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UNDERSTANDING AND CHARACTERISATION OF THE FAINT STUDENT POPULATION IN INDIA: THE TWICE-EXCEPTIONAL

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Abstract: Every starting phase of the schools is quite challenging for teachers. I have a student in the 5th standard he showed high interest and ability in mathematics. His level of understanding and problem solving abilities were excellent. But he had intense difficulty with any work requiring writing and reading As a result, completing homework, taking notes, and allotted readings is incredibly challenging for him.

Why this challenge...?

Does he have any exceptionality..? Or does he have a learning disability?

“Yes”, he is a representative of a relatively uncommon population recognised as twice–exceptional. Twice–exceptional learners are the specialized group of learners who demonstrate being gifted in one or more areas with the coexisting disabilities in developmental areas, intellectual (specific learning), and psychological or social areas. Often referred to as 2e, twice–exceptional otherwise called paradoxical learners (Tanenbaum, & Baldwin 1998). A country with nearly 1.3 billion population with diverse, multicultural and multilingual background. The twice–exceptional children, who constitute or around 10-15% of the gifted population, are estimated approximately around 1.2 million between the ages of three and eighteen. (Anitha & Shalini, 2016). India is currently in a youth bulge phase. In the absence of central mandate for twice–exceptional students, this study discusses the need for identification, understanding and recognition of this invisible population in India. Drawing experience from the literatures, the study provides a detailed understanding about basic concept of 2e.

Index Terms: Twice-Exceptional, Identification, Characteristics, Interventions & Strategies.

I. INTRODUCTION

The concept twice – exceptional was developed to describe children who have a disability as well as characteristics of inherent superiority or giftedness (Balgwin, Omdal & Pereles, 2015). The 'twice – exceptional' are people who seem to have extraordinary abilities along with disabilities.(Anitha & Shalini, 2016). Although multiple combinations of giftedness with different exceptionalities exist, the most intensively investigated tree in the literature is gifted students with attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), and specific learning disabilities (SLDs) (Foley Nicop et al., 2011). Gifted students with any of these three exceptionalities are a risk of failing to reach their potential as a result of both external and internal contributing factors. Externally, the absence of a federal mandate for identification and service for gifted students results in an overall lack of identification and paucity of programming, even for those gifted students without impairment (Kristie, Nina & Burney, 2014). Unfortunately, educators, may not even be aware of, or believe in, the possibility of disabilities and giftedness coexisting within the same individual. Admittedly, twice- exceptional students present challenges in terms of programming and identification (King, 2005).

As per Thomas West's book (1997), In the Mind's Eye, these people have made and will continue to produce some of its most significant contribution to the entire globe. The purpose of education should be to provide opportunities for students to develop knowledge, skills, inborn talent, and attitudes, so that they can become successful contributing member of a society. Twice–exceptional students need not be excluded from this vision. For more than 55 years, the unique needs of gifted with learning disability children have challenged educators, parents and other stakeholders. The needs of twice–exceptional students can be met through appropriate identification and an individualized educational plan. However, the classroom teachers must have support from both gifted and special educators to implement effective strategies. The best results are achieved where there is collaboration between the school, classroom teachers, gifted teachers, and special teachers, parents, and the students.

A country of nearly 1.3 billion population with diverse, multicultural, multilingual background. India is often described as a collection of many countries held together by a common destiny and successful democracy (Haub, Carl and Sharma, 2006; Anitha & Shalini, 2016). India is currently in a youth bulge phase. It has the largest youth population in the world, a veritable army of 600 million young people under the age group of 25 years (World education news plus review, 2016). The total number of school going children and grade 11 and 12 students is 406.9 million (Census of India 2011). In India, 10-15 percent of the population is gifted; the twice-exceptional are expected to be around 1.2 million between the ages of 3–18 years. In India, there are a large number of children in this specialised group; recognising, defining and providing them with relevant support or service requires attention. Indian education system, need to frame a mandate policy to identification, addressing and providing service to twice-exceptional children. It could gain a significantly, competitive advantages over swiftly aging countries like china.

II. WHO ARE TWICE – EXCEPTIONAL STUDENTS

According to the literature on twice – exceptionality, one of the main issues confronting twice – exceptional children is that there is no universally accepted definition of the term twice – exceptional. (Michelle Ronksley, 2015). Studies as early as the 1970s indicated that students from special population could also be gifted. Twice exceptional children have two exceptionalities, who might have the potential for high achievement, innovative efficiency, or exceptional ability in one or more subject areas such as science, language, mathematics, technology, visual, arts, spatial, and other aspects of the human productivity, and who have one or maybe more disabilities specific learning disability, emotional/behavioral disorders, Autism spectrum disorder, and attention deficit/hyperactivity disorder are examples of these disabilities.

These disabilities include, specific learning disability, emotional/behavioural disorders, Autism spectrum disorder, attention deficit/hyperactivity disorders (ADHD). These extraordinary abilities and disabilities combine to create a unique group of student population called twice-exceptional learners. Twice-exceptional children have both exceptionalities such as, giftedness and a disability (Coleman, Harradine,& William,2005).The acknowledge and identification of twice-exceptional learners has been, and continues to be, hampered by the misperception that being gifted means being an academic high achiever (Silverman ,2003). Ineptly defining or having failed to define twice-exceptionality makes it difficult to recognise and consider pupils' students ' learning needs that are unique to them. The use of visual model can lead to better understanding by educators, parents/caregivers and children themselves with regard to exceptionality and daily lived experiences of impairment and giftedness. The lack of a definition impedes research in this area (Foley Nicpon et al 2011). In case of twice-exceptional students, their educational needs, whether advanced or remedial may not observed//recognised or identified for a variety of reasons.

III. OPERATIONAL DEFINITION

According to national association for gifted children, the term “twice-exceptional”, also known as “2e”, paradoxical learner refers to gifted children who exhibit the characteristics of giftedness with the potential for high achievement along with evidence of one or more disabilities as defined by federal or state eligibility criteria. Twice-exceptional individual demonstrate exceptional levels of capacity, competence, commitment, creativity in one or more learning difficulties and other disabilities (Scott Barry, 2018). This combination of exceptionalities (gifted with disabilities) results in a distinctive set of circumstances. Their exceptional abilities may predominate, masking their disability; their disability may predominate, masking their exceptional potentialities; each may mask the other, preventing either from being identified or addressed (Scott Barry, 2018). Intellectually gifted with specific learning disabilities are the most misadjusted, misunderstood, and neglected segment of the student population and the community (Cindy Perras, 2015). Intellectually gifted children with specific learning disabilities are the most misunderstood, underserved and misadjusted group of the student population .Teachers, special educators, and others frequently overlook evidence of intellectual giftedness in favour of focusing on deficits such as spelling mistakes, poor reading, and difficulties in writing (Whitmore and Marker, 1985 & Cindy Perras, 2015).

In the educational world, giftedness and learning disabilities are both considered “exceptionalities”, so the term twice-exceptional refers to a child with exceptionalities on intellectual giftedness and disabilities. Baum & Owen (2004) identified three types of conditions that make it difficult for educators to recognize these special students. In first condition, the disability is recognized but not the strength. The second condition is the reverse; strength/ giftedness is recognised but not disability. For the last condition, neither strength nor disabilities are recognised.

National Twice-exceptional Community of Practice (2004, U.S), states that, twice-exceptional (2e) individuals evidence exceptional ability and disability, which result in a unique set of circumstances. Individuals who are twice exceptional (2e) demonstrate exceptional ability and disability, resulting in a specific set of circumstances. His\her exceptional ability may dominate, masking their exceptional ability; one might mask the other so that neither is identified or remedied. The following have been considered necessary of a 2e student who can perform below, at, or above grade level:

- Identification methods that take into account the potential interaction of the exceptionalities.
- Enriched/advanced educational opportunities that meet the needs of the child's learning
- Consistent support that assure the child's academic performance as well as social-emotional well-being, it includes, identification, accommodations, therapeutic interventions, and specialised instruction.

IV. IDENTIFICATION

Identification of twice-exceptional students required comprehensive assessment in both the areas of exceptional abilities and disabilities, as one does not eliminate the other. Research shows that, identification of twice-exceptional students remain a great challenge (Brody & Mills,1997; Baum & Owen, 2003; Kokot,2003; McCoach et al,2004). Often the twice-exceptional student goes unnoticed because he/she does not exhibit the typical behaviours that precipitate a referral (i.e. behavioural problems or failing grades).Identification is also problematic due to misunderstanding by professionals that leads to misdiagnosis (Baldwin & Valle,1999; Webb, et al, 2005). When, identification is possible, should be conducted by professional from both disciplines. Proper identification requires understanding of not only the specific characteristics of each area of exceptionality but also the nuances of a dual diagnosis. Since there is an overlap in behaviours diagnosis becomes complicated. In addition to showing outstanding ability, the twice-exceptional as those who also show evidence of a disparity between expected and actual attainment, as well as evidence of a processing deficiencies.

All the definitions include provisions for students to show areas of strength and disability which are basis for twice-exceptional identification. Identifying this specialized unique population requires specialized training and ongoing professional development. Critically, these behaviours occur in certain people, at certain times, and under certain circumstances, especially when the environments that challenging them appropriately in the areas of their highest potentiality. It is important to remember that twice-exceptional students are those who conform to the definition of giftedness in that they show, or have the potential to show, outstanding performance. Likewise, these students must also demonstrate and qualify for special education services. Appropriate identification requires understanding of how these characteristics are witnessed in student behaviour and designing a plan that incorporates best practices.

Identification, therefore, will always be a challenging task because disabilities can mask abilities and abilities may mask disabilities (Morrison & Rizza, 2007). The impact of a learning disabilities may cause a regression to the mean effect, that results in the student appearing 'average' (Baum & Owen,2003; Beckely; and Schwartz,1999). The most successful mode of identification, however, is to include a variety of methods (Morrison & Rizza,2007). In addition, to accumulating data from a variety of source and ensuring proper training for advocates, the use of a multidisciplinary task force at the district or school level that would be responsible for the evaluation and placement decisions(Nielsen,2002). Similarly, Landurm (2001,2003) advocated for a consultation model that brings together all relevant Coleman (2003) & Morrison & Rizza, (2007) suggested that identifying gifted populations should include a variety of data from multiple sources that are taken over multiple time periods school personnel to make decisions about identification and programming multidimensional approach that includes information from a variety of sources, individualized plans, and interdisciplinary consultation (Fetzer,2000; Landurm,2001; Nielsen,2002; Ward,Pelco &Landurm,1998).

Intellectually gifted individuals with specific learning disabilities are the most misjudged, misunderstood, and neglected segment of the student population and the community. Teachers, school counsellors, and others often overlook the signs of intellectual giftedness and focus attention on such deficits as poor spelling, reading, and writing. (Whitmore & Maker, 1985, p. 204;Douglass,2007).Mills &Brody (1999) and Morrison &Rizza,(2007), stated that the identification process of students into gifted and special education programs tends to be mutually exclusive, adding to the misdiagnosis of the twice-exceptional. Identification plans therefore, should be closely examined to find individual overlap within schools and districts and a new process for the twice-exceptional be drawn up that mirrors the best practices of both system. Coleman,2003 & Morison & Rizza,2007) suggested that identifying gifted populations should include a variety of data from multiple sources that are taken over multiple time periods.

Identification of twice-exceptional students remains a great challenge (Baum & Owen,2003; Brody & Mills,1997; Kokot,2003; McCoach et al.,2004 ; Morrison & Rizza,2007). Often the twice-exceptional student goes unnoticed because he or she does not exhibit the typical behaviours that precipitate a referral (i.e., behaviour problems or failing grades). While the twice-exceptional population can be described as a heterogeneous group of students (Morrison & Rizza,2007). Mills and Brody (1997&1999) pointed to the following three characteristics as indicators of the twice-exceptional student: (a) evidence of an outstanding talent or ability, (b) evidence of a discrepancy between expected and actual achievement, and (c) evidence of a processing deficit (Brody & Mills, 1997). Appropriate diagnosis, therefore, requires understanding of how these characteristics are witnessed in student behaviour and designing a plan that incorporates best practices.

Best practices in the identification of the twice-exceptional point to the use of multilevel assessment that identifies specific giftedness and concern (Morrison & Rizza,2007).Students who are twice-exceptional remain a misunderstood population in schools, thus making identification that much more difficult (Morrison & Rizza,2007). They are recommended the following points be considered when designing a plan for identification of the twice-exceptional:

1. In-service training on the characteristics and needs of twice-exceptional students for general, special, and gifted education teachers.
2. Inclusion of gifted education teachers on Individual Assistance Teams (IAT) and Multifactor Evaluation (MFE) teams, as well as participation of special education teachers in the gifted identification process.
3. Establishment of a multidisciplinary team in charge of recommendations and further assessment of twice-exceptional peoples.
4. Flexibility in use of test data to include subtest scores to 64 Journal for the Education of the Gifted denote discrepancies between ability and achievement; and
5. The use traditional and non-traditional data to illustrate student strengths, such as assessments from an approved list for gifted characterization, nominations from teachers, parents, and behaviour checklists, record review, portfolio assessment, student product assessment and performance reporting.

Morrison & Rizza,(2007), designed a toolkit, to provide a wide variety of options from which to choose when defining an identification plan for the twice–exceptional. It is strongly recommended that each of the following categories be included in the identification plan.

Each toolkit shall include description and items in the following categories:

1. Pre-referral & Screening
2. Preliminary Intervention
3. Evaluation Procedures
4. Educational Planning.

1. Pre-referral & Screening

For the purposes of this study child-find efforts are defined according to the three categories of students to which the twice-exceptional belong (Baum & Owen, 2003):

Category1. Students first identified as gifted who later show indicators of a specific disability area;

Category2. Students identified as having a specific learning disability and who also show outstanding talent in one or more areas; or

Category3. Students who may appear average or underachieving because the disability area masks any manifestation of giftedness.

Finding category 1 &2 were conducted by examining the records of students in gifted programs who show problems in specific academic areas in special education who show indicators of talent in specific areas, academic or otherwise. Finding students in Category 3 can be the most difficult. In order to facilitate the identification in this category, a review of records for students whose scores did not reach minimum standards for identification for either gifted or special education was conducted. In addition, any student who showed indicators of talent regardless of his or her achievement level was also considered for this category.

2. Preliminary Intervention

In the preliminary intervention stage, to evaluate the students who show potential for twice–exceptional identification and to determine the effectiveness of an intervention plan and whether a recommendation for further evaluation is necessary. Such intervention shall include, but not be limited to, academic support via remediation and enrichment, study skills training, interpersonal/social skills training, and behavioural support plans.

3. Evaluation Procedures

Students who are referred for twice-exceptional evaluation shall be evaluated in a manner similar to those referred for gifted and special education assessment. It is recommended that curriculum – based assessment be used to determine eligibility for services. The assessment team will assemble a portfolio of student work that describes strengths and weaknesses. Such a portfolio will include commercially prepared curriculum assessments, student products, and evidence of special projects or portfolio items that demonstrate areas of outstanding performance or necessity for remediation. Careful attention should be paid to student interests and hobbies. Commercially prepared instruments and locally designed forms to evaluate these areas will also be used during the evaluation process.

4. Educational Planning.

According to the IDEA (2004), all students who are identified for special education must have an Individual Educational Plan (IEP) on file at the school. The school must meet all accommodations and modifications outlined on the IEP. Similarly, students identified as gifted often have some form of paperwork that identifies their area of talent and subsequent service needs. Likewise, students who are identified as twice-exceptional will have either one or both of these plans on file at the school. Morrison & Rizza recommended 504 plan for twice–exceptional education.

V. CHARACTERISTICS OF TWICE – EXCEPTIONAL STUDENT

Research, indicate that children who are twice exceptional involve a dual – emphasis model that focuses on their skills and abilities also while assisting and addressing their needs and disabilities (Berninger & Abbott, 2013; Willard – Holt & Morrison, 2013; Assouline &Whiteman, 2011; Baum, cooper & Neu,2001; McCoach, Kehle, Bray &Siegle, 2001) . It is not easy to recognise 2e students. Productive identification and support are dependent on teachers' understanding of giftedness as well as their interconnection or comorbidity. (Reis, Baum, &Burke, 2014). Therefore, educators must become familiar with characteristics of giftedness and disabilities that may point to a potential twice – exceptional conditions.

Based on experience from research in this area (Compilation of characteristics and behaviours that are associated with 2e) the following characteristics of the twice–exceptional students can be associated.

Table 5.1: Characteristics of 2e student

Indicator	Possible behaviour and characteristics of twice-exceptional
Verbal skill	May demonstrate high verbal skills but may also show extreme difficulty in reading and written language areas. Extensive vocabularies (Deshler & Bulgren, 1997; Ferri et. Al.1997)
Listening / Learning	Often struggle to learn basic skills (Hishinuma and Tadaki, 1996). Poor listening skills(Reis et.al. 2014).
Memory	Possess good memory capacity. Catch information quickly and easily and retain information with less repetition(Ruban & Reis, 2005).
Critical thinking	Demonstrate outstanding critical thinking and decision making skills (Ruban and Reis , 2005; Reis et. Al 2014).
Problem solving skill	Excel in solving real – world problems
Divergent thinking	Extremely divergent in thought, Novel approach to reasoning and excellent analytical skill (Ferri et. al ,1997; Rivera & Sexton, 1995)
Organizational/ leadership skill	Usually struggles with organization of things, ideas and time. Failure to complete task, assignment (Ruban & Reis, 2005; Reis et. al 2014)
Creativity	High level of creativity and keen interest in hobbies outside school setting, may appear to daydream when generating new ideas (Baum, 1998; Reis et.al 2014; King, 2005; Olenchak, 2009)
Observational skill	Has strong observation skill but may deficit in memory(Lois, Omdal & Pereles, 2015)
Risk taking	Unwilling to take risk with regard to academics or areas of deficit. Take risk in non–academic areas without consideration of consequences (Lois, Omdal & Pereles, 2015).
Class room behaviour	Disruptive classroom behaviour, lack of motivation and learned helplessness (Reis & Colbert, 2004)
Sense of humour	Good sense of humour. Humour may be used to divert attention from school failure; may use humour to make fun of peers or to avoid trouble(Ruban & Reis, 2005; Lois, Omdal & Pereles, 2015)
Focused interest	Demonstrate a very focused interest, that is a passion about a certain topic to the exclusion of others- often not school related subjects (Ruban & Reis, 2005; Lois & Omdal,2015)
Social skill	Absence of social skills. May be perceived as a loner; sometimes has difficulty being accepted by peers due to poor social skills (Ruban & Reis, 2005; Waldron, 1987; Reis et. al, 2014; Lois, Omdal, 2015).
Aptitude	Specific aptitude in aesthetics, literature, technology and task commitment to areas of high interest (Ruban & Reis 2005; Baum and Ownes, 2004; Coleman, 2005)
Frustration	Feeling frustration, unhappiness and isolation (Baum & Owen. 1998, Norton, 1996, Silverman,1989; Anitha & Shalini, 2016)
Independence	Required frequent teacher support and feedback in deficit areas; is highly independence in other areas; often appears to extremely stubborn and flexible (Lois & omdal,2015)
Attention	Attention is frequently affected , may be able to concentrate for long period of time in areas of interest only (Lois & Omdal, 2015). Hyper active, inattentive, impulsive, aggression, defensive, withdrawal (Mendaglio,1990; Dix & Schafer, 1996; Van Tassel- Baska, 1991, Reis et. al. 2014).
Maturity	Sometime appears immature by using anger, crying, and highly sensitive to criticism (Ruban,2005; Lois &Omdal 2015)
Independence	Required frequent teacher support and feedback in deficit areas. Low self – esteem, self – concept. (Whitemore 1980; Ruban & Ries, 2005; Pereless,2000; Nielsen &Higgins, 2000)
Board interest	Often board with grade – level activities, repetitive, rote learning and frustrated with lack of input and stimulation in the areas of their excellence (dix&Schafer,1996; Pereles,2000).

VI. STATUS OF IDENTIFYING TWICE-EXCEPTIONAL STUDENTS IN INDIA

In India, educational system is not familiar with the term “twice-exceptional”. Educators may not even be aware of, or believe in, the possibility of giftedness and disabilities coexisting with the same student. So that, twice exceptional in India are more likely to be identified for their disability rather than their gift (Anitha & Shalini,2016). Indian classrooms, twice exceptional are often shamed with ignorant messages like, “you are lazy”, “you don’t try enough”, “you don’t care about school works”, “and you just need to be more disciplined and motivated”. These shame comment don’t help them, they hurt and many of 2e students internalize the messages and begin to feel like they are not enough, they are stupid, they are failures or that they are broken. However, parents, educators and professionals need to understand that twice-exceptional students present a unique characteristics and behaviours. Admittedly, twice exceptional students present challenges in terms of programming and identification (King,2005). India has a huge pool but millions remain unidentified and unrecognized. Absence of central mandate for identification of twice exceptional is the main problem in India. The lack of adequate information and database about twice exceptional in India make it impossible for accurate research.

India’s biggest struggle is education reforms. The underlying problem is that gifted education in India. The National Curriculum Framework (2005) does not allude to services for gifted students and participation of high ability students in gifted programs because gifted education is not a primary concern in India (Roy, Sule &Skylor2017; Anitha & Shalini,2016). Research on giftedness in India spans across50 years, but lacks systematic and empirical grounding (Roy, Sule &Skylor2017). The term “gifted” in the Indian context has not been used till very recently and most Indian studies have focused on creativity, talented children in India are recognised at both homes and schools but formal identification and nurture of giftedness is sporadic and mostly dependent whether the child has been selected for gifted programs which are far and few (P.Roy, (2017); Sule & Skylor,2017). In the near absence of the recognition of gifted children in India, it has been observed at the institutional level that the term ‘gifted’ and disability are considered to be mutually exclusive. Despite the above challenges, the last two decades have seen (Anitha & Shalini, 2016).

VII. REASON FOR UNDER-IDENTIFICATION OF TWICE-EXCEPTIONAL IN INDIA

In the backdrop of India’s growing population of 1.3 billion people with diverse, multicultural, and multilingual backgrounds. The fact that more than 70% of the Indian population is live in village and vast majority of people are poor or low standard of living. Also, since India’s society is deeply rooted in religion, caste, language, traditions, socio-economic status, and the traditional role of women. If India accepts, the challenge of understanding, identifying and providing specialised educational opportunities for 2e students, a multidisciplinary and variety approach to identification and programme development is of paramount importance. The identification process needs to be reliable, defensible, and inclusive of diverse groups thus demanding research on and development of varied assessments that look towards identification of the 2e from different Indian population. Following are the important reason for under identification of twice-exceptional India.

- Educators may not even be aware of, or believe in, the possibility of giftedness and disabilities coexisting with the same student.
- The most common obstacle in identifying the twice-exceptional students is the academic performance is the most frequently assumed indicator of giftedness.
- Twice exceptional in India are more likely to be identified for their disability rather than their ability.
- Absence of central level mandate for identification and categorization.
- Research on twice-exceptional in India has been scattered and piecemeal. Or most work done in universities were for obtaining degree and which were not followed up by researchers for further study.
- Exclusion from mainstream education due to prejudices and attitude towards disabilities.
- In India, only the elite people who can access the IGCSE or IB curriculum that has individualized education plan (IEP- A special curricular features of nurturing the development of 2e).
- Wide gap between have and have not or socio-economic status divide.
- Unequal access of formal education (different schooling system ranging from home – schooling, state recognised school, central board of secondary education (CBSE), National institute of open-schooling (NIOS), CISCE, IGCSE, IB and Montessori system.
- Absence of uniform identification and evaluation practices.

VIII. INTERVENTION STRATEGIES

The ideal classroom environment for the twice-exceptional students in India is very far from what exists. The twice exceptional students can be a challenge for schools, families and the students themselves. However, outlined several considerations to ensure that the needs of 2e students met in the school environment. To meet the need of 2e students, there must be a paradigm shift from a remediation or deficit model to strength-based model of education. India will have challenge of developing and providing comprehensive intervention strategies to twice exceptional students. When teachers acknowledge the strength of the students before addressing their areas of need, there is a higher likelihood of success for the student (King, 2005). Coleman & Gallagher (2015) recommended that, the needs of 2e students can be best supported when special educators, gifted support personnel, and families exercise collaboration. From the literatures of King, (2005); Willard-Holt, Weber, Morrison, & Horgan,(2013), the strategies to support twice exceptional students in educational settings are:

8.1 Strategies to Support Twice Exceptional Students in Educational Settings.

Table 8.1: Various intervention strategies

Strategy	Application in education settings
First emphasis is the strength of 2e student	Provide opportunities for student choice and ideas.
Address the needs of twice exceptional student	Link new content to previous learning, teach organisational skill.
Support the social – emotional needs	Allow additional time for task completion to alleviate anxiety, help students to develop self- advocacy, teach stress management techniques.
Recognise the difference between twice exceptional students and gifted underachievers.	Provide appropriate support, learning support and counselling support to students.
Collaboration	Collaborate support from gifted teachers, special teachers, create a balance of activities that will offer both challenges and remediation.

Considering a collaboration approach to meeting the unique needs and strength of each 2e student can maximise their opportunities for success in the school environment. The near absence of any initiatives for the twice-exceptional children in India calls for a multi-pronged approach to address the needs of this special population. This would require: (i) creating a space for the twice-exceptional within the learning disabilities group, and (ii) advocating for the gifted education programme and creating a space within it. India will have the challenge of developing a comprehensive platform to provide services for the twice-exceptional (Anitha & Shalini, 2016). Expect that, this study will encourage policymakers, professionals, parents, and teachers to identify 2e students and develop comprehensive programs to address their complex needs.

IX. CONCLUSION

Twice-exceptionality is a relatively new concept in education, especially in India. Twice-Exceptional (2e) learners are the one of the most “misjudged, misunderstood, and neglected segments of the student population and the community in India. The lack of awareness of twice-exceptionality among teachers and parents is a consequence of the complex nature of the co-morbidity of giftedness and disabilities. Population, culture, customs multitude of languages, caste and class system, urban and rural difference defining inequality already exist in education a diverse country like India. In fact, the process of identification of twice-exceptional poses challenges in India, but the number of students in this category is large. India need a near initiative for identifying, defining and recognising educational needs of twice-exceptional.

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We take the responsibility of the content and material of this paper as this is our own work and no part of it or its similar version is published or has been send for publication anywhere else. We have read the manuscript carefully and hereby give consent to publish in your journal.

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