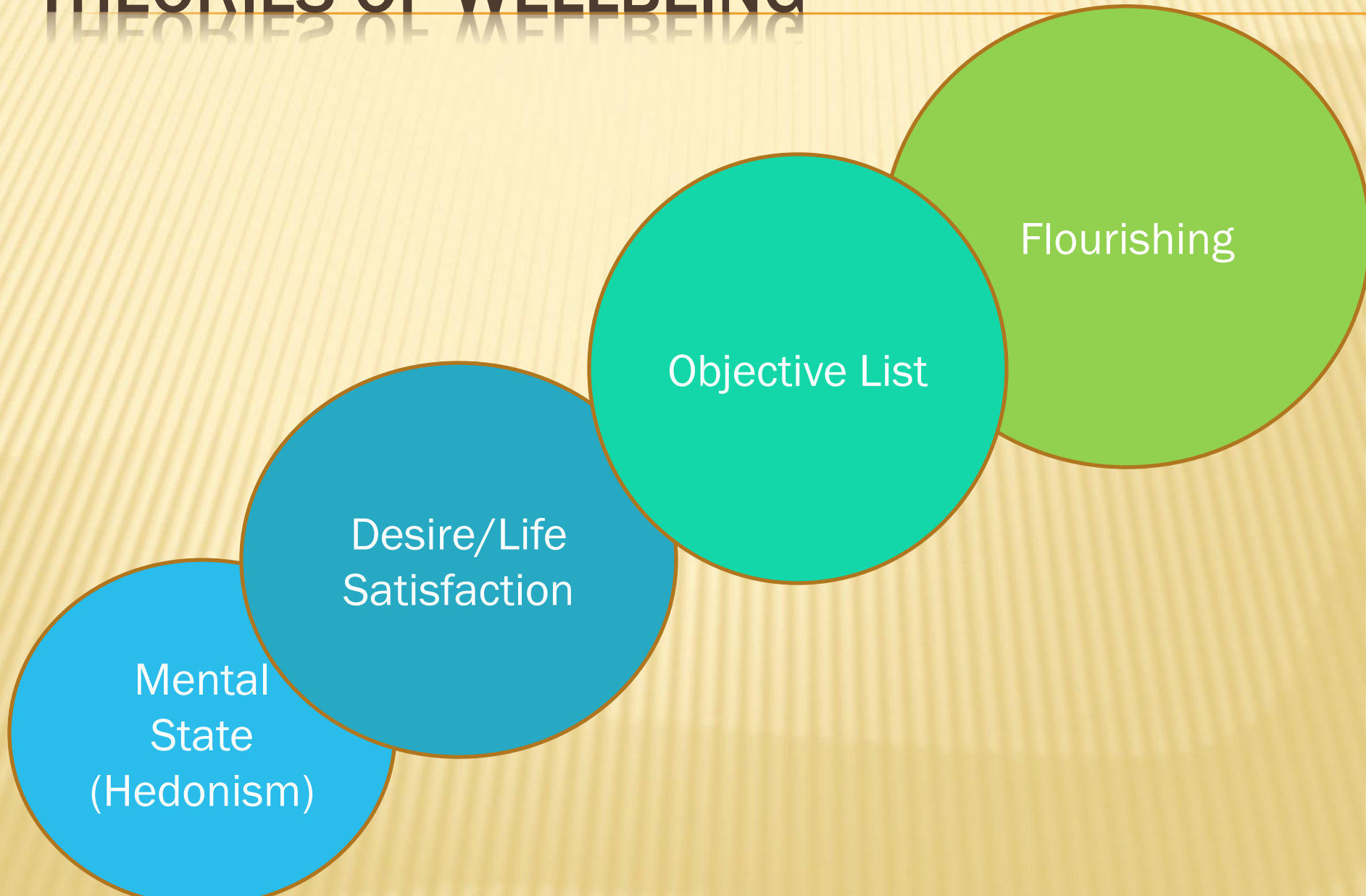
WHAT IS THE SPECIFICITY OF SOCIAL COMPETENCE IN TWICE EXCEPTIONAL CHILDREN AND STUDENTS ?

- poor social interaction,
- unequal acceptance,
- maladaptive behavior,
- poor social effects,
- poor social performances,
- ineffective social content submitted by various constructs: attitudes, abilities, cognitions, self-concept, self-efficacy, self-regulation, motivation, organized in certain structures,
- poor reflection on their own cognitive processes and behavior,
- poor ability to solve problems,
- lack of social responsiveness.

MODELS OF SOCIAL COMPETENCE



THEORIES OF WELLBEING



WHAT IS THE WELL-BEING IN TWICE EXCEPTIONAL CHILDREN AND STUDENTS ?

- ☐ **problems with physical condition and health = problem with physical wellbeing,**
- ☐ **problems with psychological condition = problem with psychological wellbeing,**
- ☐ **problems with social competence = problem with social wellbeing,**
- ☐ **problems with financial conditions of the family of twice exceptional = problem with economic wellbeing,**
- ☐ **problems with environment and different situations in the community = problem with environment wellbeing.**

WELL BEING

Life is a gift.

*Never forget to enjoy and bask
in every moment you are in.*

- **Pleasant Life,**
- **Meaningful Life,**
- **Engaged Life.**

WELL BEING

**(Seligman, 1991,1993, 1996, 2004;
Diener, Suh, Lucas, Smith, 1999;
Csikszentmihalyi , 1996; etc.)**

WELL BEING – HAPPINESS

(Ryff, 1995; Seligman, 2002; Ryff at al, 2005, Ryff, 2014; etc.)

FLORISH

(Seligman, 2011)

FLORISH/ PEOPLE WITH DISABILITIES LIVING LIFE WITH PASSION

(Schwier, 2013)

HOW BE HAPPY!

- **Motivation and beliefs.**

“In a way, it’s common sense, but it’s nice to have evidence to support that”. Whether or not someone believes a happiness-increasing activity will work also comes into play. People who are confident they will become happier after adopting the new practices have reported greater increases in happiness in the end.

- **Effort.**

- **Social support.**

- **Culture.**

- **Age.**

- **Starting levels of happiness.**

“Other evidence suggests that people need room for improvement in their happiness levels, so possibly mildly depressed people would benefit more than people who are not depressed at all.”

(Layous and Lyubomirsky, 2013)

HOW BE HAPPY!

Tickled Mum Quotes @ www.TickledMummyClub.com.au

**A Child can teach
an adult three things:**

*to be happy
for no reason,
to always be
busy with
something,
and to know how
to demand with
all his might that
which he desires.*

~Paulo Coelho





HOW BE HAPPY!

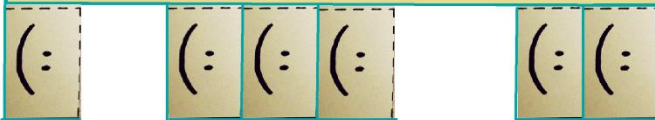
(Laurence McCahill, December 30, 2012)

SMILE :-)) !

Smiling is the main way to tell if someone's happy... but only if they are REAL SMILES.



MAKE A SMILE!



TAKE A SMILE!



THANK YOU 😊

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