

Name _____ Age _____ Grade _____ Date _____

Is there a chance you could be a twice-exceptional student?

Who are twice exceptional (2e) students?

1. Students who have been labeled gifted but seem to have “hit the wall.”
2. Students who appear to possess average intellect because their intellectual abilities mask one or more disabilities, which in turn may disguise giftedness.
3. Students labeled as learning disabled and treated as such at the expense of developing gifts and talents.

Check those descriptions that apply:

Strengths

- ___ 1. Has high potential, but grades do not reflect actual ability.
- ___ 2. Has a history of feeling smart in the past.
- ___ 3. Has areas of major strengths/gifts:
___ Athletics ___ Fine Arts ___ Creativity ___ Inventive mindset
- ___ 4. Personality (Can have the following qualities:)
- | | | |
|-----------------|--------------------|-----------------------|
| ___ High energy | ___ Loyal | ___ Trusting attitude |
| ___ Intuitive | ___ Sense of humor | ___ Sensitive |
| ___ Resourceful | ___ Flexibility | ___ Leadership skills |
| ___ Persistent | ___ Risk taker | ___ Warmhearted |

Learning Style

- ___ 1. Displays perfectionism tendencies.
- ___ 2. Learns best by seeing or reading (visual learner).
- ___ 3. Learns best by listening (auditory learner).
- ___ 4. Learns best by doing (kinesthetic learner).
- ___ 5. Tends to forget verbal directions and instructions.
- ___ 6. Will not ask for help (fears how teachers or peers will react).
- ___ 7. Works too quickly (results in careless mistakes).
- ___ 8. Works too slowly (results in incomplete work).

Reading

- ___ 1. Has been diagnosed with dyslexia.
- ___ 2. Struggles with reading the words on the page (phonics and word recognition).
- ___ 3. Has a problem with reading comprehension.

___ 4. Does not read for pleasure.

Math

- ___ 1. Has been diagnosed with dyscalculia or has math phobias.
- ___ 2. Has trouble learning basic math facts.
- ___ 3. Is slow at calculating quickly and accurately.
- ___ 4. Forgets how to sequence the steps when solving problems.
- ___ 5. Forgets math rules.
- ___ 6. Makes careless mistakes causing inconsistent performance.
- ___ 7. Has speed of writing problems (too fast and messy or too slow causing incomplete work).
- ___ 8. Has problems understanding math terms.
- ___ 9. Has problems keeping numbers in columns.

Written Work/Spelling

- ___ 1. Has been diagnosed with dysgraphia.
- ___ 2. Has a history of reversing letters and/or numbers.
- ___ 3. Has messy handwriting.
- ___ 4. Has an awkward pencil grip.
- ___ 5. Struggles with grammar and punctuation.
- ___ 6. Makes good grades on spelling tests but forgets how to spell the words in a paragraphs.
- ___ 7. Has trouble keeping ideas in mind long enough to remember what to write down.

Visual Motor

- ___ 1. Has trouble writing neatly on given lines (spacing and organization).
- ___ 2. Has problems cutting and pasting.
- ___ 3. Struggles with writing letters and numbers properly with speed.
- ___ 4. Makes mistakes copying from board and/or book onto paper.
- ___ 5. Experiences directional confusion such as left, right, up, down, north, south, before, after.
- ___ 6. Tends to fatigue quickly or experiences pain when writing.
- ___ 7. Has struggled learning cursive.

Memory

- ___ 1. Has trouble holding information in the head long enough to act upon it (working memory).
- ___ 2. Has trouble memorizing because of being confused.
- ___ 3. Struggles remembering more than three directions at a time.
- ___ 4. Can't recall information because of test anxiety.

Organizational Skills

- ___ 1. Is confused with time concepts (yesterday, today, tomorrow).
- ___ 2. Has trouble completing projects on time.
- ___ 3. Loses papers and possessions often.
- ___ 4. Forgets to complete assignments.

- ___ 5. Forgets to turn in completed homework.
- ___ 6. Has trouble sticking to a schedule.
- ___ 7. Struggles staying on task.

Self Concept

- ___ 1. Seems overly sensitive to criticism.
- ___ 2. Has low self-esteem.
- ___ 3. Has high goals but cannot reach them.
- ___ 4. Has problems with negative self-talk.
- ___ 5. Frustrates easily.
- ___ 6. Has emotions that overpower logic.
- ___ 7. Gives up quickly when frustrated.
- ___ 8. Does not set goals.

Social Skills

- ___ 1. Is aware of the proper social skills but struggles applying them.
- ___ 2. Has trouble making and/or keeping friends.
- ___ 3. Does not have a sense of personal space.
- ___ 4. Dominates the conversation (not a good listener).
- ___ 5. Has problems starting a conversation.
- ___ 6. Has poor eye contact.
- ___ 7. Talks too loudly.
- ___ 8. Talks too softly.
- ___ 9. Has poor self-control (arguing, fighting, name calling).
- ___ 10. Is not aware of behaviors that others find annoying or intrusive.
- ___ 11. Has emotional outbursts.

Behavior Problems

- ___ 1. Does not handle transitional times easily.
- ___ 2. Seems to have trouble in less supervised and structured settings (playground, cafeteria, hallways, bathrooms).
- ___ 3. Does not adjust quickly if routine changes.
- ___ 4. Is too impulsive (does not stop to think of consequences).

ADHD Behaviors

- ___ 1. Is easily distracted.
- ___ 2. Appears inattentive (daydreamy).
- ___ 3. Exhibits hyperactivity.
- ___ 4. Bored easily.
- ___ 5. Manipulates the situation to avoid tasks in areas of academic weakness.
- ___ 6. Hyperfocuses in areas of strength or interest.
- ___ 7. Is frequently off task.
- ___ 8. Is impulsive (doesn't stop and think first).