

European best practices to support children with high potential and to access training for gifted children with disabilities – Gifted (for) you 2014 - 1 - R001 - KA201- 002957



PROGRAMMING FOR TWICE EXCEPTIONAL CHILDREN IN INCLUSIVE ENVIRONMENT

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ESSENTIAL PROBLEMS

FOR PROGRAMMING FOR TWICE EXCEPTIONAL CHILDREN IN INCLUSIVE ENVIRONMENT

Twice exceptional children in inclusive classroom:

- Inclusion index;
- Individual programs;
- Social competence;
- Psychological well-being;
- Creative classroom.





PROGRAMMING

TEAM:

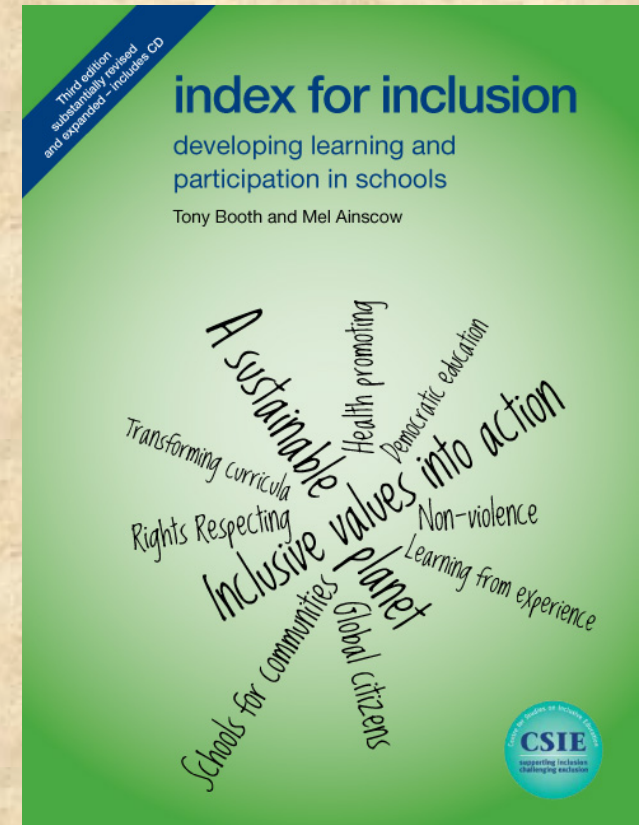
- CLASSROOM TEACHER,**
- SPECIAL/RESOURCE TEACHER,**
- PSYCHOLOGIST,**
- PARENTS.**

STRATEGIES:

- UNIVERSAL DESIGN**
- INSTRUCTIONAL DESIGN,**
- FOR PERSONAL DEVELOPMENT,**
- COMPESATORY.**

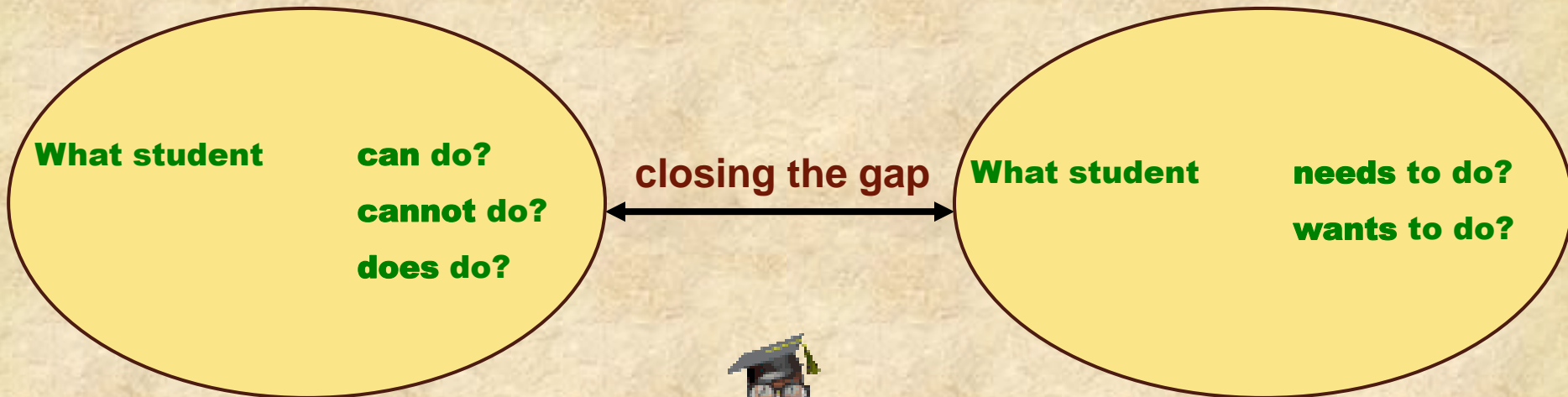
INCLUSION INDEX

- DEFINITIONS
- THE MEANING OF INCLUSION
- INDICATORS
- USING THE MATERIALS
- KEY TO VARIABLES AND SOURCES
- THE INDEX IN PRACTICE
- QUESTIONNAIRES



INDIVIDUAL PROGRAMS

PLANNING THERAPEUTIC INTERVENTION



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STRATEGIES FOR INDIVIDUAL PLANNING

THE INDIVIDUAL EDUCATION PLAN



STRATEGIES FOR INDIVIDUALS AND FAMILIES

PERSONAL STRATEGIC PLANNING

IMPLEMENT THE IEP

REVIEW AND UPDATE THE IEP



INDIVIDUAL PLANNING



- **ADAPTATION OF CURRICULUM.**
- **PREFERENCES STUDENTS.**
- **INSTRUCTIONS DAY, WEEK, MONTH.**
- **DIFFERENTIAL INSTRUCTIONS.**
- **DIRECT INSTRUCTIONS.**



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UNIVERSAL DESIGN TO TWICE EXEPTIONAL

***BASED ON STUDENT READINESS, INTEREST AND LEARNING
PROFILE***



CREATIVE CLASSROOM



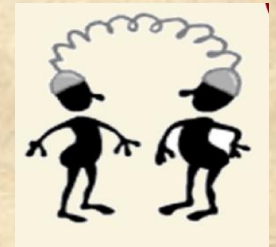
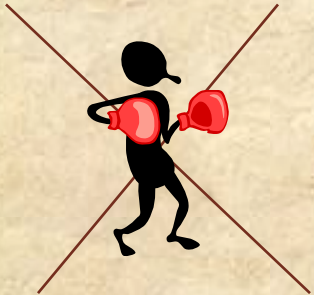
CREATIVE CLASSROOM – CREATIVE THINKING

EXERCICES FOR:

- **CREATIVE THINKING,**
- **TEAM BUILDING,**
- **NONVERBAL ABILITY,**
- **ASSOCIATION THINKING,**
- **LATERAL THINKING,**
- **INTUITION,**
- **SELF ACCEPTANCE,**
- **SELF-PREZENTATION,**
- **UNDERSTANDING OTHERS FEELING**
- **ETC.**



SOCIAL COMPETENCE



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SOCIAL COMPETENCE

IN SCHOOL-AGE CHILDREN



FOSTERING SOCIAL COMPETENCE

THE POSITIVE EFFECTS OF PARENTAL RESILIENCE

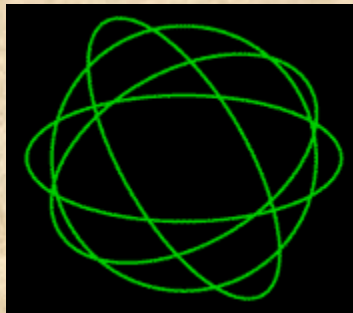
PEER RELATIONSHIPS SOCIAL SKILLS

**THE PROBLEMS OF SOCIAL SKILLS AND SOCIAL COMPETENCE,
AS WELL AS CURRENT UNDERSTANDING OF THE SOCIAL
DIFFICULTIES OF CHILDREN WITH DISABILITIES.**

SOCIAL COMPETENCE

IN SCHOOL-AGE CHILDREN

QUESTIONNAIRE



- self-regulation
- emotional, cognitive, behavioral flexibility
- values clarification
- exposure

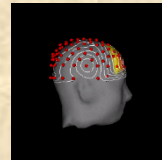
SOCIAL COMPETENCE

IN SCHOOL-AGE CHILDREN

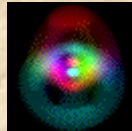
GAMES:



1. SOCIAL SEMANTIC NETWORK



2. TRUST BETWEEN US



3. SMILE

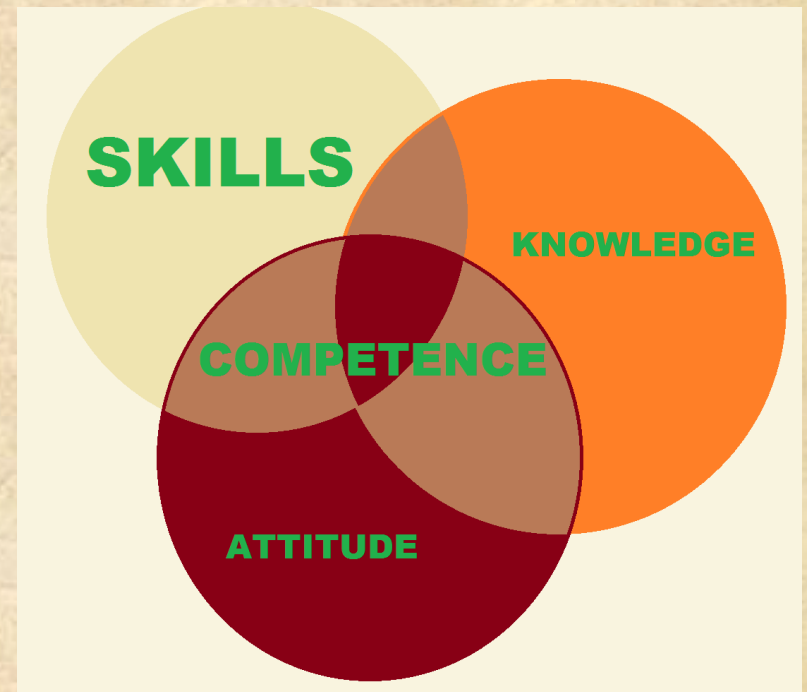


- self-regulation
- emotional, cognitive, behavioral flexibility
- values clarification
- exposure

SOCIAL COMPETENCE

IN SCHOOL-AGE CHILDREN

- **DIRECT INSTRUCTION**
- **PREPARE FOR PROGRAM FOR :**
 - **implementation**
 - **generalization**
- **IMPLEMENT THE PROGRAM**
- **EVALUATE STUDENT**
- **PERFORMANCES**



SOCIAL COMPETENCE

IN SCHOOL-AGE CHILDREN

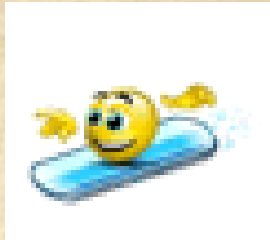
**THE SOCIAL COMPETENCE IS
IMPORTANT FOR
DEVELOPMENT OF
PSYCHOLOGICAL
WELL-BEING.**



PSYCHOLOGICAL WELL-BEING



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CREATIVITY

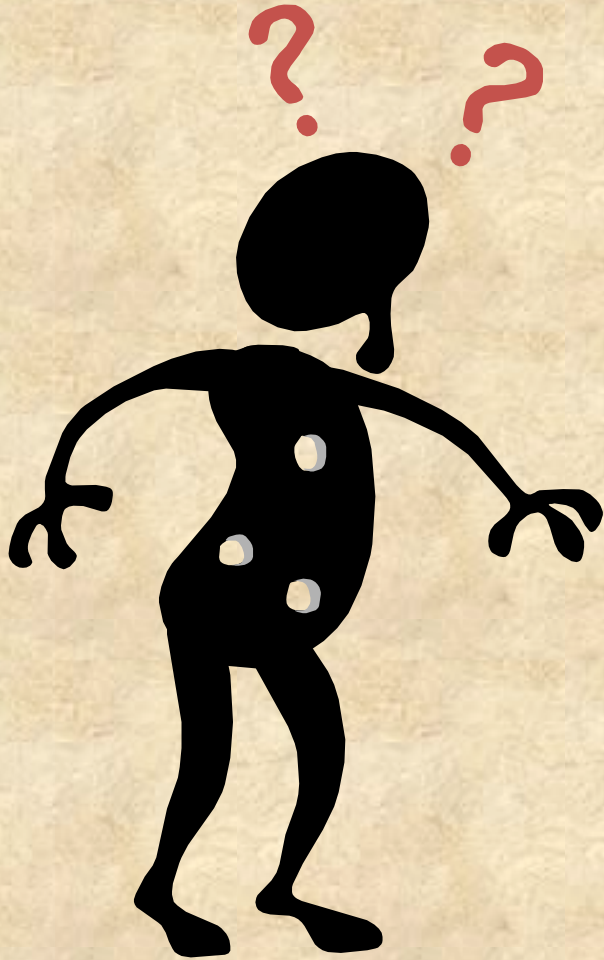


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REFERENCE

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5. Harpur, P., (2013). From universal exclusion to universal equality: Regulating Ableism in a Digital Age. 40 Northern Kentucky Law Review 3, 529-565.
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