

Review of Gifted/2E Education Best Practices in the United States

Presented by **Karen Blumstein & Michelle Barmazel**, co-Presidents of MAGE





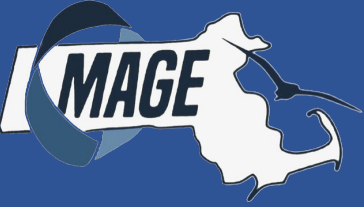
Michelle Barmazel is the co-President of the Massachusetts Association for Gifted Education. She is an education consultant for families with highly and profoundly gifted children, Michelle has an MPA from Harvard Kennedy School with a focus on gifted education policy. She also has an MBA from Stanford Business School and a BA from UCLA in linguistics/computer science. While at Harvard, Michelle gave her talk at the TEDxHGSE conference “Why Gifted May Not Be What You Think.”



Karen Blumstein is the Co-President and Parent Liaison for MAGE. An educator with a background in elementary, special needs education and gifted and talented education. and trained in the Orton-Gillingham Approach, Karen worked as a self-contained fourth grade classroom teacher and as a tutor at a specialized school for the dyslexic. Karen earned a certification in Gifted and Talented Education from the University of Connecticut and became involved in MAGE in 2020.

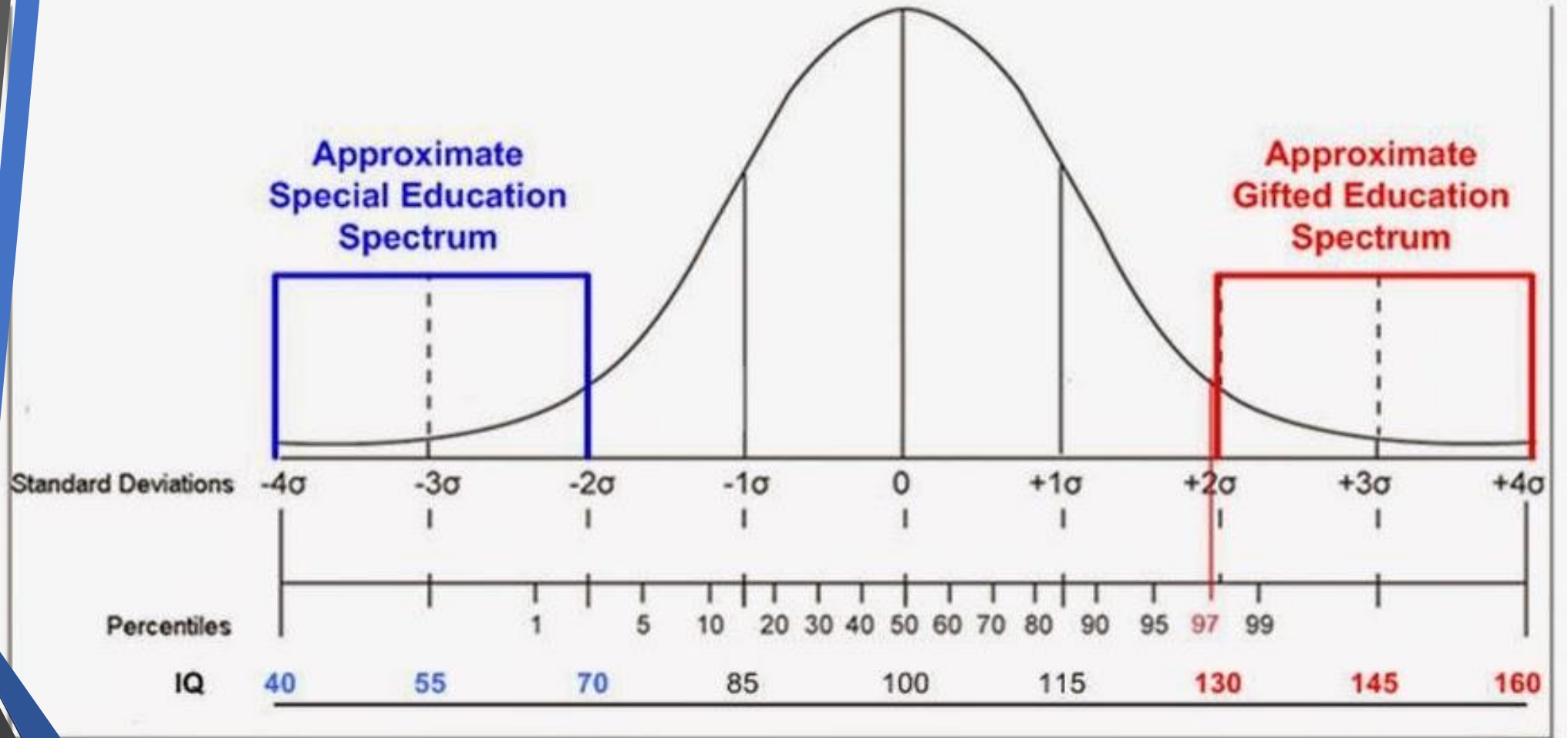


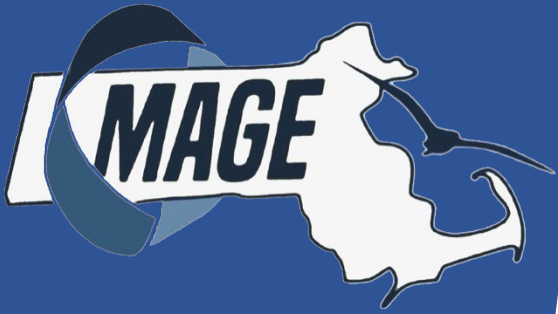
www.massgifted.org



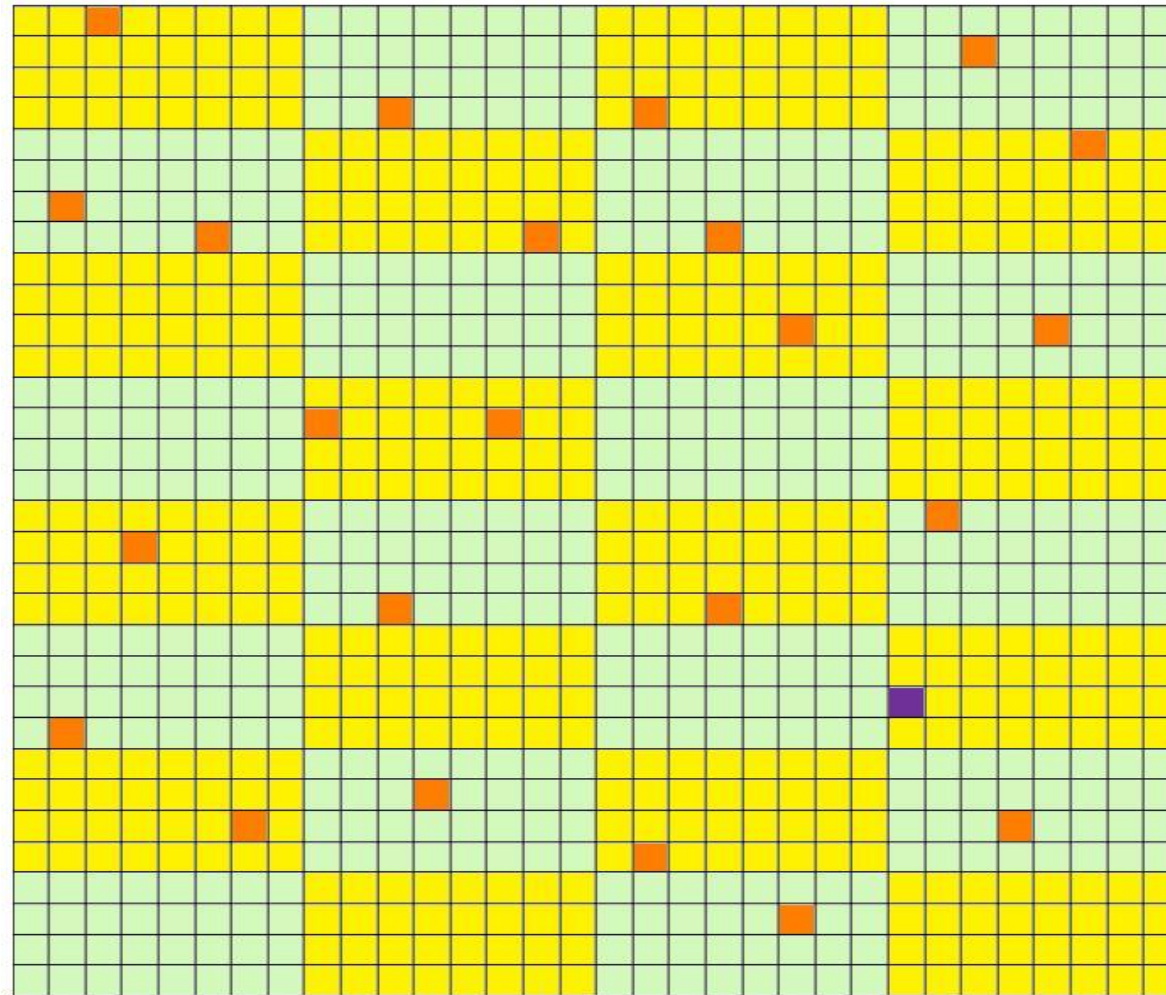
A student who is Twice Exceptional (2E) has cognitive attributes that fall on both ends of the bell curve.

The Bell Curve of Exceptional Learners





Incidence of gifted students in a typical American school



- Tendency to “spread kids out” so that “everyone” gets a chance to interact with kids of different capabilities.
- For advanced kids this can mean no peers to have deep conversations with leaving them feeling alone and not fitting in.
- More difficult for teachers to teach to different levels simultaneously.

“Classrooms” have 32 students each. Green and yellow squares represent scores below 130. Orange squares correspond to the distribution of scores 130 and above in the population, and the purple square is for 145 and above across the country.

130 is two standard deviations above average and is often used as a cutoff for gifted programs. While this chart illustrates the rarity of these scores across the country, *Massachusetts has a much greater concentration than the average.*

As a student's IQ score increases, the likelihood that the school's regular curriculum will be a good fit decreases.

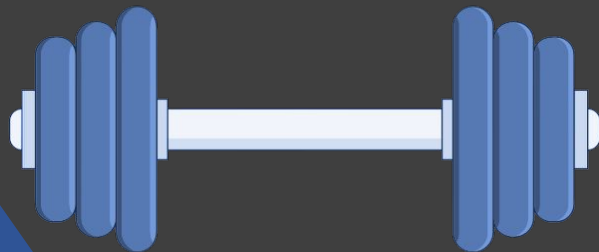
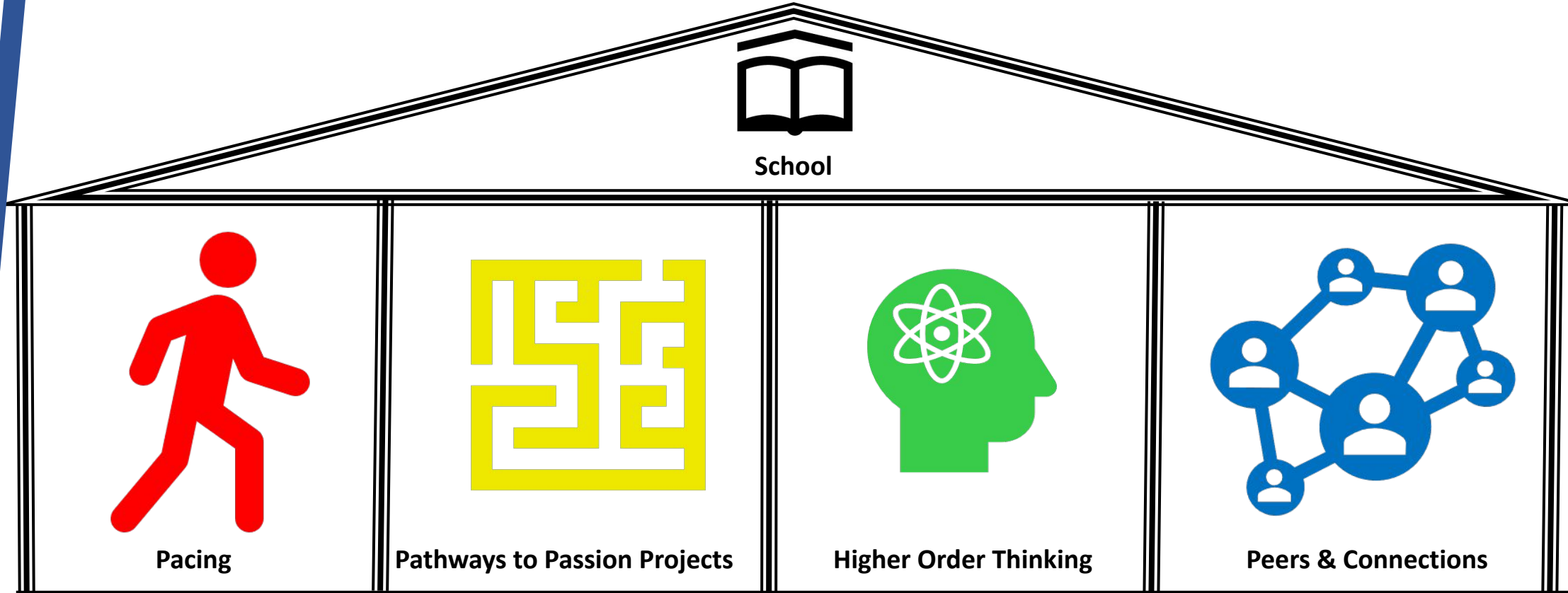
Catharine Alvarez, 2012



Four Pillars of Educational Success

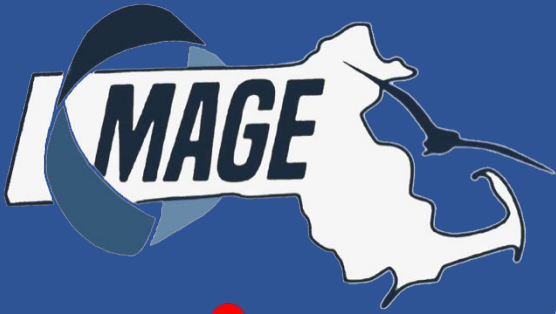
Four Pillars

Educational
Success for
Highly
Capable &
Gifted
Exceptional
Students



Student Strengths and Interests are
the Foundation for Success



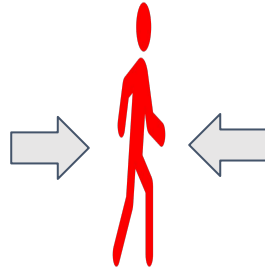


Pacing:
truly
meeting
the
student
where
they are
at



ZPD (Zone of Proximal Development)

- The Zone of Proximal Development is defined as the space between what a learner can do without assistance and what a learner can do with adult guidance or in collaboration with more capable peers.



Curriculum Compacting

- Pre-testing, formative and ongoing assessments for learning
- Taking out what they already know
- Reducing number of iterations to understanding
- Leaving in what they don't know

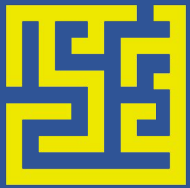
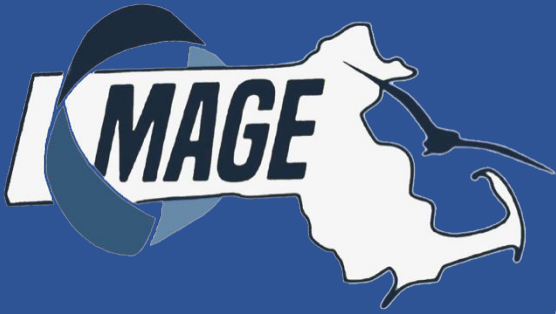


Acceleration

- Placement in curriculum by readiness
- Pre-assessments
- Formative assessment
- By subject or full grade

The Acceleration Institute at the Belin Blank Center at Ulowa <https://www.accelerationinstitute.org/>

Reis, S. M., Westberg, K. L., Kulikowich, J. M., & Purcell, J. H. (1998). Curriculum compacting and achievement test scores: What does the research say? *Gifted Child Quarterly*, 42, 123–129.



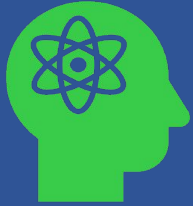
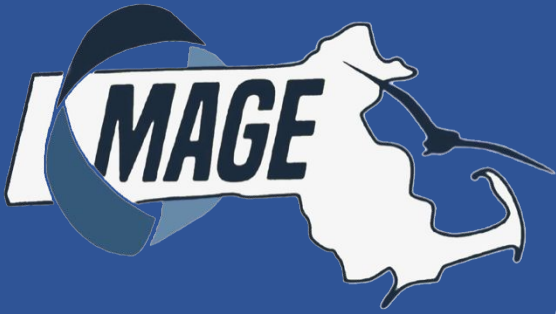
Passion
projects:
three
pathways
to pursue

1. Traditional independent study

2. Portfolio opportunities

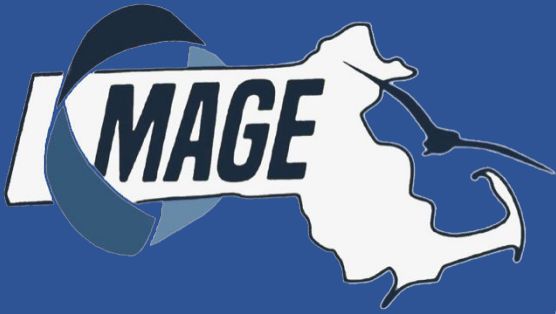
3. Solving a real-world problem

a.k.a. Type III (Renzulli et al.)



Higher Order
Thinking
Skills:
Explicit
Instruction
and
Application

- Explicit instruction of critical thinking skills
 - Project Zero <http://www.pz.harvard.edu/>
- Depth & complexity, work by Sandra Kaplan
 - Callahan, C. M., & Hertberg-Davis, H. L. (2017). *Fundamentals of gifted education: Considering multiple perspectives*. Routledge.
- Creativity
 - UCONN & National Center for Research on Gifted Education [NCRGE]
- Working In The Manner of The Professionals
 - Renzulli & Reis et al.



Variety of peer groups and social connections: meet variety of social emotional developmental needs

Finding community through non-traditional means...

Younger

- Opportunities for leadership and learning to care for others and understand that we all have different strengths and areas of need

Older

- Highly Capable/2E children often think and talk more like an older child or teen

Age-mates

- Children need to live in and negotiate a diverse world

Interest-mates

- Self affirmation and the joy of sharing with someone who is like you

Thank you!

- Visit www.massgifted.org to learn more about MAGE and our work.
- Contact President@massgifted.org with any questions.



Michelle Barmazel

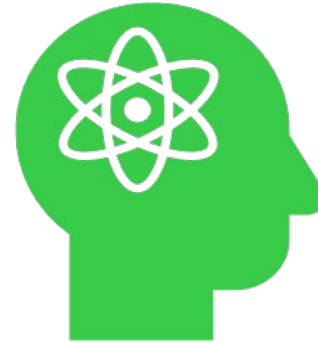
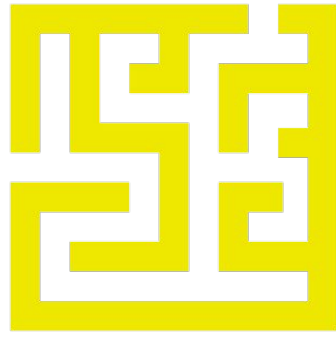
MAGE co-President
Gifted/2E and Policy
Expert & Consultant



Karen Blumstein

MAGE co-President
Gifted/2E Educator,
Expert & Consultant





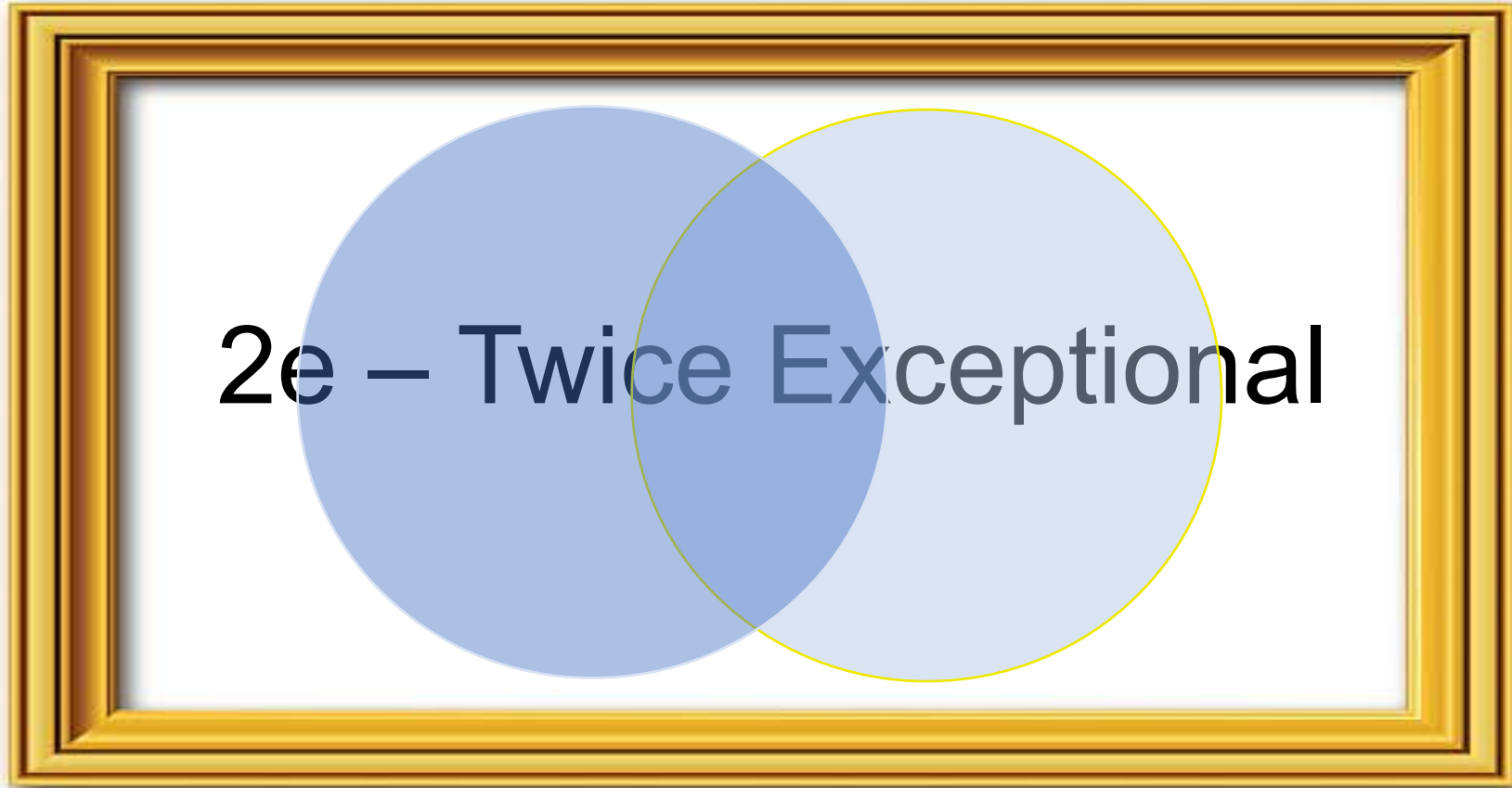
Four Things Highly Capable & Twice Exceptional [2E] Students Need in School

Presented by Karen Blumstein & Michelle Barmazel, co-Presidents of MAGE

Presentation created in collaboration with Dr. MG Stewart



#1 Framing the Concept



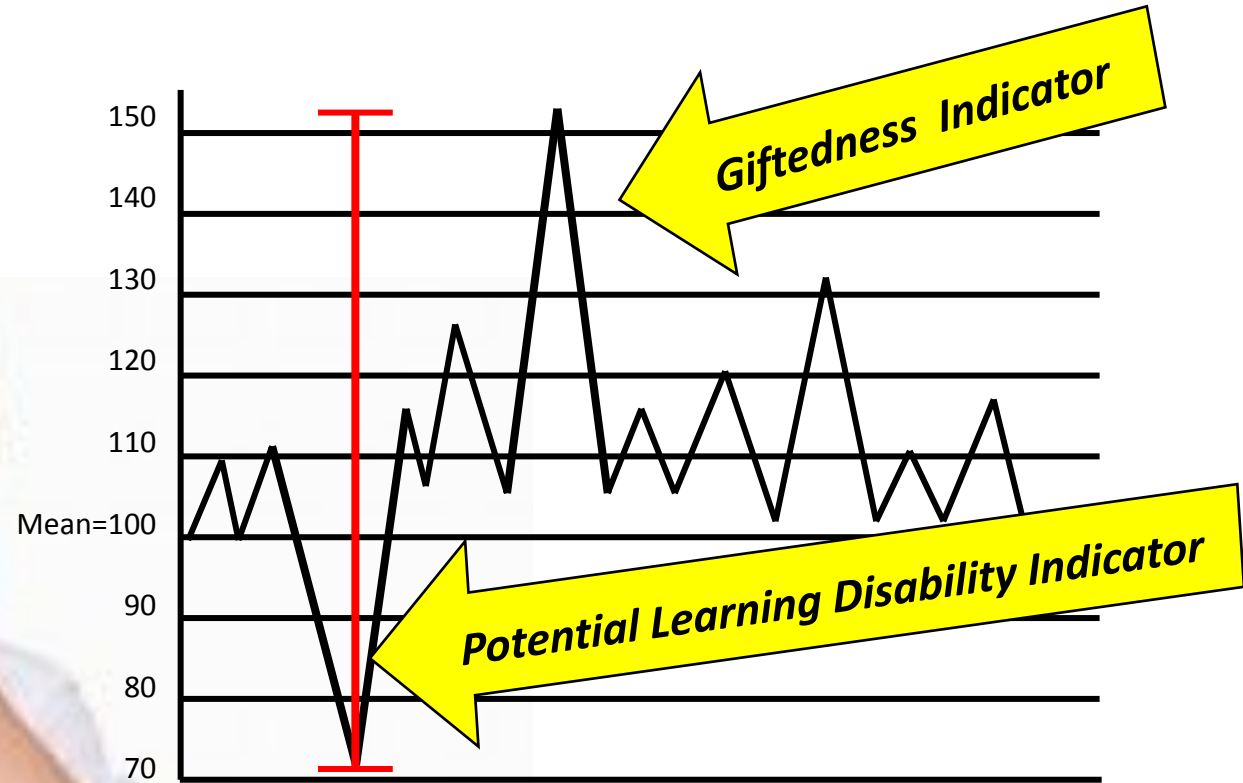
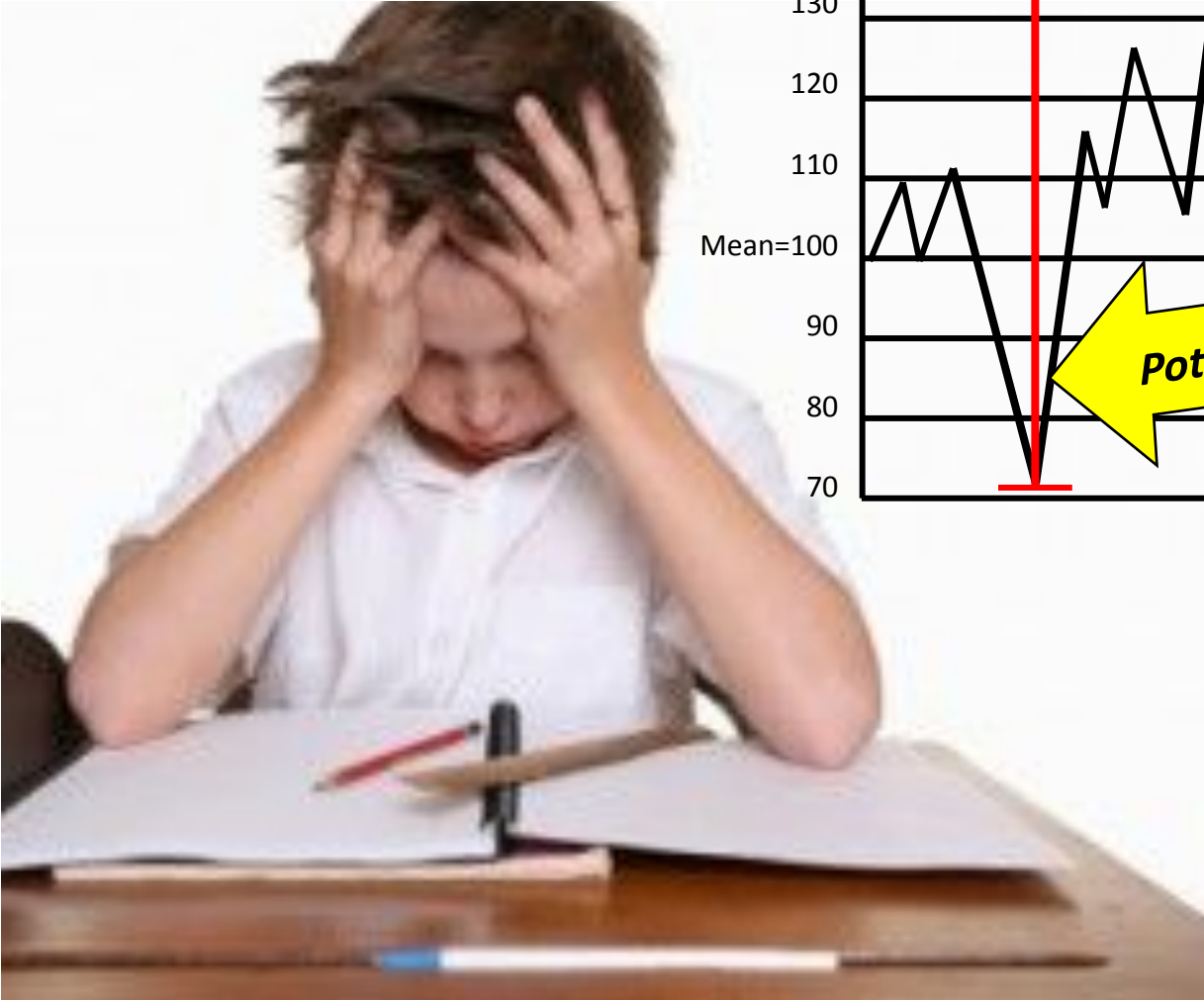
They are gifted children with some learning challenges
NOT special need children with some strengths

Dabrowsky's Overexciteabilities



- **Intellectual**
- **Sensual**
- **Imaginational**
- **Emotional**
- **Psychomotor**

TWICE EXCEPTIONAL (2E)



A child may have overall “average” scores but have extreme opposing outliers indicating “Gifted with a Learning Disability” or **Twice Exceptional** (“2E”).

“Spiky” Profile (Asynchrony)

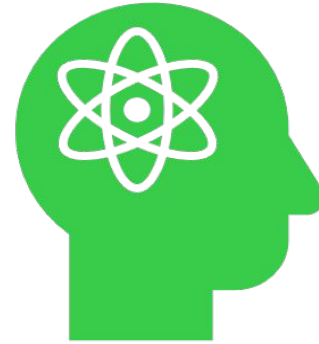
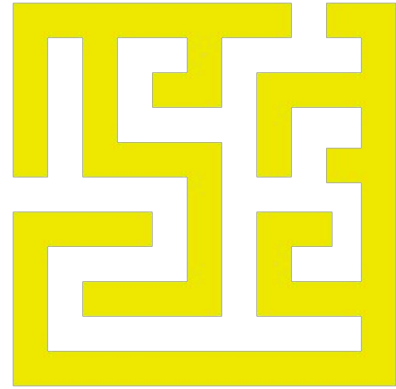


A child may test “gifted”
but still have areas that are
undeveloped



What Works

Their strengths and interests are the foundation



Student Strengths and Interests are the Foundation for Success



ZPD

Zone of Proximal Development



- It's the Goldilocks story
- It's not too hard and it's not too soft
- It's just right
- *Where it's not boring or repetitive*
- *but also, not too frustrating*





Compacting

Taking out what they already know
Reducing number of iterations to understanding
Leaving in what they don't know

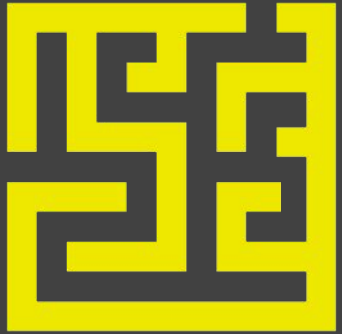
to make adjustments to curriculum for students who have already mastered the material ...replacing content students know with new content, enrichment options, or other activities... assessing students to determine which ones have already mastered...
From NAGC – National Association for Gifted children



Acceleration

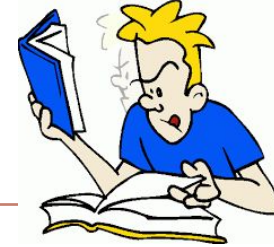
- Placement in curriculum by readiness
- Pre-assessments
- Formative assessments



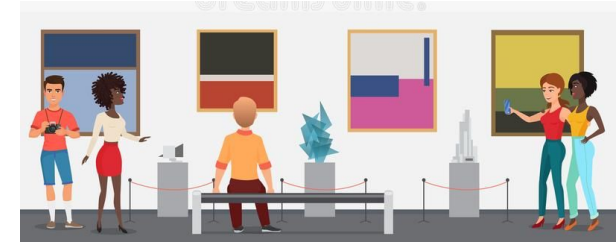


Three
Types

Traditional Independent Study

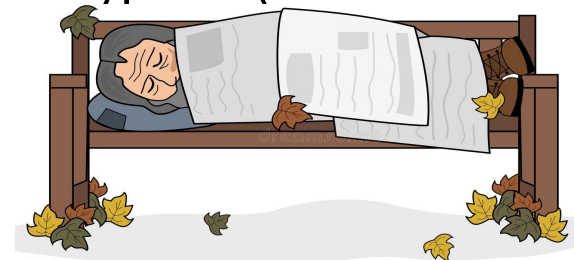


Portfolio

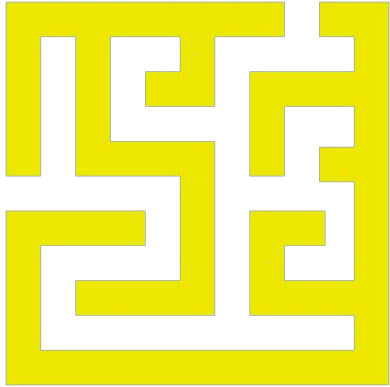


Solving a Real-world Problem

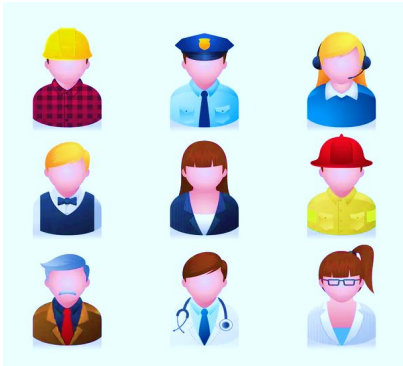
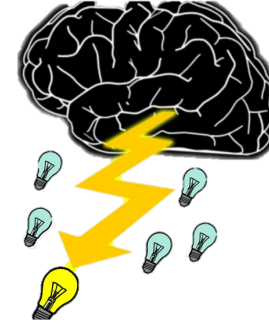
a.k.a. Type III (Renzulli et al.)



Interest Investigations a.k.a. Passion Projects



Brainstorming and choosing



In the manner of the professionals



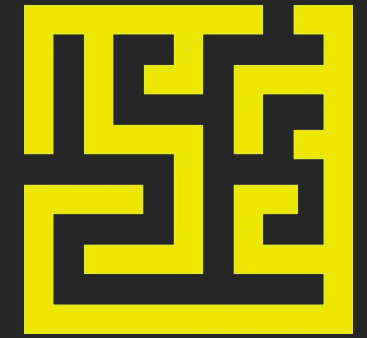
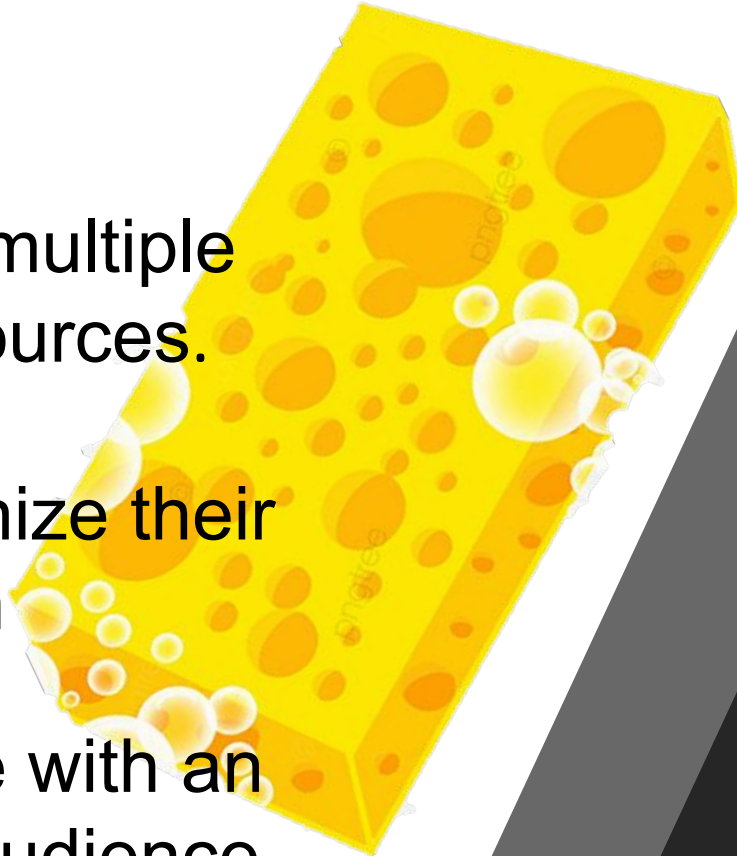
Present to an authentic audience

They absorb all the knowledge they can

They use multiple kinds of sources.

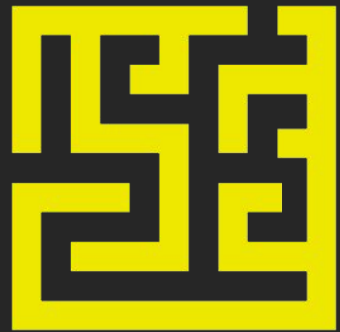
They organize their information

They share with an authentic audience who is interested in the topic



Independent Study

Portfolio



Student Devoted and Prolific

Shares with a real audience

Artwork done in the manner of professionals



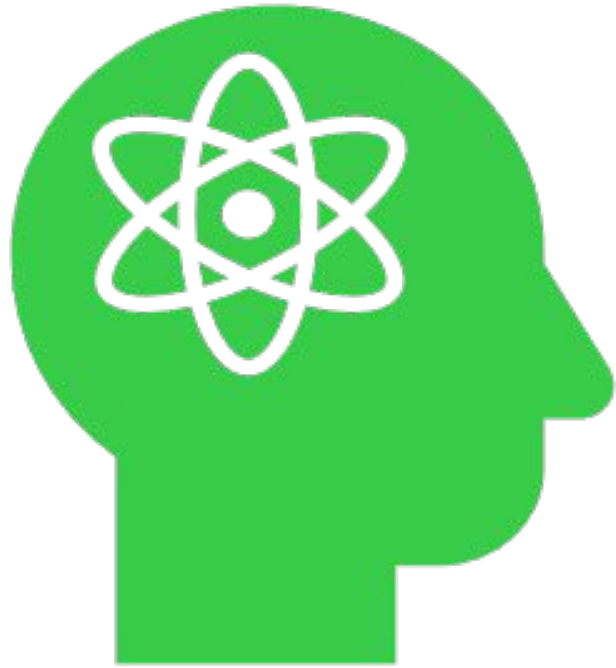


Solving a Real-world Problem



- Discovers a Problem
- Starts like a sponge
- Sets out to do something about it





Higher order Thinking Skills



Synthesis

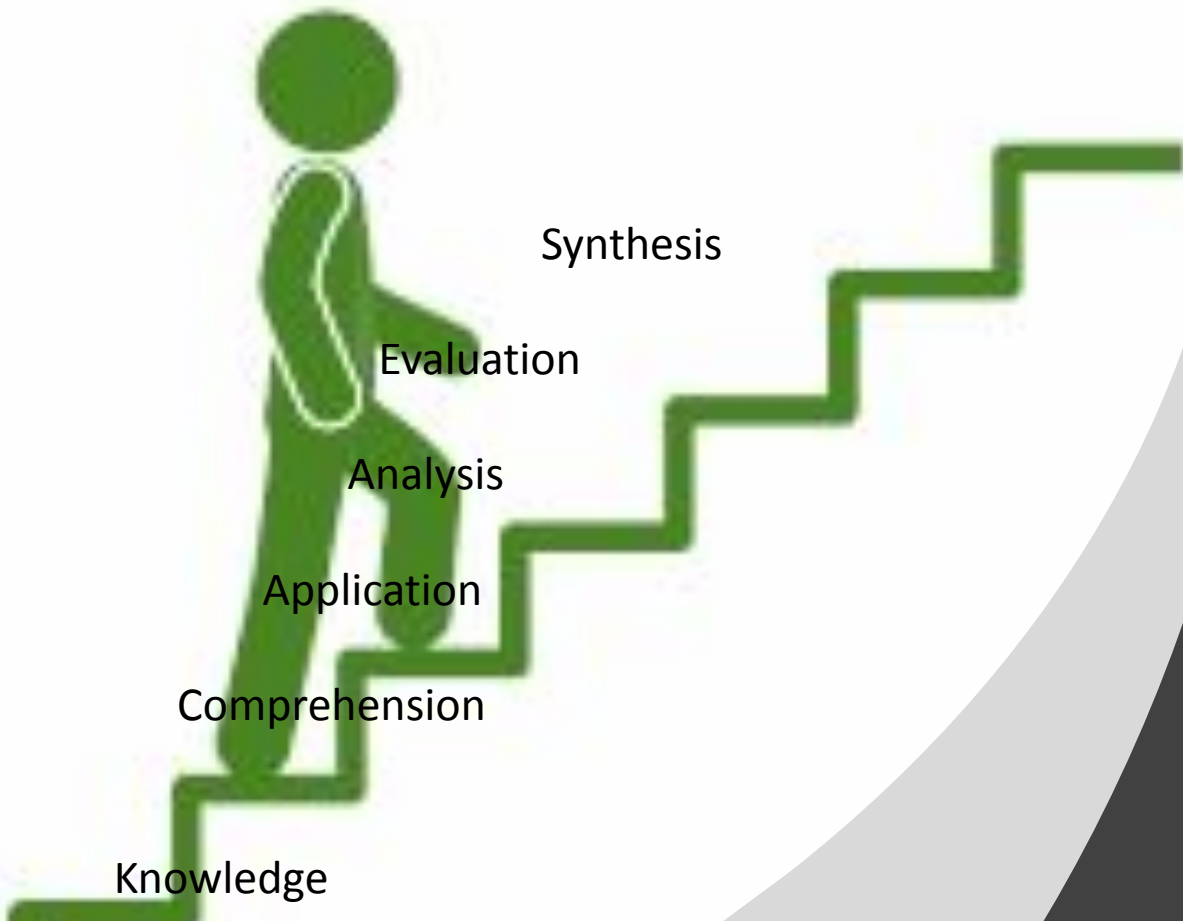
Evaluation

Analysis

Application

Comprehension

Knowledge



Synthesis
Evaluation
Analysis
Application



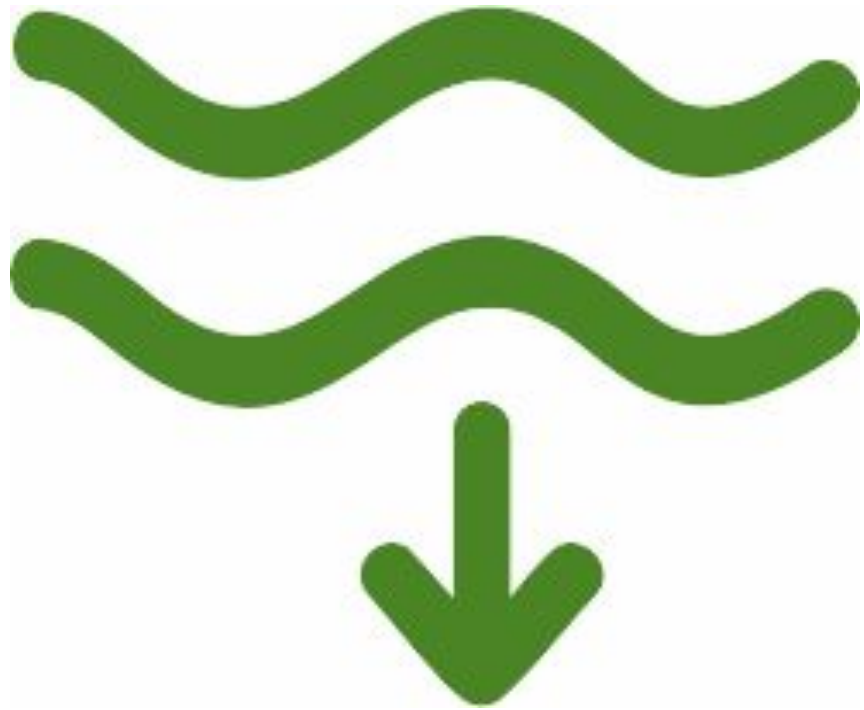
Creativity

Fluency

Flexibility

Originality

Elaboration



Depth

Language of the Discipline

Details

Patterns

Trends

Rules

Ethics

Across Disciplines

Multiple Points of View

Complexity

Across Time

Unanswered Questions

Universal Themes

Adaptation

Balance

Beauty

Change

Community

Conflict

Exploration

Force

Influence

Order vs. Chaos

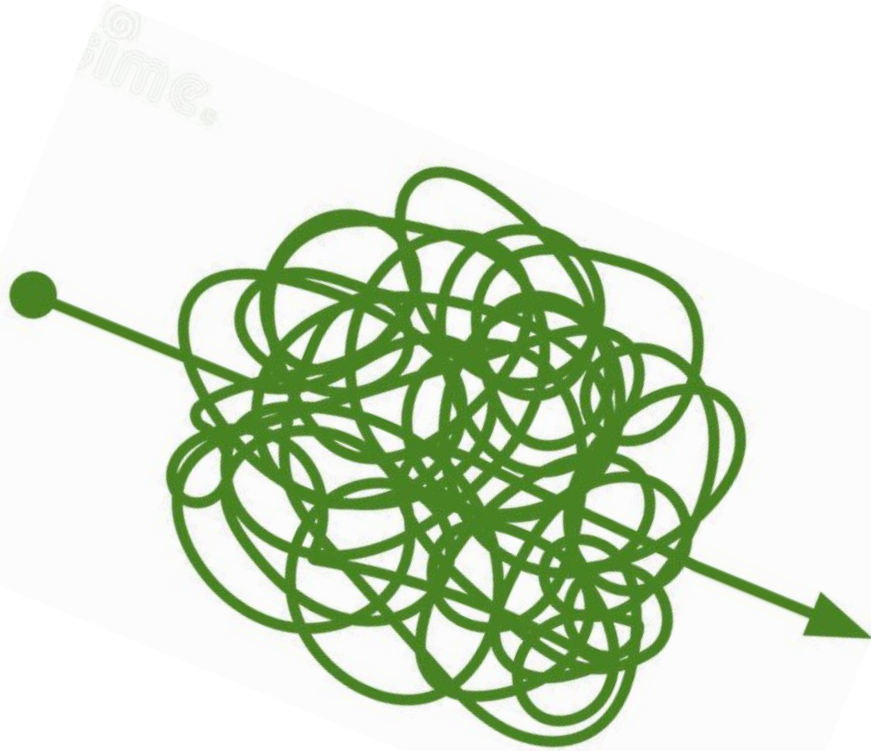
Patterns

Relationships

Systems

Structure

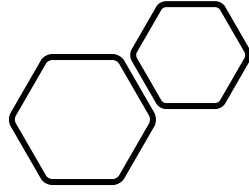
Truth





In the Manner
of the
Professionals

Various **Social Connections**

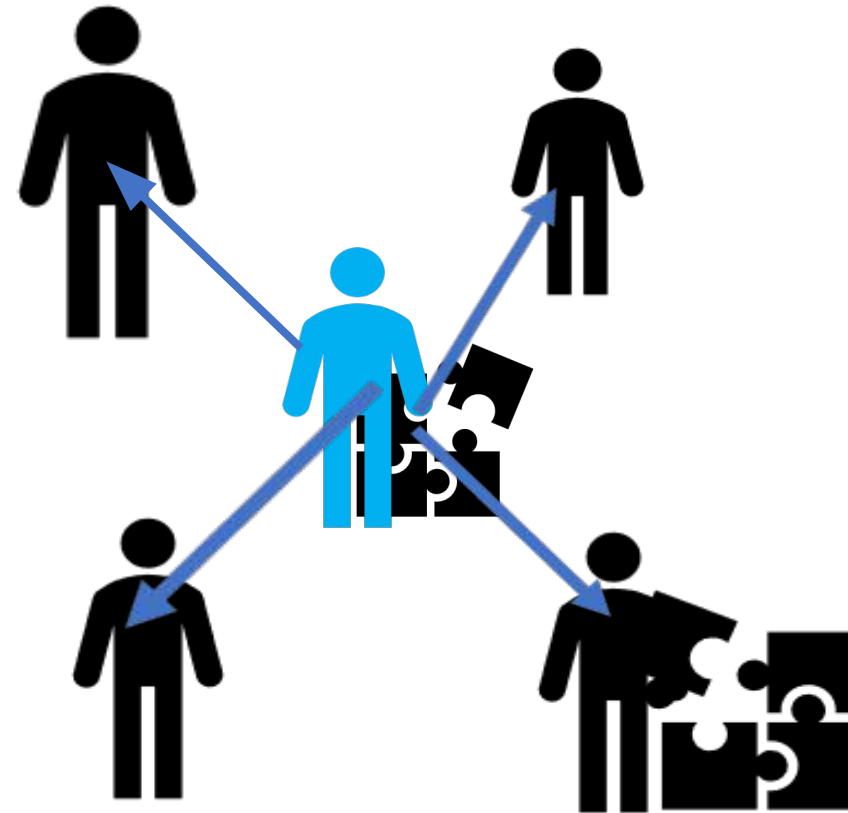


#1 Family because..
Safety
Love



Various Social Connections

Older
Younger
Age mates
Interest mates



Social Connections

Older because...

Gifted and 2e children often think and talk more like an older child or teen





Social Connections

Younger because...

Opportunities for leadership and learning to care for others and understand that others may have limitations that they don't have



Social Connections

Age mates because...

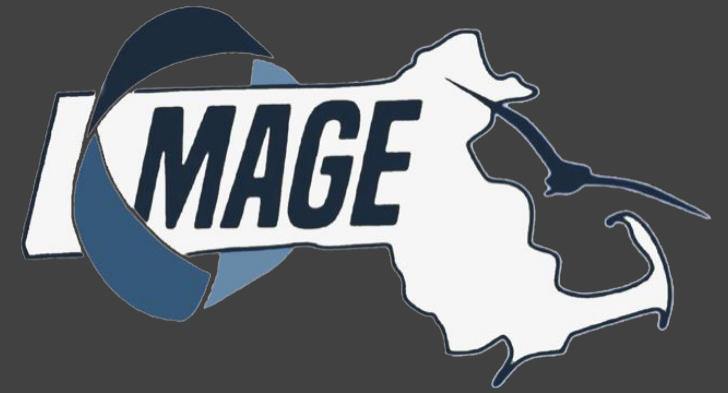
Our children need to live in and negotiate a diverse world



Social Connections

Interest mates because...

Self affirmation and the joy of sharing with someone who is like you



Thank you