



Twice-Exceptional Newsletter

February 2004
Issue 3

For parents, teachers and professionals.
Helping twice-exceptional children reach their potential.

Helping 2e Kids Cope with Homework

Quote

If a teacher can rescue the “hidden student” who has simply been buried under a barrage of never-ending, irrelevant assignments, she will see miracles begin to appear.

– Marilyn Leuer,
Educator

It’s a sight to warm a parent’s heart: A bright, young student working industriously at his home computer, fingers busily tapping away on the keyboard. The screen is filled with lines of text. It looks like homework’s getting done.

But there’s one problem. Those same lines of text have been on the screen for the last two hours. The only typing taking place is instant messaging. And the child, unfortunately, and for reasons that those around him may not understand, has an entirely different attitude toward the homework than his parent. He thinks to himself, “There’s no way I’ll ever get the assignment done, so why even bother?”

Is this a bored child who’s already mastered the concept and sees no reason to waste time and effort on busy work? Is this a child whose attention difficulties make it hard to tune out distractions and stay focused? Or is this a child with learning disabilities that get in the way of completing the assignment? With twice-exceptional children, any or all of these answers may be correct.

Starting on page 6 are descriptions from Zentall and Goldstein of each of these possibilities along with tips to help parents and teachers can cope with them.



Other Homework Articles in This Issue

“Good” Homework – Chris Dendy, p8;
Research, p7; An Educator’s Tips for Practical Homework, p9; and Do We Need Homework, p10.

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Done Your Homework on Homework? Try this Quiz.

See how your answers stack up against the research on homework.

- | | | |
|---|-------|----------|
| 1. The best teachers give homework regularly. | Agree | Disagree |
| 2. More homework is better than less. | Agree | Disagree |
| 3. Parents want their children to have homework | Agree | Disagree |
| 4. Homework supports what students learn in school. | Agree | Disagree |
| 5. Homework fosters discipline and personal responsibility. | Agree | Disagree |

Check page 18 to compare your answers with what researcher Lyn Corno found in a 1996 study.



Welcome!



We welcome you to another issue of *2e: Twice-Exceptional Newsletter*. Our main focus in this issue is a “hot button” topic for many 2e families. It’s what gets lost, goes undone, gets rushed through, put off, and argued over – yes, homework. We’ve included articles to help teachers make homework more meaningful and to help parents provide homework support and set homework



limits when necessary. In addition, we look at what the research says about the pros and cons of homework and even raise the question: Is it necessary at all?

Also in this issue is an interview with Dr. Susan Baum, educator, author, and new member of the *2e Newsletter* editorial board. Along with the interview is coverage of sessions she presented at a recent conference.

Sylvia Rimm’s new advice column makes its debut in this issue. Dr. Rimm is a child psychologist who directs the Family Achievement Clinic, Inc., in Cleveland, Ohio, and is a clinical professor at Case University School of Medicine. She has authored many articles and books, including *How to Parent So Children Will Learn*, *Why Bright Kids Get Poor Grades*, and the *New York Times* best-seller *See Jane Win®: The Rimm Report on How 1,000 Girls Became Successful Women*. She’s been featured on TV, writes for *Redbook* magazine, and has a nationally syndicated newspaper column.

On another note, the subscriber-only portion of the 2eNewsletter.com site is now live. On it, paid subscribers will find archives, conference coverage, and more. If you missed our notification of how to access the site, call us (630.790.2252) or send us an email (info@2eNewsletter.com).

Thanks for sending so many referrals to potential subscribers; we’re pleased that you think so highly of this newsletter that you’d recommend it to others.

If we haven’t covered the topics that concern you most, please let us know (see “Letters,” p19). Also, please give us time. We’re still a new publication trying to meet the needs of a wide range of readers, from parents to professionals and from those just entering the 2e world to those who are well seasoned. We hope you continue to send us your comments about the newsletter and what you’d like to see in it. We’ll do our best to meet our subscribers’ needs.

– Linda Neumann and Mark Bade
Glen Ellyn Media
February, 2004

2e: Twice-Exceptional Newsletter (ISSN 1546-0762) is published six times a year by Glen Ellyn Media
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The cost for a one-year US subscription is \$45, for a two-year subscription \$85. Electronic edition, \$40. Contact us for rates outside of the US. Send changes of address to us by mail or to COFA@2eNewsletter.com.

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IDEA, NCLB Wrangle Continues

Like debate? With IDEA and NCLB, you've got it.

The goals are admirable, and to be welcomed by any US 2e parent: qualified teachers in the public schools and targets for schools to achieve educational results.

The biggest result so far is debate.

In December, the Council for Exceptional Children issued a joint statement with the International Dyslexia Association, the Learning Disabilities Association of America, and the National Center for Learning Disabilities. In the statement, the groups said: "We believe students with SLD [specific learning disabilities] must be provided full participation and equal accountability in NCLB. These students both need and deserve the full benefits that can be realized by NCLB's focus..."

Funding is an issue. While most would agree on the need for highly competent and well-paid teachers, NCLB, according to the *New York Times*, "is an unfinanced mandate, for it offers almost no money to help schools hire these teachers."

School districts and states have taken notice. A Reading, Pennsylvania, school district has filed suit against the state, saying that NCLB imposes requirements there is no money to address.


The *New York Times* notes that three Connecticut school districts "have rejected federal money rather than comply with the red tape that accompanies the law," and that "almost 9 in 10 of the nation's school superintendents believed the law required them to undertake extensive initiatives... without enough money."

Virginia's House of Delegates resolved by a vote of 98-1 that NCLB "represents the most sweeping intrusions into state and local control of education in the history of the United States."

The type of education resulting from "teaching to the test" is another issue, both in the method of instruction and the method of assessing instructional effectiveness. Many 2e children are not the world's best written test-takers. (See Susan Baum's interview comments on page 12.)

Everyone wants a good education for their children.

Everyone wants qualified teachers. The questions are: Should such goals be attained using federal mandates? And, if so, who pays?

Stay tuned for more political maneuvering over the education of the children of the United States. 

Susan Baum Joins 2e Board

2e: Twice-Exceptional Newsletter is pleased to announce that educator and author Susan Baum, Ph.D., has joined our editorial board. With a background in both special education and gifted education, she is now Professor of Education at the Graduate School of the College of New Rochelle. There she teaches courses in elementary education and the education of gifted and talented students.

Her writing and


research cover many areas of education, including differentiated curriculum and instruction, gifted education, gifted learning-disabled students, and gifted underachieving students. In addition, she consults nationally and internationally and has served on the Board of Directors of the National Association for Gifted Children and co-founded AEGUS, the Association for the Education of Gifted Underachieving Students. 

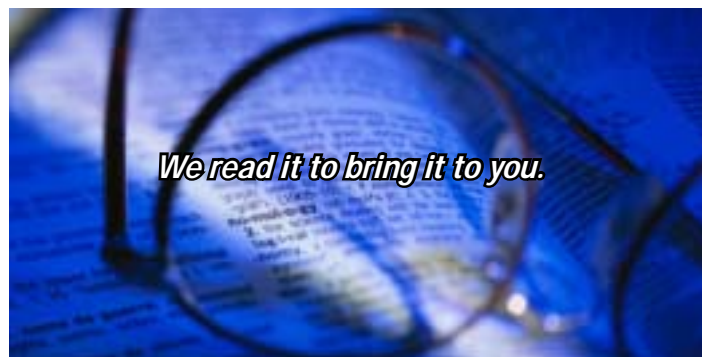
News from Other Sources

THE NEW FACE OF HOMESCHOOLING. A *New York Times* article (November 10, 2003) noted that "newcomers to homeschooling resist easy classification as part of the religious right or freewheeling left, who dominated the movement for decades." They are driven to homeschool by the cost of private schooling and the deficiencies in public education, says the article. Another factor is new nationwide standards, "which some educators say penalize children with special needs,

whether they are gifted, learning disabled, or merely eccentric." The article quotes educational psychologist and author Mitchell L. Stevens: "The presumption of home schooling is that children's distinctive needs come before the managerial needs of the schools."

WANT TO ADVOCATE? (AND YOU SHOULD.) The National Center for Learning Disabilities offers an *LD Advocate's Guide* to foster better outcomes for those with LDs. The guide explains "how best to engage policymakers and the media on issues affecting the LD community." See www.ncl.org/advocacy/tutorial.cfm.

ERIC, MEET HOAGIES. Hoagies' website now carries an archive of the material formerly carried at the ERIC 





Should They Have Told Me about Student's 2e?

Q *I'm an elementary science teacher (grades K-4) in a private school, and I have an interest in doing all that I can to meet the needs of the high-ability (gifted) children in my classroom. I recently found out that a third-grade student, with whom I've worked since age five, is gifted (over 130 IQ) and has a learning disability. His learning disability is so great that it has covered up his high ability for years.*

I was surprised that no one had communicated this information to me. I expressed these thoughts to the head of our school. His response to me was that he was surprised that I thought this information was important to know. He wondered if this information would/should change my teaching methods.

Our school doesn't acknowledge students who are gifted. In fact, I avoid using the word "gifted" because of the negative reaction that it seems to cause. We do offer a challenging and fast-paced program, but the school doesn't offer special services for our gifted students.

Is it important for a teacher to know that a student is gifted and should this make a difference in the way she teaches the student?

A It's helpful for teachers to know as much about a student as possible. Knowledge of both strengths and weaknesses help them to help children build both confidence and skills. When students are underachieving in school, it's often because they fear that others will find out

that they're not as capable as the others believed. In fact, underachievement is often a set of defense mechanisms that children use to protect their fragile self-concepts. Identifying children's strengths helps to build their confidence. When they begin doing well in one area, they can risk making effort in other areas, often to discover that with some hard work, they can do better than expected.

It's important to realize that children are not either gifted or not gifted and that abilities arrange themselves on a continuum with no special break point. In this particular child's case, it's apparent that everyone knew about his learning disabilities, so it certainly would've been important for you to be sensitive to his gifted abilities. Challenging this boy may indeed become a vote



of confidence to him that will allow him to become more excited and confident about school.

Dr. Sylvia Rimm is a child psychologist, clinical professor at Case University School of Medicine, author, newspaper and magazine columnist, and radio/TV personality. Her advice column will be appearing regularly in 2e Newsletter. If you have a question for her, please send it c/o DrSylvia@2eNewsletter.com. 2e

Website Profile

Uniquely Gifted: Resources for Gifted Children with Special Needs

It's easy to feel overwhelmed when you're new to the 2e world. There's so much to learn about giftedness, about learning difficulties, and about what happens when the two come together. Then there's the jargon to get familiar with – the buzzwords and acronyms that everyone seems to toss around.

If you find yourself in this situation, help is available on the Internet at the website *Uniquely Gifted* (www.uniquelygifted.org), created by 2e Newsletter columnist and editorial board member Meredith Warshaw. The site offers an extensive collection of links to resources and information on twice-exceptional issues that will help you get up to speed.

Start your tour by browsing through the site's table of

contents. You'll find areas of the site especially for parents, professionals, and kids. To help you learn the language of the field, check out the glossary of acronyms. There you can learn to tell a BD from a CD from an LD.



Meredith also offers visitors a great listing of books on a wide range of topics that include parenting, teaching strategies, specific special needs, and books for kids. She even includes what she describes as a "quirky selection of Meredith's favorites" – books for enjoyment, not research

If you're already familiar with *Uniquely Gifted*, it's a good idea to keep checking back. Meredith is always busy expanding and improving the site. 2e



Association for the Education of Gifted Underachieving Students

It's no coincidence that the acronym for the Association for the Education of Gifted Underachieving Students – AEGUS – sounds just like



the word *aegis*, meaning protection or guidance. It was chosen by association founders, educators Susan Baum, Lois Baldwin, and Sue Levey, for just that reason.

According to Lois Baldwin, the association's current president, "When we founded this organization 18 years ago, there was nothing out there about kids who

were gifted and struggling in school. No one was advocating for these kids, doing research on them, or talking about them."


The focus of AEGUS is not only on bright kids who struggle with learning disabilities. It encompasses others who are struggling as well, such as minority students, those living in rural areas, those with emotional issues, and those who have Asperger's.

If you visit the AEGUS website (www.aegus.org) you'll learn that the mission of this international organization is to advocate for this special population

and to provide a forum for ideas and interventions aimed at helping these twice-exceptional students reach their potential. An important goal of the association is to disseminate research on gifted underachievers. To achieve that goal, the group publishes a quarterly newsletter, position papers, bibliographies, and a resource directory. In addition, AEGUS hosts regional and annual conferences. The next annual conference, "Learning Outside the Lines, Discovering the Strengths of Gifted Underachieving Students," takes place on April 23 and 24 in Rensselaer, New York.

According to association

vice-president Terry Neu, the approximately 300 members of AEGUS tend to be teachers as well as parents whose lives have been touched by the unique struggles of twice-exceptional or gifted underachieving learners. "They are people who are thirsty for information," explains Lois Baldwin. "The ones who ask: How do I motivate these kids? What strategies do I use to teach them? How do I turn them around?"

Baldwin sums up the organization by saying, "This is a very energetic, highly educated group of people who keep researching and growing. We're a very passionate group. We want to make a difference." 

AEGUS Conference Preview

AEGUS' 2004 Conference is titled "Discovering the Strengths of Gifted Underachievers." To be held April 23-24 on the University at Albany's East Campus, Rensselaer, New York, the conference is directed at teachers, administrators, clinicians, tutors, and parents.

Keynote speakers include Jonathan Mooney, author of *Learning Outside the Lines*; Susan Baum, co-author of *To Be Gifted and Learning Disabled*; Temple Grandin, author of *Thinking in Pictures*; Sally Reis, author of *Work Left Undone: Choices and Compromises of Talented Females*; and Felice

Kaufmann, author of *Attention Deficit Disorders and Gifted Students: What Do We Really Know?*

A selection of session and program topics includes special education and twice-exceptional students; gifted visual-spatial learners; technology to help GT/LD; programs for twice-exceptional boys; GT/LD/AD/HD college search process; and providing services for gifted Asperger's students. See www.AEGUS.org for complete and up-to-date information.

Do you know someone who would like to (or should want to) see a copy of **2e: Twice-Exceptional Newsletter**? Send us the name and mailing information. We'll send that person a sample copy with your compliments enclosed.



Problems...

...and Solutions

Problem: Boring Homework

If children understand what to do and how to do it, moving off task may indicate they have grown tired of sitting or working on that task and are experiencing difficulty sustaining interest or effort. This is a common problem with homework assignments for all children. Failure to understand this phenomenon can result in becoming angry over an issue with which we all struggle – boredom due to repetition. Boredom is even more likely to occur during a practice or review task, particularly late in the day, or in the evening when children are tired. If sustaining attention or ADHD is a problem, your child will seek to replace a repetitive, boring task with a more interesting activity or a daydream.

Problem: ADHD

Many parents and teachers assume that when children do not pay attention to their schoolwork it is because they choose not to. They view inattention as noncompliance rather than a disability. Poor sustained attention translates into difficulty sticking to repetitive, relatively uninteresting activities that require effort and are not of the child's choosing. This defines most homework assignments. Thus, the finished products of children with ADHD typically under-represent

Boring Homework: What Parents Can Do

- Help your child become part of the solution rather than the problem by asking for ideas on what might help; then try them out.
- When it's true, acknowledge that an assignment is lengthy, repetitive, and effortful.
- Help your child break down assignments into smaller parts and offer a reward when each is completed.
- Recognize that once children reach their limit, it's time for a break, a preferred activity, snack, or change of task.
- Consider communicating with the teacher concerning a modification of homework assignments.

What Teachers Can Do

- Offer more choices of topics, methods of reporting, etc.
- Emphasize demonstration of concepts and problem solving rather than memorizing assignments.
- Reduce length of assignments (e.g., completing 5 math problems to demonstrate mastery rather than 20, or doing several smaller assignments or chapters rather than one long assignment or report).

ADHD: What Parents Can Do

- Avoid assuming that your child knows what to do and how to do it.
- Seek appropriate help for your child from a school- or community-based professional.
- Develop an understanding of your child's weaknesses.
- Advocate with teachers.
- Seek additional help or support if necessary.

What Teachers Can Do

- Avoid assuming that children know what to do and how to do it.
- Routinely discuss or review assignments with students who have learning disabilities.
- Provide students with feedback on homework.
- Make accommodations in homework assignments.

their abilities. Furthermore, these students require more supervision; yet when supervision is provided, they

often become increasingly resistant, oppositional, or overly dependent





Problems and Solutions, continued

Problem: Learning Disability

Difficulty completing homework has been documented for more than half of students with learning disabilities. Due to learning disabilities, many children react to homework by daydreaming, procrastinating, and having difficulty working independently. These behaviors may represent the coping strategies some children use when they do not understand what to do or lack the confidence to work alone.

LD: What Parents Can Do	What Teachers Can Do
<ul style="list-style-type: none"> ▪ Avoid negative or coercive consequences, which lead to greater anger and frustration for both parent and child. ▪ Allow the child to have some choice in where, when, and in what order to do homework – provided that choices seem reasonable ▪ Provide activity breaks that the child can look forward to after completing a certain quantity of work. 	<ul style="list-style-type: none"> ▪ Make homework interesting by using what captivates children: color; intensity; movement; change; use of the unusual, unexpected, or personally meaningful. ▪ Assign homework that focuses on process (e.g., problem solving, observing, and recording) rather than repetition (e.g., 50 math problems of the same type).

This article was adapted with permission from "Common Homework Problems and

How to Solve Them," from the book Seven Steps to Homework Success: A Family

Guide for Solving Common Homework Problems by Sydney S. Zentall, Ph.D.

and Sam Goldstein, Ph.D. (Specialty Press, Inc., 1999).

Research: Kids with Learning Disabilities and Homework

- ▶ They have twice as much difficulty completing homework as average students: 28 vs. 56 percent. (Pollaway, Epstein, & Foley, 1992)

- ▶ Their difficulties include:
 - A higher incidence of negative feelings toward homework



- Less likelihood of completing assignments
- Feelings of boredom and resistance to assignments
- Perceiving themselves as less competent than their peers in doing assignments
- Feeling that they receive less help and encouragement from parents along with more criticism

(Bryan and Nelson, 1994)

- ▶ Their parents and teachers describe them this way:
 - As more likely to procrastinate
 - In need of reminding
 - Needing to have someone in the room while doing homework
 - Having a tendency to daydream
 - Easily distracted
- (Pollaway et al., 1992; Epstein, Pollaway, Foley, and Patton, 1993)



Giving "Good Homework" for 2e Students

A Conversation with Chris Dendy

Chris Dendy is a former educator, mental health professional, consultant on ADD/ADHD, and author of Teaching Teens with ADD and ADHD. Despite the title of her book, much of what she writes applies to children with learning as well as attention difficulties and is applicable to students in elementary school as well as those in middle and high school.

Q What are some barriers to homework completion?

A The most common barriers to getting full credit for homework are:

- Forgetting books and assignments
- Failing to complete assignments
- Failing to turn in completed assignments
- Avoiding homework assignments because they are too long and thus overwhelming
- Attempting homework when medication has completely worn off; the student can't easily pay attention and has difficulty getting started and completing work
- Parents who don't know how to monitor homework and provide guidance to the student



Q How much homework is too much?

A Two key issues must be considered:

- How do teachers know how much homework students are getting from other teachers?
- How much longer does the student take to complete the work than the teacher expects it to take?

A conference can be scheduled to answer the first question. As for the second question, Zentall and Goldstein (authors of *Seven Steps to Homework Success*) have a suggestion that may be helpful. If there are problems with homework completion:

- The teacher writes on the student's paper how long he/she thinks homework should take.
- The parents and student write on the homework paper how long it actually takes and return it to school.

Zentall and Goldstein point out that many teachers underestimate how long students with learning problems actually take to complete homework!

Q What happens when students are given more homework than they can handle?

A National researchers have found that too much homework can turn students off to school and a love of learning. A vicious cycle may develop if the student returns to school upset because she did not complete her homework, fails to complete class work, and is assigned even more homework. During this cycle, the student's behavior usually deteriorates rapidly.

Q How can a student's struggle with an overwhelming amount of homework affect life outside the classroom?

A Fighting between parents and their children over homework completion may seriously damage the crucial parent-child relationship. When parents press too hard, [children] may withdraw, avoid interactions with them, and become defiant. In addition, too much homework keeps students from sports and community or religious activities that

build self-esteem and teach important values. According to a Columbia University education professor, "when homework turns kids off to school, it becomes a part of the problem rather than the solution."

Q What kind of homework is "good homework" for students with ADD/ADHD [and other learning difficulties or disabilities]?

A Good homework can help reduce boredom. It should:

1. Promote a love of learning
2. Be meaningful – not too hard, too long, or repetitive
3. Be brief: completed in a reasonable time
4. Review material taught in class, not introduce new material
5. Be critical for the next day's work
6. Be broken into smaller chunks (20 to 30 minutes at a time)



How to Make it Meaningful

An Educator's Tips for Practical Homework

Marilyn Leuer is an educator with many years of experience as a classroom teacher and reading specialist. She is currently a curriculum specialist in reading with the Anaheim Union High School District in California and an adjunct faculty member in Secondary Education at California State University in Fullerton. A career of working with students from primary grades through high school – many of them underachievers – has shaped her views about homework.

"School is the only place people are often asked to read and write for no particular reason," says Leuer. "One of our jobs as educators is to show kids the connections between what they are being asked to do in school and what they will be

asked to do in the real world. In my opinion, if a homework assignment can't help to make that connection, it shouldn't be given."

Here are some examples of the kinds of practical homework assignments that Leuer recommends.

Parent/Child Assignments

- Assign a short newspaper article for both the parent and student to read silently. Then ask the parent to have the student summarize the article. Prepare a simple checklist the parent can use to evaluate the child's reading. For a change of pace, the child can critique the parent!
- Ask parents and children to separate the main ideas from the details in

an article and use two colored highlighters to indicate their choices.

- Ask students to talk with parents about a specific topic. An assigned discussion can serve as a bridge during the difficult teen years and help families connect. In Leuer's opinion, it's so much better than assignments that end in screaming matches related to the student completing busy work in isolation.

Independent Assignments

Assign a "treasure hunt" in which students locate vocabulary words they're studying in newspapers and magazines or on the Internet, T.V., or radio. They can report back to the teacher on where

they found each word and how it was used, or they can enter the information in their vocabulary journal.

Enriched Assignments

There's never enough time during school hours to properly integrate art, drama, music, computers and video. Homework is the perfect opportunity for students to work these disciplines into content area learning. These types of assignments really help gifted and twice-exceptional students develop talents and begin to see learning as a connected process – not just reading and writing. Giving them an opportunity to tie academics to an area in which they are successful builds their self-esteem. It empowers them to succeed.

Good Homework, continued

7. Develop understanding through experience and discovery.
8. Provide a novel or creative learning experience. For example, have the student interview her grandfather about his Viet Nam or World War II experiences rather than write a boring essay on the war.
9. Help students in application of knowledge, in discovery thinking, and transfer of learning to new things.

Q What are some ways to accommodate students with attention and learning difficulties?

A Approaches include:

- Use a variety of ways to demonstrate competency, rather than just writing, such as:
 - Dictate the learned information on audiotape.
 - Dictate the information to a scribe (another student or adult), who types the information for her.
 - Produce a videotape of the information to be learned (for example, her interpretation of the way a bill becomes law).

- Give students some choices, such as a choice of two or three topics for writing an essay or report. When students are given limited choices, they complete more assignments and are more compliant and less aggressive.
- Give math and reading homework on alternate days.
- Allow students with learning problems to begin assignments in class to see if they understand the material.

Q What should be done if the students are taking longer to complete their homework despite these accommodations?

A Giving extended time on assignments is helpful. If that accommodation is not enough, *the amount of homework must be reduced!*

Adapted with permission from the book Teaching Teens with ADD and ADHD (Woodbine House, 2000), pages 106-107, copyright by Chris A. Zeigler Dendy, M.S.



Do We Even *Need* Homework?

By Mark Bade

Stephan Aloia has a problem with homework. Not his homework. Homework in general.

Aloia is a parent who has a website (www.webspawner.com/users/nohomework/) advocating the abolishment of homework. The site provides a "Homework Freedom Act," a "Parental Injunction against Homework," and other seditious readings and tools.

What gives Aloia some credence is that he is a former principal turned university professor of special education, who says he has conducted research on homework for 20 years.

On the website, Aloia rebuts many arguments in favor of homework. He also takes issue with school district guidelines setting recommended amounts of time for homework. His arguments on that topic are paraphrased here.

Every school district publishes a set of guidelines regarding the recommended amount of time that children should spend doing homework. Typically, says Aloia, schools suggest about ten minutes per night per grade level, resulting in forty minutes for fourth graders, fifty minutes for fifth graders, etc.

Because there is no definitive research that proves a certain amount of time is best for a

certain age level, these recommendations are groundless, claims Aloia. Furthermore, the nature of the homework assignment itself determines the amount of time spent. Homework that is too difficult, too confusing, or that causes strife between parent and child is debilitating. It is not the time required to complete the assignment that should be of importance, but rather its effect on the child and his or her attitudes toward school and learning.

District policies fail to reflect the affective component of forcing homework on a child, says Aloia. There is no way to compare 30 minutes of memorizing times tables with 30 minutes of practicing a musical instrument or reading an interesting story. Ten minutes of reading for a child with reading problems is an eternity, as well as a taste of hell. Aloia notes, however, 20 minutes spent under the watchful eye of an abusive parent who makes the completion of homework more strenuous than necessary compounds the problem of homework completion.

Aloia suggests that a variable more important than time is the child's experience throughout the homework process. If a student likes the assignment, it isn't homework; it's more like home-play. The enjoyment

More at 2eNewsletter.com

See the subscriber-only area of the 2e Newsletter website for the content listed below. (Email us if you need instructions for accessing the hidden subscriber-only portion of the site.)

Five Homework Strategies for Teaching Students with Disabilities. Article by Cynthia Warner. Strategies identified by researchers to improve homework results with LD students.

Eight student ideas for making homework easier. List by Klinger and Vaughn.

Homework: What Does the Research Say? Positive and negative effects of homework. Research review by Debbie Reese.

An excerpt from *The End of Homework*.

of homework has so much to do with personality, temperament, values, family support and attitudes, and basic beliefs about schooling and education.

Aloia asserts that the amount of time recommended by the schools

for each grade level is also inappropriate since the recommended time is often far different than the actual completion time.

Aloia's catch-phrase: Homework is not a four-letter word; it's *two* four-letter words.



Inspiration from a Graphic Organizer

By Linda Neumann

A 2e child I know once said, "If I could just hook my brain up directly to the computer, I could get my ideas down the way I want them." That way, he could bypass the stage in his homework where he

Graphic organizers use visual techniques for showing the relationships between ideas, concepts, questions, or other forms of information. Their purpose is to make complex information easy to

form and then play with them on the screen, arranging them in different ways to see what fits and what doesn't, and to identify what's missing.

Students can use the templates that come with the program or they can create their own diagrams to organize information. Users can add

Audio capabilities let students hear their work read aloud or record their own words.

To get started, students can go through a tutorial to learn about all of the functions and capabilities the program has to offer. The tutorial can also help students get used to working with diagrams, like webs and concept maps, if they aren't already familiar with them.

What's likely to appeal to teachers is the versatility of this software. Students of varying abilities can use it for

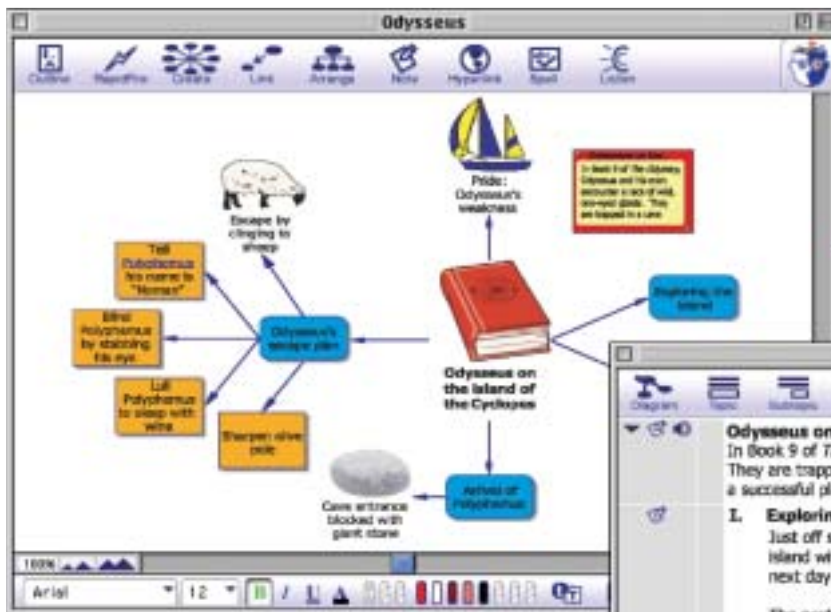
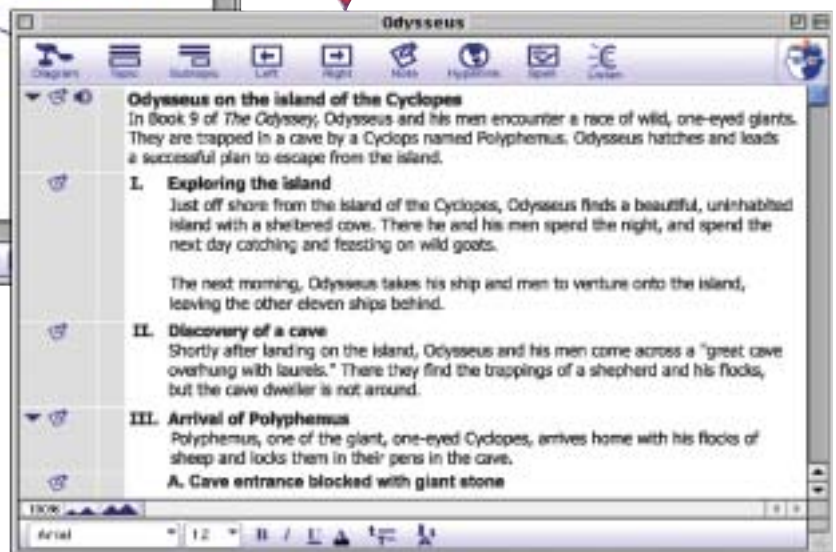


Diagram to outline with one click!



loses all momentum – when he's staring at a blank piece of paper or a blank computer screen trying to tame the creative ideas tumbling around inside his head.

Inspiration® is a software program designed to help learners from grade 6 through adult get around that thinking and planning roadblock. (Another version called *Kidspiration*™ is available for grades K through 5.) Developed by Inspiration Software, Inc., the software helps users develop and structure their ideas by creating diagrams that serve as electronic graphic organizers.

grasp; and they're often embraced by the visual-spatial learners who are well represented among the ranks of twice-exceptional kids.

Many students have learned to use paper-based graphic organizers in pre-writing activities or as a way to take notes or organize research. *Inspiration* software updates this tool from paper to the computer, offering much more flexibility and requiring less effort from kids who find writing by hand to be a challenge. Kids can capture their ideas in graphic

images from clip art or websites to their diagrams, easily rearrange or revise the diagrams, convert them to written outlines, and export the outlines to a word processing program. Users can also use colors, fonts, shapes, and other formatting functions to differentiate among ideas; and they can insert hyperlinks to the Internet into the diagrams.

different research, writing, and presentation purposes, and teachers can use it to communicate information to students visually.

Inspiration software is available for both Windows and Macintosh computers. Home users should expect to pay approximately



Susan Baum and the Alphabet Children

Who are the alphabet children? According to educator and author Dr. Susan Baum, they're children who are gifted and who have learning or attention deficits. Often these students demonstrate learning behaviors indicative of more than one diagnosis.

*Her name for them comes from the many labels these children may wear, such as GT, LD, ADHD, ODD, and OCD. As she says in her recently updated book *To Be Gifted and Learning Disabled* (with Steven V. Owen, Ph.D., Creative Learning Press, 2004), "These children end up with more letters after their name than do professionals with advanced degrees." (Look for a review of this book in a future issue.)*

At the State of Illinois Gifted and Talented Conference, held in St. Charles, Illinois, from December 8 through 10, Baum presented a day-long workshop and several sessions on identifying, understanding, and teaching these children whom she describes as having "contradictory and often overlapping symptoms" that can confound educators. Find coverage in the subscriber-only portion of the 2e web site. Here is an interview 2e Newsletter conducted with her at the conference, plus her thoughts on how to engage 2e students in learning.

Interview with Susan Baum

When Dr. Susan Baum started her career in the field of twice-exceptional education in the 1970s, her first class of bright kids with LDs were labeled "perceptually or neurologically impaired" or "minimally brain damaged." Over the years her research and writings have helped change attitudes toward and understanding of gifted students with learning and attention deficits.

2e: What changes for the better do you see in the field of twice-exceptional education?

SB: I'm excited about the fact that there's so much interest. There's a growing awareness that this population exists. Things are going to change. Parents are becoming more active.

2e: Where do you see change lagging?

SB: What hasn't changed is the ongoing focus on disability to the exclusion of attention to the gift. If we could expand our definition of normal, maybe we'd see more of these kids as OK.

There are still some state policies that indicate that a child can't be served twice [as both gifted and learning disabled]. We also need research into programming, and that's hard to fund. We don't need to know how the brain works so much as we need to find programs that work with these kids.

2e: What steps should parents take when they suspect that their child is twice exceptional?

SB: Get the child identified. Start the process at school. To start by having a private assessment can be seen as antagonistic and can get in the way of collaboration. If the school isn't forthcoming, then parents should have private testing done. Once the child has been identified, the next step is to develop an appropriate IEP (individualized education plan). It's important to identify and meet the needs of these

children early. By high school their main problems become emotional.

2e: Through teaching, writing, and presenting at conferences you spend a great deal of time spreading the word about twice-exceptional children. What is the main message that you want to get across to teachers?

SB: Teachers need to have a wealth of instructional strategies to use with twice-exceptional students. That's good teaching. And they have to applaud and celebrate individual differences. That's how you create an emotional climate in the classroom that invites all children to learn and feel capable.

2e: What message do you have for parents?

SB: Be an advocate for your child. The younger the child, the more a parent has to be in the school. An important job for parents is to educate the school about their children and to offer information to the school on twice-exceptionality.

2e: Many parents find themselves in school districts where there are no programs that address the needs of 2e students and where the funding for gifted programs is disappearing. What can these schools do to meet the needs of 2e kids?

SB: All kids are supposed to be served – gifted, LD, etc. School districts can do things that will make a difference but are not expensive.

Start with differentiation. Modify existing programs to give students the opportunity for talent development. Provide more enriching and engaging activities. Use community resources. Find members of the community to be mentors.

Get people from special ed and gifted/talented programs to combine forces to support the classroom teacher. They can help students learn good self-regulation strategies, such as time management and staying on task. They can teach them to be organized in a context that's meaningful.





Three Steps to Engaging and Assessing 2e's

How do we engage 2e students in learning and how do we assess what they know? By teaching for understanding with creative entry points and exit points – the beginning and end of lessons. Here is a guide for promoting understanding, developed by Susan Baum and Henry Nichols.

Step 1: Identify the important concepts to be taught.

Step 2: Develop a variety of activities as entry points to convey ideas and build a rich knowledge base. Entry points should:

- Allow students to experience something first, enabling them to build concepts.
- Grab the students' attention. 2e kids pay attention to drama, color, and volume. They're engaged by novelty and intensity – things that produce an emotional reaction.
- Allow students to examine topics from a variety of perspectives or disciplines. (What would engage a mathematician about this topic, or a news reporter, or a dance choreographer?)

Step 3: Teach students a variety of ways to communicate what they learn at the end of a lesson. Exit points can include building a model, doing a one-minute skit, or creating a PowerPoint presentation. In developing exit points, allow students to represent their ideas using more than one symbol

system. For example, have them draw and write or act and write. (Writing should always follow another form of expression. That way, the teacher can check for understanding before students get to the writing stage.)

Some examples:

- Instead of assigning a traditional research project, start by showing students a picture, such as an old photograph. Then do the following:
 - Ask them to find the answers to two questions about it, giving them structure so that they can organize the information they find.
 - Incorporate vocabulary words into the structure.
 - Ask them to support their answers with the clues they identified and the proof they found and to present their findings to the class.
 - Have them present their findings in a PowerPoint presentation.
 - Let them work with a partner to make it more interesting.
- Instead of assigning a list of spelling words to study, incorporate the words into a short play. Rehearse it during the week and perform it on Friday.

Susan Baum, Ph.D., is an educator and author and newest member of the 2e Newsletter Editorial Board. See her bio on page 3. 2e

Interview, continued

Designate someone in the school – a teacher or a counselor, for example – to serve as an advocate for 2e students. Help that person to become well informed by attending classes and conferences.

2e: What effect do you think current public policy is having on the education of twice-exceptional children?

SB: Federal policies are very much leaving these children behind. If everyone in the public school system has to show mastery by taking written tests, it won't allow people to experiment with other ways of knowing. I'm not optimistic about the public education system. We may need to find a way outside of the public system to meet 2e needs. Maybe charter schools for 2e kids or magnet schools, if they aren't just in name only. 2e

School is really a secret language arts lesson. We're killing the spatial kids, the artists, athletes, and engineers.

– Susan Baum

See the subscriber-only portion of 2eNewsletter.com for coverage of Susan Baum's sessions at the State of Illinois Gifted and Talented Conference.



Smart Kids with School Problems

Things to Know and Ways to Help

Priscilla Vail, paperback: New American Library (August 1989)

Reviewed by Linda C. Neumann

The subject of Priscilla Vail's book is a group of children she referred to as *conundrum kids*. They're students who:

...need recognition, understanding, and help from concerned adults because their bright promise is at risk, and because there are many of them.

How many? Probably between 20 and 30 percent of any school population. Among the obvious learning disabled there are those with high though hidden intellectual potential. Among the gifted there are those with subtle learning disabilities. Among the "average" students are those in whom giftedness and disability mask one another....

Today we know these children by other names, among them twice-exceptional, or 2e kids.

Vail begins the book with a look at gifted children's characteristics and needs. Among them Vail identifies the need for "coordinated support from both the professionals and nonprofessionals in their lives." She sees this support taking the form of:

- Teacher acceptance of "atypical learning styles" and a willingness to use a variety of materials and teaching techniques
- An *overseer*, someone to "plan and oversee the total education program." (See the sidebar for a description of the overseer's role.)
- Ongoing evaluation of the student's *master file*, a collection of all relevant information about a student's special needs and school performance. (See the sidebar to find out what a master file should contain.)
- Anticipation of curriculum demands, looking ahead to see where a student is likely to have difficulties and staving off trouble by giving help early. According to Vail, school problems often arise from "a mismatch between [the child's] learning style and the methods and materials used in the curriculum. When this happens, it is the student who is diagnosed as learning disabled, instead of the material's being labeled inappropriate."
- Accommodation of learning style, which involves:
 - Giving atypical students the flexibility to work at their own level and pace and to work in small groups where talents can combine
 - Providing remedial support
 - Employing alternative teaching strategies (which she offers throughout the book).

From *Smart Kids...*

Who is the Overseer?


Someone within the school system (learning specialist, counselor, senior teacher, school psychologist, etc.) who serves as an advocate for a student, offering encouragement, making educational recommendations based on diagnosis and clinical observations, interpreting test results to the family and the school, and meeting with teachers, parents, and the student herself/himself.

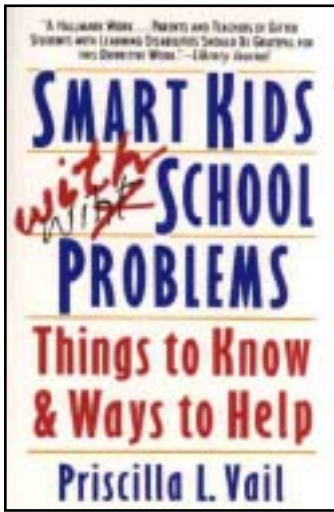
What Makes Up a Master File?

It should start with the first dated notes about concerns, questions, traits, indications of learning differences, etc., and should include report cards, test scores, and samples of work that show both the student's strengths and weaknesses. An important part of the master file is a psychoeducational evaluation because "understanding the root of the problem is the basis for on-target remediation." At least twice a year the adults in charge of the student's schooling should review the master file for review and planning.

What Teachers and Parents Need to Understand

Teachers need to understand that parents suffer vicarious pain when their children struggle. Pain brings fear and often fatigue. Confused and apprehensive parents may blame themselves, find fault with the school, or lose faith in the student. Teachers who make themselves available for conferences, and who sympathize with a student's dilemma can help parents grow as they increase their understanding of academic problems.

Parents need to understand that teachers want their students to succeed and suffer self-doubt when they don't. When personal uncertainty turns inward, it causes discouragement; turned outward, it causes defensiveness. Parental support of teacher efforts can bring out the best in the situation; blame worsens it. 




Much of this book looks at what Vail calls the “five learning systems”: visual, auditory, motor, language, and arousal/attention/action. She provides a good overview of each, describes the strengths and weaknesses that children may have in the systems, and discusses each system’s role in learning. In addition, Vail describes how parents, educators, and others can help children deal with problems in the learning systems.

Many readers will appreciate Vail’s chapter on “Testing Demystified.” Here she includes a glossary of testing terms (percentile, stanine, etc) and describes the different types of tests that are used, such as standardized, achievement, and diagnostic. She also discusses the WISC-R (Wechsler Intelligence Test for Children, Revised) and how to interpret the results.

When you open this book, you’ll find these words:

Because failure is easy to see, unenlightened adults may ignore the student’s talent, fostering a negative self-concept by focusing on what he cannot do. Many kids with high potential face discouragement every time they walk in the school door. Smart kids with school problems need the advocacy of informed adults to help them acquire necessary skills and, equally important, to protect the talent, originality, and power they offer.

My reaction to this passage was, “Finally, there’s someone who gets it!” After hearing from educators and mental health professionals alike about children “choosing” not to achieve, here was someone who put into words what many parents sense but are unable to articulate, much less prove. What’s startling about this passage is how long ago these words were written – in the late 1980s. After so many years, I wondered, how can twice-exceptional children still be so misunderstood?

If you find yourself wondering the same thing, I recommend you read this book and then encourage others to do the same. It presents a clear picture of who 2e children are and gives solid recommendations for dealing with their problems in school. 

Other Books by Priscilla Vail

Priscilla L. Vail, who passed away in 2003, was an expert in learning disabilities, dyslexia, and giftedness. In addition to being an educator, she was a nationally known speaker and author. Among her books are:

- *Words Fail Me! How Language Works and What Happens When It Doesn’t*
A look at the links among reading, writing, listening, and speaking, revealing how these skills are learned and what happens if the process breaks down at various stages
- *Learning Styles: Food for Thought & 130 Practical Tips*
An overview of six key methods of learning along with suggestions for supporting and accommodating these learning styles throughout the primary grades
- *About Dyslexia: Unraveling the Myth*
A guide to help teachers and parents recognize dyslexia and respond to it appropriately from the preschool level through adulthood, offers recommendations that can help children master the techniques they need to cope with this disorder
- *Emotion: The On/Off Switch for Learning*
A book that explores research on the pressures found in classrooms and families; looks at how to identify and understand the effects of emotions on children’s learning and offers practical suggestions to teachers and parents
- *Liberate Your Child’s Learning Patterns*
A guide to discovering which of six natural learning patterns are predominant in your elementary school child; explores each pattern, explains why it matters, and how it can put children “at promise” or “at risk”

You can find many of Priscilla Vail’s articles by searching on her name at SchwabLearning.org. 

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Dealing with Stress – Our Kids' and Our Own

Being the parent of a 2e child can be very stressful. So can being a 2e child. So, what can you do to reduce the stress?

Don't Let the Homework Wars Take Over the Family

The generally accepted rule of thumb is no more than 10 minutes/grade of homework. Some special needs children may not even be able to handle that much if their special needs make school too draining. Many children need to have "reduced homework load" written into their IEPs or 504 Plans.

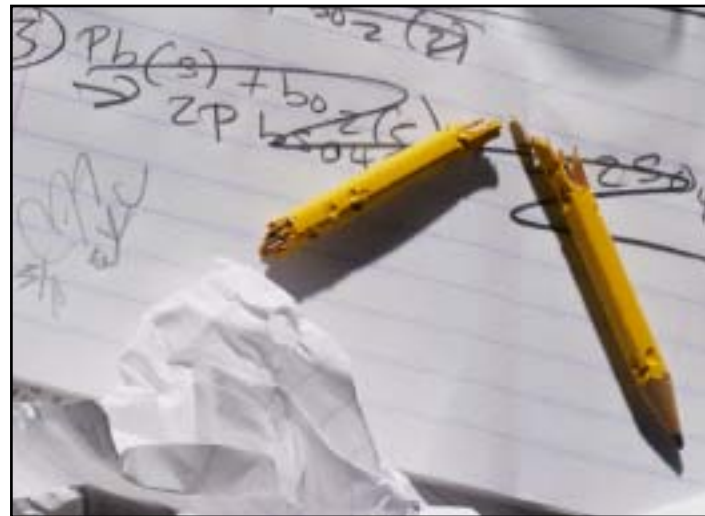
If homework is turning into a battleground, see if you can find someone else to handle it. Many children work better with a tutor, especially one who has training in special needs. Sometimes a child will respond better to help from one parent than the other, or to an after-school tutoring program or help from a friend. Try to get homework help written into the IEP or 504 plan.

If your child cannot succeed at homework without your help, that's a sign that the child needs something different at school – more remediation, better accommodations, clearer explanations, etc. Sometimes the best tactic, hard as it is to see your child founder, is to stop helping with homework so that the school can see

what your child can do on *his or her own*. Meanwhile, let your children know that they have your love and support.

Take Time for Fun

It's important for parents to get some "adult" time. If you are married or have a significant other, make sure that you occasionally get an evening out together (no, once a year is not enough). If you are single, be sure to spend some time with adult friends. Get a babysitter or



trade childcare with another family. If your child's special needs make this difficult, see if there is respite care available in your area. Or try to find another family whose children are compatible with yours. If the children can enjoy playing together while the adults socialize, that can be almost as relaxing as going out solo.

Also important is for the family to have fun together

– especially when things are tense. Make sure to regularly spend time doing something enjoyable: rent a movie, visit the park, have a family game night. If different family members can't agree on what's fun or siblings have trouble getting along, it may sometimes make sense to plan time for adult/child pairs to do something special together.


Don't make all of your child's relaxation contingent on finishing work.

tai chi helpful; you may be able to find a parent/child class in your community. Many community education programs and hospitals offer relaxation classes.

The stress management site at About.com (<http://stress.about.com>) has useful information, including a section on childhood stress. The book, *Fighting Invisible Tigers: A Stress Management Guide for Teens* by Earl Hipp (Free Spirit Publishing), contains many suggestions that can be helpful for both kids and parents.

Humor

Last but not least, a little comic relief can go a long way as a stress-buster. Let your child read a favorite cartoon or the latest Captain Underpants book, while you read or listen to your favorite humor writer. Watch a light comedy. Listen together to a Bill Cosby album in the car. Share laughter.

Meredith Warshaw, M.S.S., M.A., is a special needs educational advisor, writer, lecturer, and contributing editor for 2e: Twice-Exceptional Newsletter. She may be reached for comment and response to this column at MW@2eNewsletter.com 

Stress Management

Adequate exercise is important for stress management, although it's often easier said than done. Many people find yoga or



This Issue: *Dawn Of Fear*

A pioneer in focusing attention on the emotional needs of gifted children, James T. Webb determined around 1985 that parents and professionals working with gifted children needed a resource that would enable them to use books to help bright young people understand themselves better. Learning that I was a school librarian who directed a gifted program, he invited me to develop that resource. In 1988 he published the first edition of my book, *Some of My Best Friends Are Books: Guiding Gifted Readers from Preschool to High School*.

Thinking of the interests of the teachers and parents who would use this book, I decided to structure it according to five areas of challenge for children growing up gifted, beginning with establishing an identity – that is, becoming comfortable with themselves *including their giftedness*. Every child must

develop a sense of identity as she grows up. However, for the child who is gifted, or who learns differently, or both, the challenge is more complex. For these children, talking about how characters in books deal with questions of identity is helpful.

Identity questions may come to the forefront after testing. Testing may result in labeling, which leads to discussions about what the labels mean. This conversation may be the beginning of the child's establishment of his or her identity as a gifted person.

But sometimes children resist the label, knowing it is not a popular one. They feel they must choose between being themselves and being liked. They need the support of key people who accept them as gifted – that is, different – as they learn to accept themselves.

To encourage a child's developing sense of identity as a unique individual, a book need not have a character identified as gifted. We can be subtler than that. It *is* necessary that at least one character grows toward self-acceptance – or, simply, learns more about herself and is pleased with what she learns. If the reader identifies with this character, discussion can help her see how she can do the same.

In Susan Cooper's *Dawn of Fear*, for middle

schoolers, Derek and his friends Peter and Geoffrey live near London during World War II. Excited by the bomb raids, they spend their free time building a camp in an empty field, where they stow supplies in case of an imagined attack. Tom, a 16-year-old who will soon join the Merchant Navy, offers to help. But when a neighboring gang destroys their camp and Tom leads Derek and his friends in a mud-ball raid on the gang, the younger boys are overwhelmed by the anger they see between Tom and the gang leader, who is shirking his military duty. War becomes more real, and they see their camp in a different light.

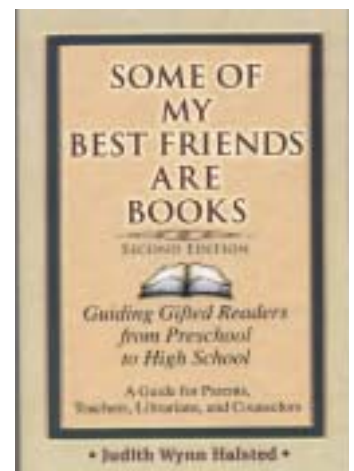
Questions can be productive without mentioning "self-acceptance." They merely have to lead the reader to learn something about himself that he likes. For example: What does Derek learn about himself? How is he different at the end of the book? What events in your life – even if they have been less serious than Derek's story – have helped you to know yourself better? How have you grown as a result?

These are only starter questions for a conversation after you and the child have both read the book. More questions will occur to you as the discussion continues.



Throughout her career, Judith Wynn Halsted has been a gifted educator, librarian, counselor, educational consultant, and author. Future columns will offer more books and details of planning for discussion. She welcomes reader comments and suggestions for appropriate books: JH@2eNewsletter.com. 2e

Judith Halsted's work Some of My Best Friends Are Books is published by Great Potential Press, www.giftedbooks.com.





News, continued

Clearinghouse for Disabilities and Gifted Education. To access this material and see the rules for its use, go to www.hoagiesgifted.org/eric/index.html. And thank Carolyn K while you're there.

ASK FOR WHAT'S YOURS. An article in the Fort Wayne News Sentinel describes one parent's experience with an LD child and schools. "Public schools must test students whose teachers believe that they have learning disabilities at no expense to the parents," says the article. "It's important to get the teacher to make that determination." (In 2e's experience, teachers are usually aware of the public school's obligation and may be reluctant to directly address the issue.) If a teacher recommends testing, according to the article, have it done at the school or at a private center. Testing may suggest evaluation, which can disclose ADHD or another learning difference. At that point, says the article, work with the school.

FROM SCHWABLEARNING.COM. On the Schwab site recently: an overview of assistive technology that includes both low-tech and high-tech items – from pencil grips to speech recognition software; a list of acronyms (and definitions) frequently used in describing and dealing with LDs; and an article on the possible

application of tax benefits to taxpayers who have a child with a severe LD.

NICHCY BECOMES NDCDD. The National Information Center for Children and Youth with Disabilities is now the National Dissemination Center for Children with Disabilities, newly funded and part of the Office of Special Programs, US Department of Education. The purpose of the center, at www.nichcy.org, is to serve as a central source of information on: IDEA, the nation's special education law; No Child Left Behind (as it relates to children with disabilities); and research-based information on effective educational practices.

NEW AND ON-LINE: NEUROLEARNING NEWSLETTER. Drs. Fernette and Brock Eide have posted Issue 1 of their quarterly NeuroLearning Newsletter at www.neurolearning.com/revise/newslett.htm. The mission: To understand the minds of children with learning differences and difficulties, and to use this understanding to build creative, caring, and nurturing relationships between them and the adults who care for them. In the first issue: material on sensory integration, vision and clumsiness, dysgraphia, and hearing and sensitive ears.

Inspiration, continued

\$60 for the software. For additional information, visit the Inspiration Software, Inc., website (www.inspiration.com/flashintro.cfm), where you can download a free 30-day trial.

Teacher ratings available at www.education-world.com/

[a_tech/tech123.shtml](#).

Article on using Inspiration to teach reading and writing to students with LDs: www.ldonline.org/ld_indepth/technology/inspiration.html



How Did You Do? Homework Quiz Answers

1. *The best teachers give homework regularly.*
Actually, the best teachers vary homework assignments according to the task at hand. Many teachers view policies that require assigning homework on a regular basis as undermining their curricular goals and personal teaching style.
2. *More homework is better than less.*
There is no research proving that the amount of work assigned is a reliable indicator of increased academic performance.
3. *Parents want their children to have homework*
Parents want their children to do well in school, but that desire cannot be interpreted to mean that they want their children to have homework if it fails to improve academic achievement.
4. *Homework supports what students learn in school.*
Teachers give different reasons for why they assign homework. Many assignments do not serve to help students reorganize and extend their learning.
5. *Homework fosters discipline and personal responsibility.*
There is little evidence to support this widely held idea. Parents foster these characteristics in larger, broader ways than do homework assignments.

Corno, Lyn. (1996). *Homework is a complicated thing. Educational Researcher, 25(8), 27-30.* Adapted from an article by Debbie Reese: "Homework: What Does the Research Say?" Published in NPIN Parent News, Volume 3 Number 11, November 1997. Published monthly by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, Children's Research Center.



Letters

I thought that the newsletter was very informative. I appreciated the website review in the sample copy that I received. I appreciated the straightforward format of the newsletter itself.

I would like... articles written from a lay or parent's perspective. Families with twice-exceptional kids hear from well-credentialed professionals all the time. This is not to say that we don't gain anything from such individuals' thoughtful insights. We do, of course. However, it is comforting and instructive to hear from parents who have managed to survive the challenges of parenting 2e youth.

– Tiffany M.

Reaction, please, on Tiffany's idea of more emphasis from a parent's perspective.

– Editors

What a beautiful newsletter... There are so many 2e kids out there. It is wonderful to have a publication that addresses their needs!

– Kate S.

Thank you. – Ed.

Personally, one of my biggest problems is trying to get educators to even believe that there is such a thing as 2e! Many find it difficult enough were I live to get their head around giftedness let alone getting their head around gifted children with a learning disability. It seems to be impossible to many.

My daughter has been removed from the gifted program at her school this year due to this fact. Comments like "She can't be gifted anymore"; "She was never gifted"; "Our teacher sees no signs of giftedness in the classroom"; are normal comments. We have had her tested 5 times in 7 years. Not that it made an iota of difference with the programming. We are moving schools and the new school seems to at least believe it [2e] exists.

We need to firstly raise the profile and needs of the gifted, and then raise the profile of the 2e kids. Until they [the schools] work with the gifted well, they will never be able to work with the 2e child well.

Cheers,

Michelle G

Michelle lives in Australia. The issues 2e parents face are global. Reactions to the "call to action" in her last paragraph? –Ed.

The info on books and conferences is nice but I need advice on how to survive! And be consistent with my support for the boys. I'm looking forward to the homework issue.

– JJ

Do others agree? How high a priority is conference coverage? Should it just be on the web site? Also: Should we spend space on "Letters"? Feedback (getting it, anyway) is important to us – but is sharing it important to you? Responses to Editor@ 2eNewsletter.com. Thanks.

Currently Planned for the Next Issue of 2e Newsletter

The next issue of 2e Newsletter features ADHD, including teaching strategies for gifted/ADHD students; accommodations for memory difficulties; testing to identify ADHD; the effects of ADHD on IQ testing; medications; IEP vs 504 for kids with ADHD; and resources for the particular twice-exceptionality. Plus Marlo Payne Rice on behavior issues in 2e kids and the usual columns, features, and information!



Events

February 27, 2004, ***Beyond Giftedness***, 11th Conference for parents, educators, and counselors, Arvada Center for the Arts, Colorado. Keynote by Judy Galbraith. By Open Space Communications, 800.494.6178 or Dorothy@openspacecomm.com.

April 14-18, 2004, ***CEC Annual Convention and Expo***, New Orleans. For parents, students, educators. By the Council for Exceptional Children, 888.232.7733 or conteduc@cec.sped.org.

April 16, 2004, ***Reaching & Teaching Underachieving Students: Unlocking Potential with Strength-Based Instruction***, a symposium for faculty and administrators at the secondary/postsecondary levels featuring Dr. Susan Baum and Dr. Terry Neu. Nassau Community College/SUNY, Garden City, NY, 516.572.7154 or peckm@ncc.edu.

April 23-24, 2004, ***Learning Outside the Lines: Discovering the Strengths of Gifted Underachievers***, Rensselaer, New York. For teachers, parents, administrators, clinicians, tutors, and parents. By AEGUS (the Association for the Education of Gifted Underachieving Students), www.AEGUS1.org.

May 23-25, 2004, ***The Seventh Biennial Henry B. & Jocelyn Wallace National Research Symposium on Talent Development***, Belin-Blank Center for Gifted Education, The College of Education, University of Iowa, Iowa City, Iowa. 800.336.6463 or www.uiowa.edu/~belinctr/special-events/researchsym/

July 6-8, 2004, ***3rd Annual PG Retreat*** for families with highly gifted and profoundly gifted children. By the Gifted Development Center, 303.837.8378, AGolan@gifteddevelopment.com. Followed by ***Gifted Development Center 25th Anniversary Celebration***, July 9-11.

July 11-13, 2004, ***20th SENG Conference***, Arlington, Virginia. For gifted children and adults, and those who work with them. By SENG (Supporting The Emotional Needs of the Gifted), 773.528.2113 or www.sengifted.org.

August 3-7, 2005, ***Gifted Child 2005/16th Biennial World Conference***, New Orleans. By the World Council for Gifted and Talented Children, 818.368.7501 or www.WorldGifted.org.

For ***state association conferences relating to giftedness***, see www.hoagiesgifted.org/conferences.htm on Hoagies' page. For additional ***conferences on learning differences***, see www.sped.cec.org/pd/meet.html on the website of the Council for Exceptional Children.

Twice-Exceptional Newsletter

from

Glen Ellyn Media

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Glen Ellyn, IL 60138-0582

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