

PROCEEDINGS OF THE GIFTED AND TALENTED EDUCATION SYMPOSIUM 2022

THEME: DIVERSITY AND GIFTED EDUCATION

Convenor: Dr Michelle Ronksley-Pavia

Moderator: Ms Mary-Ellen Feldhagen

PL Hub: Mr David Noonan and Ms Skyla Stewart

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Griffith University Gifted and Talented Education Symposium 2022

Friday May 27

Theme: Diversity and Gifted Education

Facilitator: Dr Michelle Ronksley-Pavia
Moderator: Ms Mary-Ellen Feldhagen



Gifted and Talented Symposium

Diversity and Gifted Education (Virtual Event)
Held on Friday 27 May 2022

Gifted and Talented Education Symposium professional development experience for educators 2022

Dr Michelle Ronksley-Pavia from Griffith University led this year's virtual Gifted and Talented Education Symposium with a focus on the theme of Diversity and Gifted Education.

The online symposium featured world-renown expert guest speakers, who each presented on topics relating to diversity and gifted and talented education in Australia, including sessions on:

- Aboriginal and Torres Strait Islander perspectives on giftedness and talent development, and
- Understanding and supporting twice-exceptional learners (gifted learners with disability) in schools and classrooms
- Hidden gifted learners in schools.

Coinciding with the Australian 2022 Gifted Awareness Week, the Symposium was a great opportunity for educators and leaders to gather to learn from world experts about best practice, research-based strategies and opportunities for supporting the engagement and talent development of diverse gifted and talented learners in Australian schools.

Presenters were world-renown experts in the field of diversity in gifted and talented education and included:

- Dr Michelle Ronksley-Pavia, Griffith University
- Dr Cynthia Z. Hansen from the Bridges Academic Graduate School of Cognitive Diversity in Education (USA)
- Dr Genevieve Thraves, University of New England
- Professor Peter Merrotsy, University of Western Australia
The event was well-attended by schools, educators, researchers and community members who tuned in from around the world.
- The Symposium was officially opened by Professor Donna Pendergast who warmly welcomed participants.
- A huge thank you to Mary-Ellen Feldhagen for moderator and administration support for the event.
- A huge thank you to David Noonan, Skyla Stewart and the PL Hub team for facilitating the event.

[Learn more about the presenters and their sessions by clicking here](#)

Our Presenters...



Dr Michelle Ronksley-Pavia, Lecturer Special Education and Inclusive Education, School of Education and Professional Studies, Griffith University, Qld, Australia



Professor Donna Pendergast, Dean and Head, School of Education and Professional Studies, Griffith University, Qld, Australia



Ms Cynthia (Cindy) Z. Hansen, Educational Therapist and Twice-Exceptional Education, Consultant at Bridges Graduate School of Cognitive Diversity in Education, CA, USA



Dr Genevieve Thraves, Lecturer, Learning and Teaching and Inclusive Education, University of New England, NSW, Australia

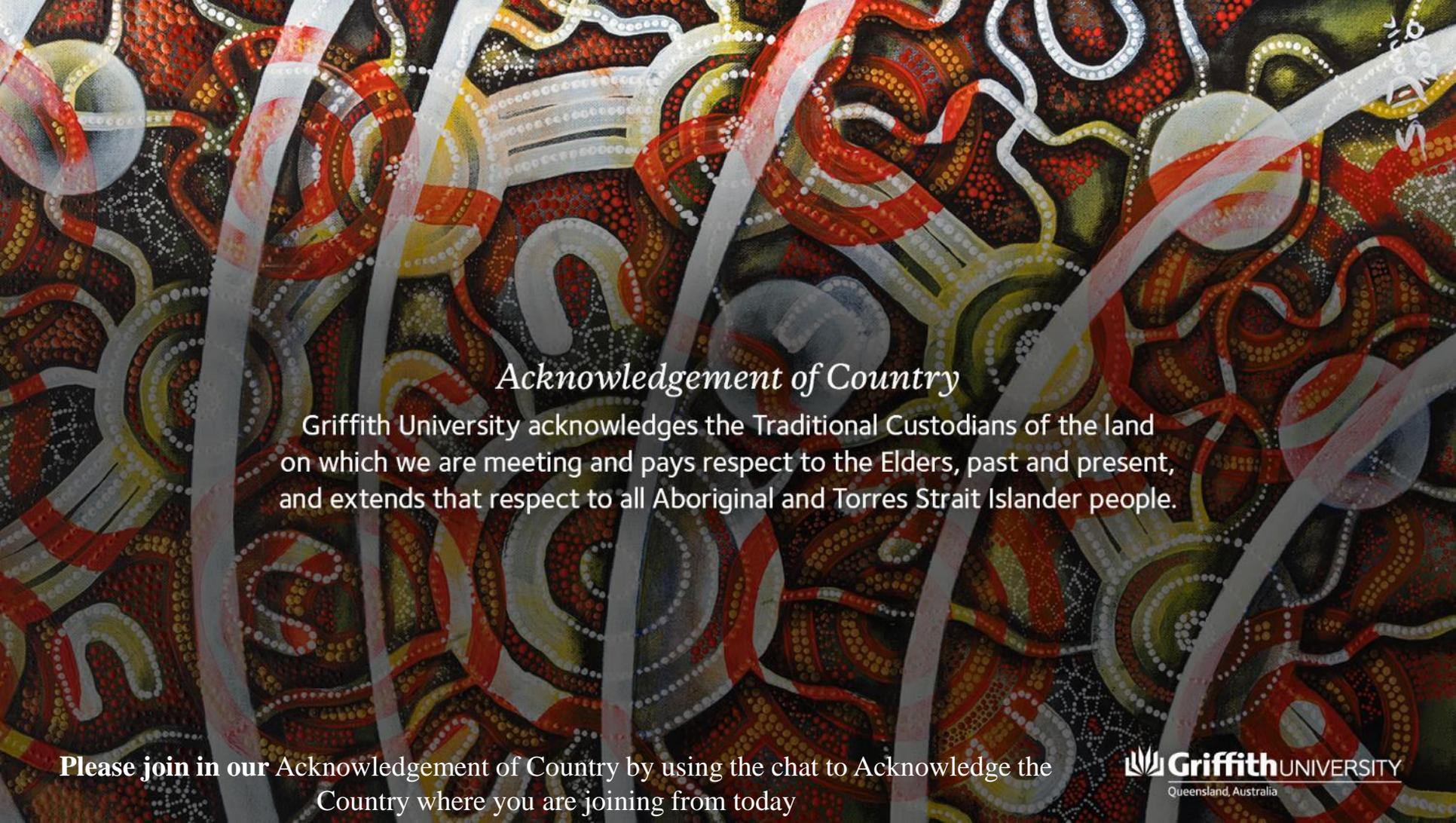


Professor Peter Merrotsy, Graduate School of Education, University of Western Australia, WA, Australia

Learn more about our presenters and their sessions:
<https://tinyurl.com/24edd5fp>

Gifted and Talented Education Symposium Program

TIME	TOPIC
8:30-8:40am	Welcome and Opening: Dr Michelle Ronksley-Pavia, Griffith University, Queensland, Australia
	Acknowledgement of Country: Dr Michelle Ronksley-Pavia
8:40-8:50am	Welcome from Professor Donna Pendergast, Head and Dean, School of Education and Professional Studies, Griffith University, Queensland, Australia
8:50-9:50am	Presenter 1: Dr Michelle Ronksley-Pavia, Griffith University - Ability in Dis/Ability: An overview of twice-exceptionality (and multiple exceptionality) in Australia
9:50-10:00am	Presenter 1 Q & A: Dr Michelle Ronksley-Pavia
10:00-10:15am	Morning Tea Break (15 mins)
10:15-11:15am	Presenter 2: Ms Cynthia Z. Hansen, Bridges Graduate School of Cognitive Diversity, CA, USA - Small Changes that Make a Big Difference: Strength-based Approaches for Twice-Exceptional Students
11:15-11:25am	Presenter 2 Q & A: Ms Cynthia Z. Hansen
11:25-12:25pm	Lunch Break (1 hour)
12:30-1:30pm	Presenter 3: Dr Genevieve Thraves, University of New England - Funds of Knowledge: Aboriginal and Torres Strait Islander gifted students
1:30-1:40pm	Presenter 3 Q & A: Dr Genevieve Thraves
1:40-2:40pm	Presenter 4: Professor Peter Merrotsy, University of Western Australia - Searching for the invisible: High ability students who are well hidden in the classroom
2:40-2:50pm	Presenter 4 Q & A: Professor Peter Merrotsy
2:50-3:00pm	Thank You and Close: Dr Michelle Ronksley-Pavia



Acknowledgement of Country

Griffith University acknowledges the Traditional Custodians of the land on which we are meeting and pays respect to the Elders, past and present, and extends that respect to all Aboriginal and Torres Strait Islander people.

Please join in our Acknowledgement of Country by using the chat to Acknowledge the Country where you are joining from today

- ❖ Welcome...Please post in the chat and let us know what part of the world you're joining us from today...



Welcome from Dean and Head, School of Education and Professional Studies, Professor Donna Pendergast...



Introducing our First Presentation...



Presenter: Dr Michelle Ronksley-Pavia, School of Education and Professional Studies, Griffith University, Qld, Australia

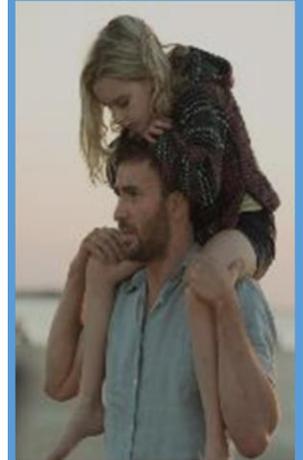
Presentation: Ability in Dis/Ability: An overview of twice-exceptionality (and multiple exceptionality) in Australia.



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Ability in Dis/Ability: An Overview of twice- exceptionality (and multiple exceptionality) in Australia

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! ADJECTIVE !

1. UNUSUAL; NOT TYPICAL.
2. UNUSUALLY GOOD; OUTSTANDING

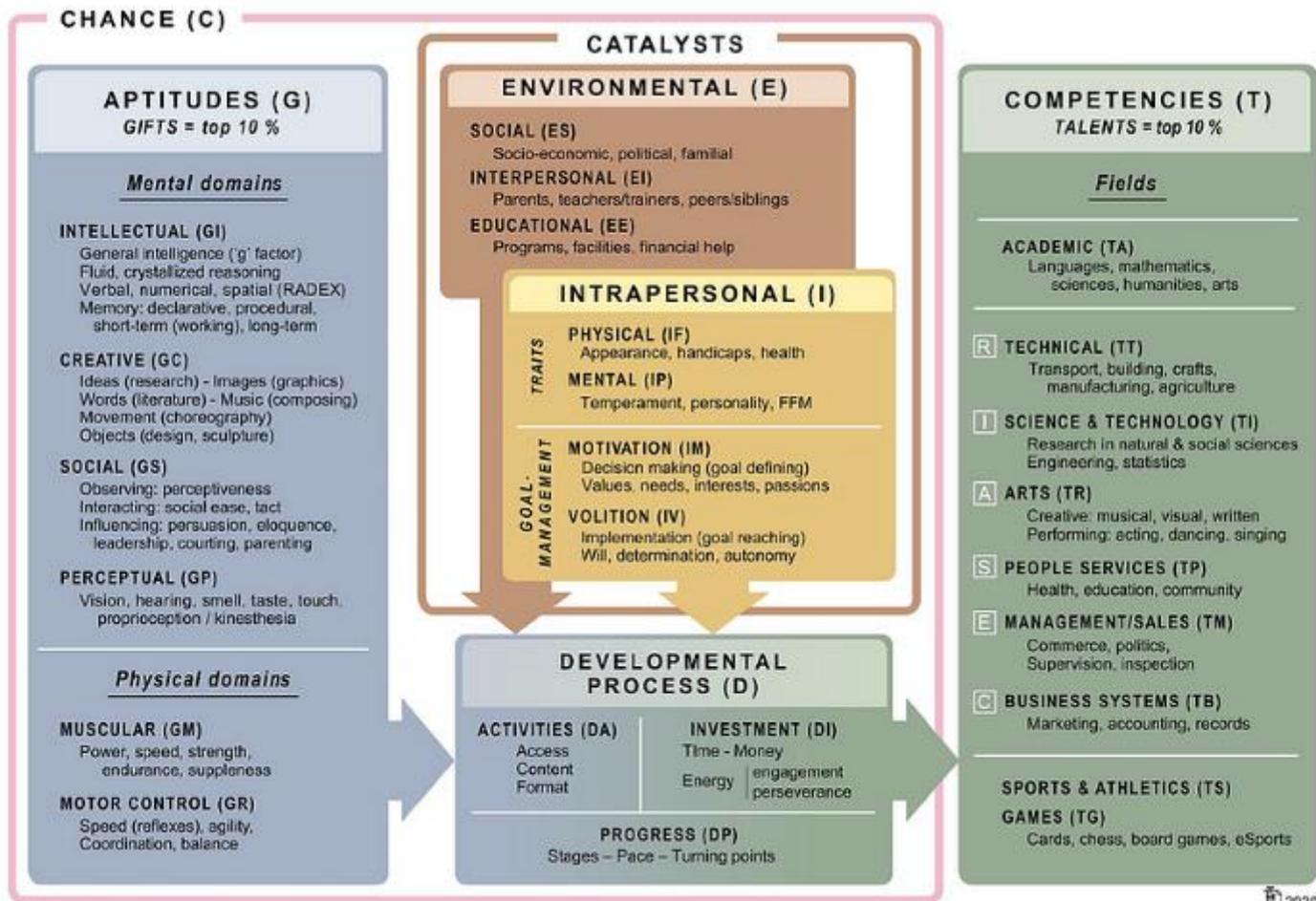
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Presentation informed
by:
Ronksley-Pavia, M.
(2020). Twice-
exceptionality in
Australia: Prevalence
estimates. Australasian
Journal for the
Education of the Gifted,
29(2), 18-29

Presentation Overview...

- ❖ Defining and identifying giftedness
- ❖ Defining and identifying disability
- ❖ Identifying and defining twice-exceptionality (2e)
- ❖ Some characteristics of 2e
- ❖ My research on prevalence estimates in Australia
- ❖ Some common issues and presentations
- ❖ What can educators do?

Refresher – Defining ‘Gifted’ OR ‘Talented’? Gagné’s DMGT Model...



Identifying Giftedness...



- Some of the issues:
- Appropriateness of tests – quantitative vs. qualitative measurements:
- E.g. WISC-V; SB-5; Wechsler Individual Achievement Test (WIAT); ACER General Ability Tests (AGAT) etc..
- Defining and assessing creativity
- Multiple identification criteria needed

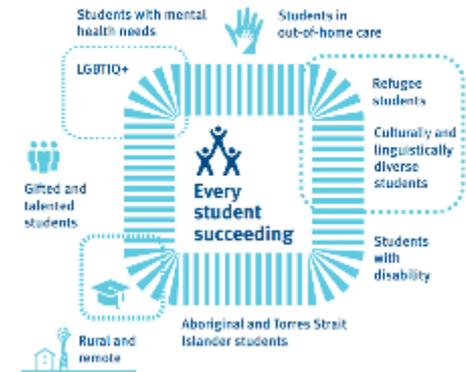
Identification...

- A definition of giftedness based solely on a student's IQ is particularly limiting due to cultural and contextual factors
- IQ testing forms part of identification process esp. 'intellectual giftedness'
- Holistic evidence and use of holistic definitions needed
- Evidence should be gathered at different points in time and be ongoing – not one-off
- IQ tests DO NOT assess areas such as creativity
- Talent – identify based on performance/achievement

Overarching Legislation and Policy for Supporting Students with Disability in Australia...

- **The Disability Discrimination Act (1992)** - A disability may be **visible or hidden** - may be permanent or temporary - definition of “disability” used in DDA is broad - **physical, intellectual, psychiatric, sensory, neurological and learning disabilities.**
- **Disability Standards in Education (2005)** - clarify obligations of educators - seek to ensure students with disability can **access and participate in education *on same basis as students without disability*** – importance of **reasonable adjustments and accommodations.**
- **Qld DoE Inclusion Policy (2018)** - Inclusive education means students can access and fully participate in learning, along-side similar age peers, **supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.**

Inclusive education policy statement

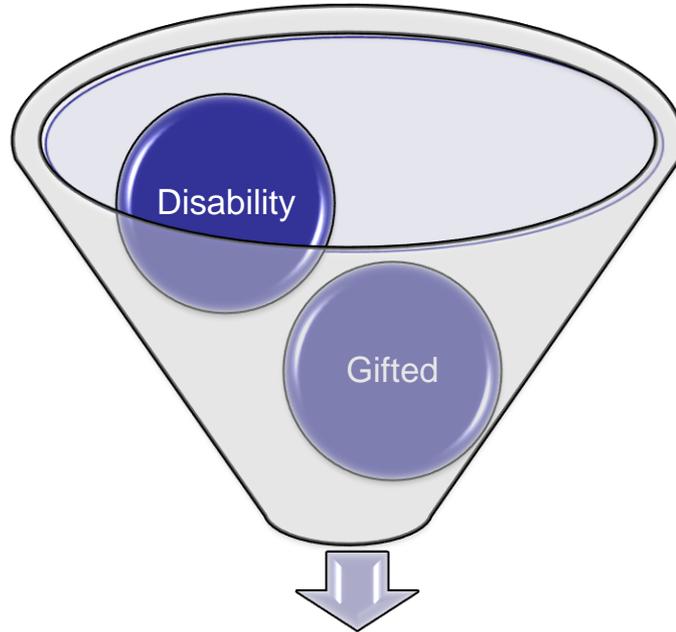


Identifying Disability

- Some of the issues:
 - The bio-medical and economic paradigms – “categories”
 - IQ achievement discrepancy
 - WISC-V – strengths of using/weaknesses of using
 - The number of tests...assessment fatigue...
 - Possibility of using creativity?



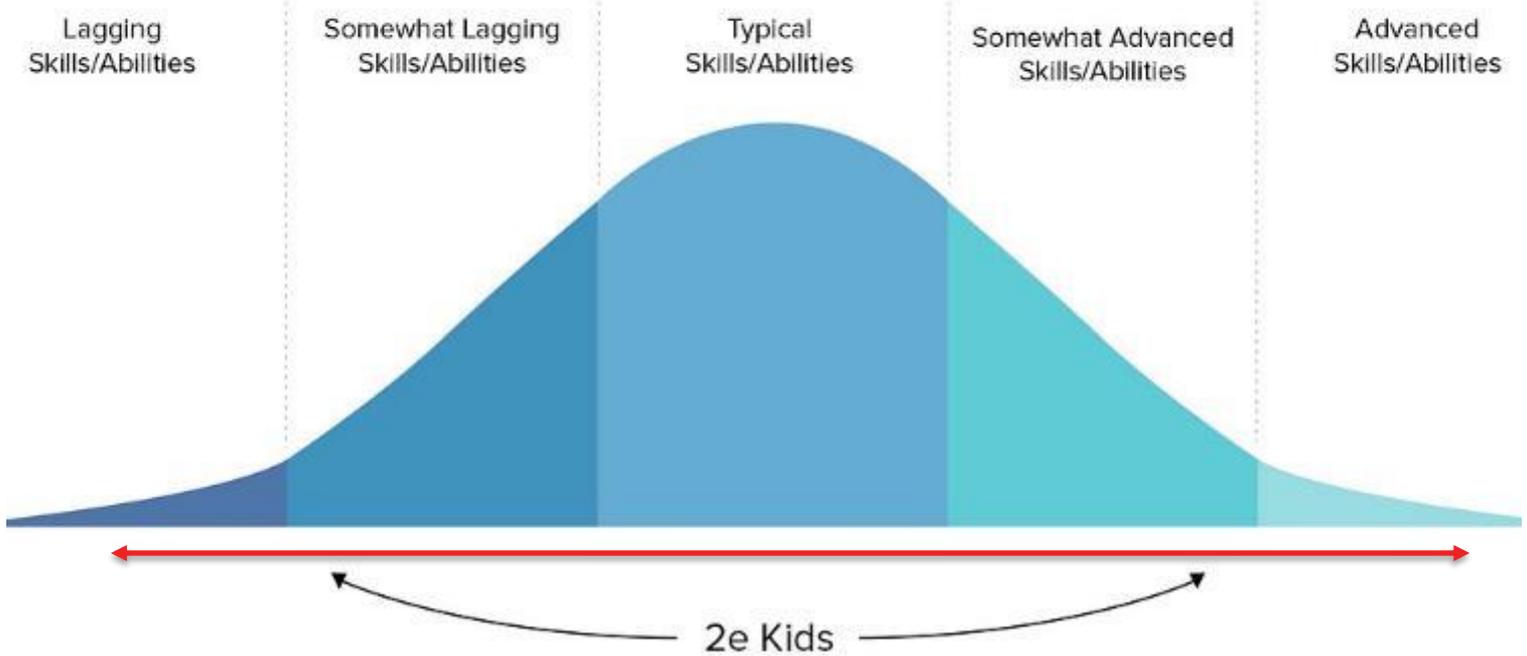
Twice Exceptional...



“Twice Exceptional” or
“Multi-exceptional”

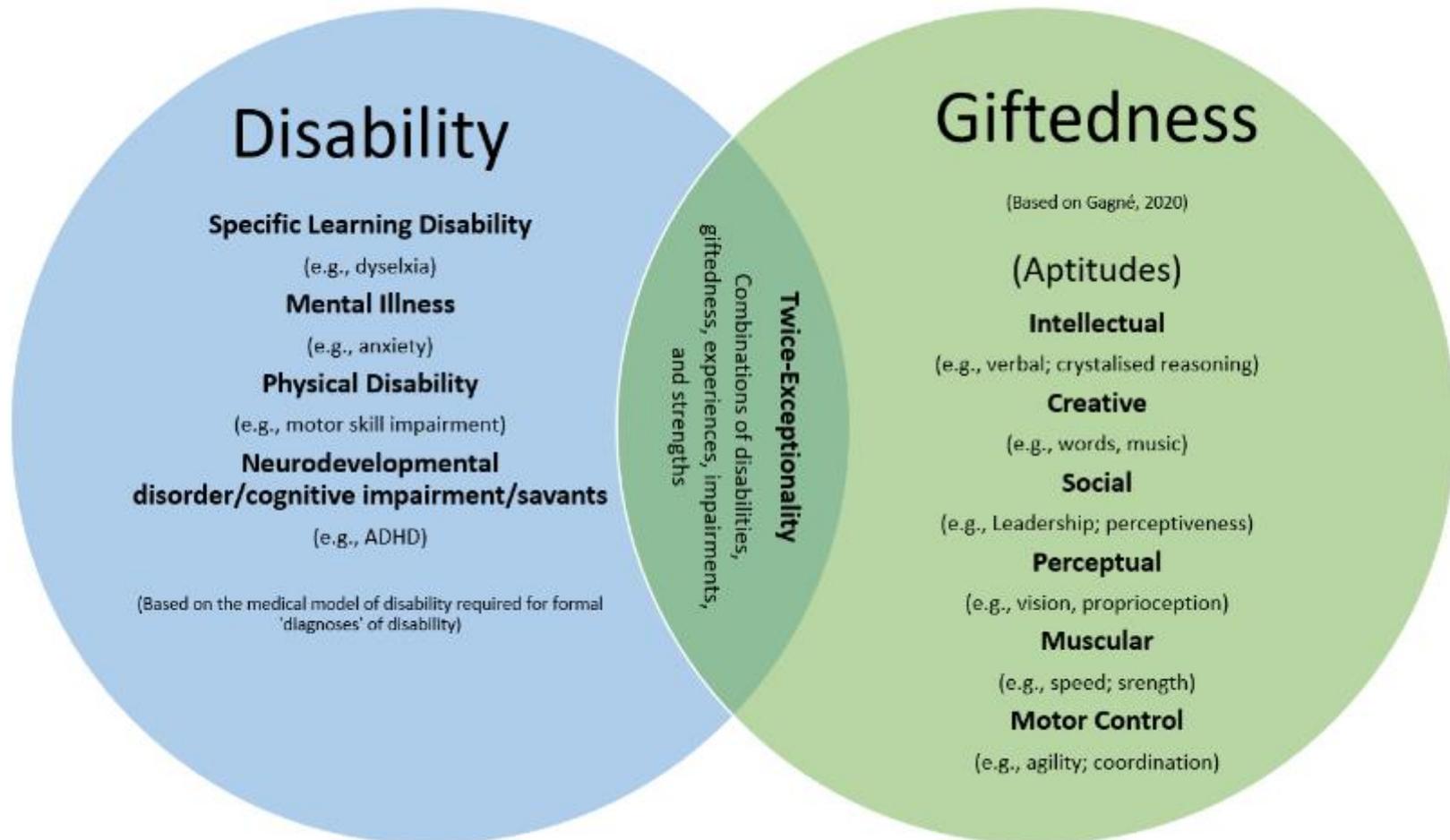
Twice-Exceptionality as Multidimensional...

The Twice Exceptional (2e) Bell Curve



A Model of Twice-Exceptionality

Source - Ronksley-Pavia, M. (2015). A Model of Twice-Exceptionality: Explaining and Defining the Apparent Paradoxical Combination of Disability and Giftedness in Childhood. *Journal for the Education of the Gifted*. [Revised, 2021]



Identifying Twice-Exceptionality...

- Developing a holistic picture is paramount – not always (ever) able to show their abilities (giftedness) at school
- Portfolios of work
- Outside school activities/hobbies etc..
- Paediatricians/OTs/Speech Lang./Vision/Hearing/Psychologist/School counsellors/teachers/parents...
- WISC-V; SB-5; WIAT; etc..
- Using the WISC-V:
 - GAI=General Ability Index
 - The GAI is an optional score for the WISC-V
 - The GAI comes from the core Verbal Comprehension and Perceptual Reasoning subtests.
 - GAI provides an estimate of general intellectual ability – less reliant on working memory and processing speed than the Full-Scale IQ (FSIQ).

Twice-Exceptionality...Language from Giftedness and Disability...

- Disability may be visible or hidden/missed
- Disability may include combinations of physical, intellectual, psychiatric, sensory, neurological, learning disabilities etc.
- Aspects of BOTH giftedness and disability evident in an individual – paradoxical notion
- A student is considered *twice exceptional* when he/she identified as gifted/talented in one or more areas (see Gagné's 2020 DMGT) and also has disability (as defined by DDA).
- Twice-exceptional students need to be supported by reasonable adjustments and teaching strategies tailored to meet individual needs - can access and participate in education on same basis as students without disability
- Strength-based, gifted-focused, talent development approaches are needed to support twice-exceptional (2e) students

Recognising Common Issues/Presentations of 2e (some anecdotal)

- ❖ **Sometimes** – birth complications, gastric reflux, ‘failure to thrive’, swallowing issues
- ❖ Early childhood **health issues** – chronic ear infections, respiratory tract infections, low muscle tone
- ❖ **Depth perception** issues – picking up objects; escalators can be particularly problematic
- ❖ **Sensory hypersensitivity**: smells, taste, visuals – overly busy classroom displays – impact on concentration, loud noises (e.g., sirens/fire alarms), clothing, distractions (e.g., outside window)
- ❖ **Fine motor skill difficulties** – may appear clumsy with drinks/cutlery, joint hypermobility
- ❖ **Gross motor skills** – proprioception issues, often appear ‘clumsy’ esp. navigating rooms/playground, throwing balls/sports
- ❖ **‘Fussy’ eater** – may prefer ‘white’ foods, foods not touching etc.
- ❖ Can appear **‘clingy’** to person/people who understand them (e.g., primary care giver/s)
- ❖ **Working memory** issues – recall of lists/parts of task
- ❖ **Anxiety** – generalised anxiety disorder, school fear/school refusal, fear of the dark, fear of loud noises – esp. fire alarms, flashing/flickering lights, sensory – fans – squeaky chairs, pen clicking, thunderstorms

Recognising Common Issues/Presentations of 2e cont.

- ❖ **Discrepancies in achievement** in school tasks, tests, exams, on school reports – vast differences between how different teachers perceive students, and how teachers perceive student's work
- ❖ Need teachers/health care professionals who they can connect with and **form positive relationships** with
- ❖ **Need to see value in what they're learning and doing** – how does this connect to own interest? perceptions of what's important in/to the world? Connections to what is occurring in the real world?
- ❖ **Behaviour** – frequently misinterpreted, misunderstood, need to look beyond behaviour to need (functional behaviour assessments)
- ❖ **Motivation and attitudes toward school**, as well as academic achievement, may suffer when students with high ability are offered unchallenging curriculum - Boredom and challenging behaviors are likely outcomes.

What teachers might see in the classroom...

- Sometimes described as “smart but struggling” or “lazy”
- Excellent verbal skills (some) – e.g., verbal reasoning/debating
- Good reading skills (some) – or interest in books/audio books, being read to
- Often poor working memory
- Often poor writing skills
- Often underachieving in school
- Frequently enjoy creative activities
- Regularly begin their own personal projects at home
- Can't always show what they know – through traditional tests/assessments at school
- Can perform poorly on NAPLAN
- Often go unrecognised for their giftedness – giftedness not addressed/under-addressed
- Frequently remediated for their disabilities and only recognised as having LD
- ...and more...they are all individuals...

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Relationship Building and Support

- **Relationships and sense of belonging** – prefer older peers/adults, can be often misunderstood by others, esp. teachers (who often look for typical presentations), esp. vulnerable to peer group pressures to try to be accepted but also happy to go own direction
- **Friendships** – can be esp. problematic – finding like-minded peers, vulnerable to bullying/being picked on - seen as ‘different’, make friends easily (sometimes) but probs with retaining friends, vulnerable to being taken advantage of/’scapegoat’
- **Overly tolerant of peers** - may lead them astray – do things for group acceptance - wouldn’t normally do – susceptible to peer pressure due to need to fit in and be accepted
- **Often need support** and specific intervention/facilitated opportunities to connect with peers and how to connect with peers and not be taken advantage of
- **Need opportunities to connect with like-minded peers** – fostered and set up by school/teachers e.g., lunch time gamer’s club in the library, open classroom at lunchtime a place they can belong-like a monitored, safe common room space, weekend/afterschool to foster own interest and create friendship opportunities with like-minded peers
- **Often need counselling, social and emotional support** – specific strategies, modelling, scaffolding, practical examples, ‘how to guides’

Strength-based, Gifted-focused Approach to Supporting 2e Learners in Classrooms...

Provides entry points for 2e students to reach academic, social, emotional and behavioural goals through strength-based, gifted-focused approach = using knowledge of student's strengths, cognitive profiles, learning preferences, interests, and gifts to engage them in learning

Strengths and interests can be leveraged for skill development - including academic skills, self-regulation skills, executive function and emotional regulation

Gifted focus - ongoing identification and recognition of student's development - gifts into talents, budding interests, curiosities and passions and provides opportunities for enrichment that build on and expand areas of giftedness and/or interest

Embedded in this approach Gagné's talent development process (from complex bit in the middle of DMGT) - involves providing opportunities both within and outside school to develop student's potential and interests

Talent development must be regarded as a non-negotiable component of any approach to supporting the unique learning needs of 2e students

Evidence suggests that 2e students are best served when personalised learning considers their particular disability diagnoses as these can also be associated with particular strengths e.g., "Differently wired brains" (Baum & Schader, 2020)

My Recent Research on Prevalence Estimates of 2e Students in Australian Schools...

- Majority of twice-exceptional literature - focus on classroom provisions and teacher knowledge of this diverse population of students
- Past - limited examination of the prevalence of twice-exceptional children in schools
- Inherent difficulties without distinct definitions of the terms gifted and disability...

Why Look at Prevalence?

- Estimating prevalence rates of students with twice-exceptionality - hindered by recurrent discrepancies in defining giftedness, disability and then - twice-exceptionality
- Last five years - educators' understanding, and recognition of twice-exceptional students has gradually improved
- Twice exceptional students are still largely unrecognised/underrecognised in Australian schools and education policy
- **Rationale:** To inform advocacy, policy, interventions, understanding and funding for these students in schools and communities

Summary of Prevalence Estimates from the Literature...

Author(s)	Prevalence Estimate	Definition Used	Country
Whitmore (1981)	2% to 5% of gifted students	Gifted and talented students with LD	USA
Mauser (1981)	2.3% students with LDs also gifted	Gifted students with LDs	USA
Baum & Owen (1988)	36% LD with gifted behaviour (twice-exceptional)	LD with gifted behaviour	USA
Whitmore & Maker (1985)	5% of population with disabilities also gifted	Students with disabilities who also gifted	USA
Silverman (1989)	1.4% of gifted students also had LD	Gifted students who also have LD	USA
Pfeiffer (2001)	Gifted 5% to 20% of population	Gifted	
Munro (2002)	30% of gifted students exhibit a learning disability	Gifted with LD	Australia
Nielsen (2002)	3.5% identified as gifted learning disabled from US federally funded Twice-Exceptional Child Project	Gifted learning disabled	USA
National Education Association (2006)	Based on US Dept. of Ed. Data - 2002: 6% school population are gifted; 6% of these students (aged 6-21 years) are twice-exceptional, that is they are served by the US IDEA	Twice-exceptional those gifted who are also served by IDEA	USA
Rogers (2010)	14% of gifted students demonstrate some form of twice-exceptionality	Some form of twice-exceptionality among gifted student	USA
Foley-Nicpon et al. (2013)	1% to 11% or higher; results from survey of stakeholders (e.g., parents, teachers)	Percentage of gifted students that stakeholders believed were also twice-exceptional	USA
Cortiella & Horowitz (2014)	5% to 20% of the gifted population are 2e	Specific learning disability (SLD) of gifted pop.	USA
Barnard-Brak et al., (2015)	7-9% and 9.1% of students with disabilities also gifted	Students with disabilities who are also gifted	USA
Bell, Taylor, McCallum, Coles & Hays (2015)	16% maths SLD 24.5% reading SLD	Gifted with specific learning disability	
Ivicevic (2017)	1.6% of students who accepted a place in WA Gifted & Talented Academic programs	Twice-exceptional students who accepted a place in a gifted program in Western Australia	Australia

Prevalence Estimates for Australia...Method...

- Using NCCD data - students who receive educational adjustments as a result of their disability (based on broad definition of disability from C'wealth DDA)
- Plus, Gagné's 10% prevalence of giftedness
- 2019 NCCD data: Number of students in schools receiving educational adjustments for disability was **786,678 students** (19.9%)
- Applying Gagné's 10% giftedness prevalence to NCCD 2019 data: Feasible to estimate possible number of twice exceptional students receiving educational adjustments at school for their disabilities (in 2019) - **78,668 students** (or 2% of the total number of students in Australian schools)
- Informed by the literature on prior slide

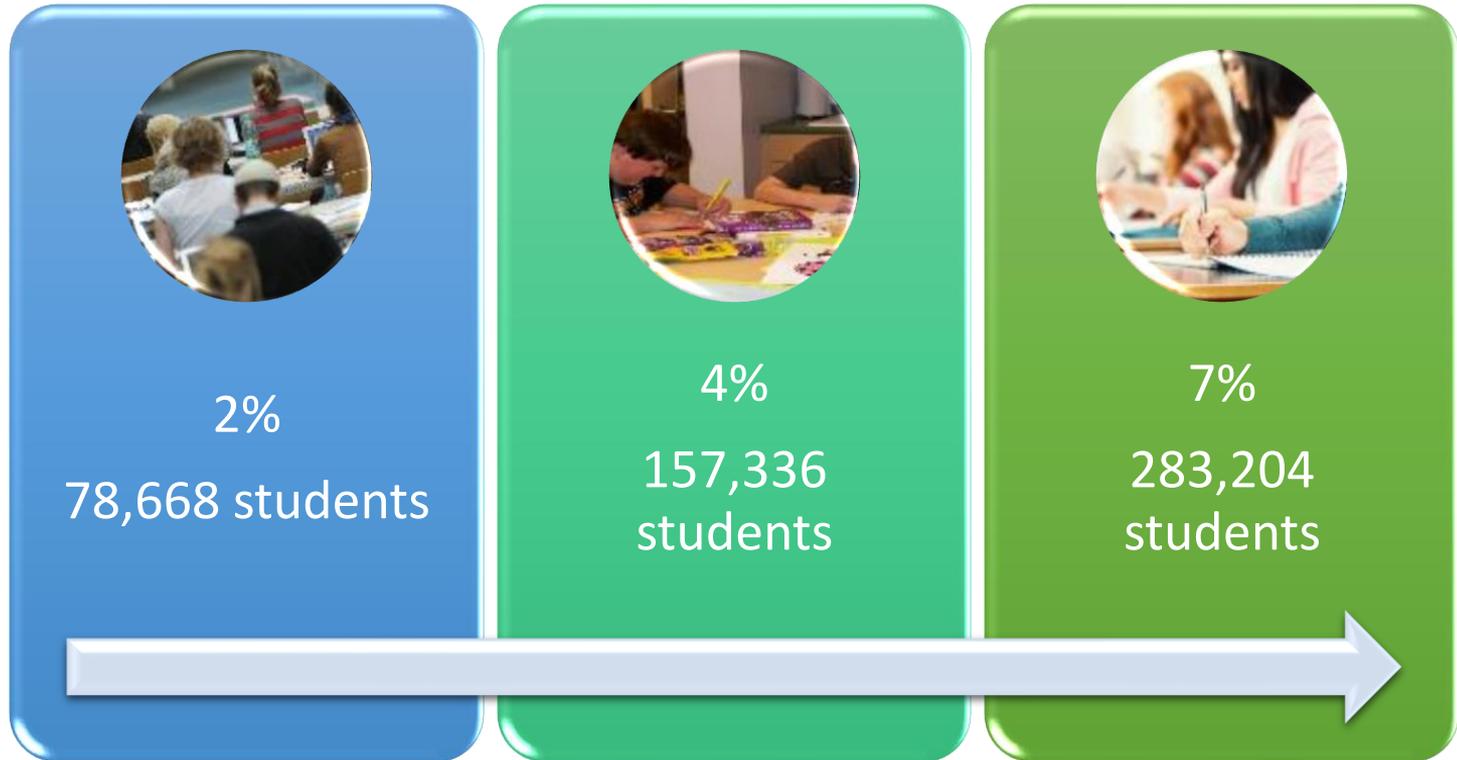
Data Presentation of Prevalence Estimates for Twice Exceptionality in Australian Schools

Category	Number of Students	Percentage of Total Number of School Students in 2019
Number of students in Australian schools	3,948,811	100%
Number of gifted students (applying Gagné's 10%)	394,881	10%
Number of gifted students (applying Gagné's 15%)	592,322	15%
Total number of students with disability receiving educational adjustments (NCCD, 2019; ACARA, 2019)	786,678	19.9%
Number of students receiving educational adjustments for disability who could also be gifted (applying Gagné's 10%)	78,668	2%
Number of students receiving educational adjustments for disability who could also be gifted (applying Gagné's 15%)	118,002	3%
Number of students who could be twice-exceptional applying 20% (of students with disability) from the literature	157,336	4% (20% of students with disability receiving educational adjustments)
Number of students who could be twice-exceptional applying 36% (gifted with LD) from the literature	283,204	7% (36% of students with disability receiving educational adjustments)
Total range for prevalence estimates of twice-exceptionality in Australia	78,668 to 283,204	2% to 7%

Less Conservative Prevalence Estimate...

- Use **20%** rate of gifted student population proposed by Pfeiffer (2001) and Cortiella and Horowitz (2014) - **157,336 Australian school students** may well be **2e**
- If highest rate of **36%** (Baum & Owen, 1988) - relating specifically to gifted students with LDs - applied to the NCCD data on number of students with disability (receiving educational adjustments), prevalence estimate of **2e** in Australia would rise to **283,204** (7% of total student population)
- Estimates are likely extremely conservative - prevalence estimates only reflect those students with disabilities receiving educational adjustments at schools based on the limited data currently available

Continuum of Prevalence Estimates...



These estimates are likely extremely conservative...

Interesting Observation from Prevalence Estimates

- Interesting findings - appears to be higher proportion of gifted students (20% to 36%) in population of students with disability than in population of all gifted students...
- Dependent on which population twice-exceptional prevalence estimate is drawn from - students with disability or students who are gifted...
- My work on prevalence estimates - NOT an end point but rather a **STARTING** point for further research...

A (Sort of) Final Word...

- Recognition and understanding - even though 2e learners have both challenges of giftedness (1st exceptionality) **AND** challenges of their disabilities (1st, 2nd, 3rd... Multiple-exceptionality) are distinctly different from any of the discrete groups
- CRUCIAL to understand this point to be able to address their needs (Kaufman, 2018)
- Important to look beyond 'first impressions'
- Don't stop at first 'diagnosis/label' – look deeper
- Complexity/atypical presentation – often not typical e.g., not definitive of exceptionality (e.g., ASD, ADHD, dyslexia etc.)



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Any Questions



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Thank you

Contact for further information:

Dr Michelle Ronksley-Pavia

m.ronksley-pavia@griffith.edu.au

Some References:

- Ronksley-Pavia, M. (2015). A Model of Twice-Exceptionality: Explaining and Defining the Apparent Paradoxical Combination of Disability and Giftedness in Childhood. *Journal for the Education of the Gifted*.
- Ronksley-Pavia, M. (2020). Twice-exceptionality in Australia: Prevalence estimates. *Australasian Journal for the Education of the Gifted*, 29(2), 18-29.

Some References and Further Information...



- **Ronksley-Pavia, M.** & Pendergast, D. (2021). Countering the paradox of twice exceptional students: Counter narratives of parenting children with both high ability and dis-ability. In M. Wolff Lundholt & K. Lueg, *Routledge Handbook of Counter Narratives*. Routledge.
- **Ronksley-Pavia, M.** (2020). Twice-exceptionality in Australia: Prevalence estimates. *Australasian Journal for the Education of the Gifted*, 29(2), 18-29.
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- **Ronksley-Pavia, M.**, Grootenboer, P. & D. Pendergast. (2019b). Bullying and the twice exceptional. *Gifted Child Today*, 42(1), 19-35, doi.org/10.1177/1076217518804856
- **Ronksley-Pavia, M.** (2019c). Chapter 21: Personalised Learning: Disability and gifted learners. In D. Pendergast & K. Main (Eds), *Teaching Primary Years: Rethinking Curriculum, Pedagogy and Assessment*, pp. 422-442. Allen & Unwin.
- **Ronksley-Pavia, M. L.**, & Grootenboer, P. (2017). Insights into Disability and Giftedness: Narrative methodologies in interviewing young people identified as twice exceptional. In R. Dwyer, e. emerald, & I. Davis (Eds), *Storied Worlds: Diverse Case Studies of Narrative Research* (pp. 183-207). Springer.
- Griffith News Online, Rates of twice-exceptional children higher than previously thought, <https://news.griffith.edu.au/2020/11/05/rates-of-twice-exceptional-children-higher-than-previously-thought/>
- EducationHQ, Gifted and with a disability: our twice-exceptional students are falling through the cracks, <https://educationhq.com/news/gifted-and-with-a-disability-our-twice-exceptional-students-are-falling-through-the-cracks-89796/>
- The Age, They're gifted and now they have a school that really gets them, <https://www.theage.com.au/national/victoria/they-re-gifted-and-now-they-have-a-school-that-really-gets-them-20201113-p56ees.html>
- Twice Exceptional Children Australia Facebook Group: <https://www.facebook.com/2timesexceptional/>
- Victorian Association for Gifted and Talented Children: <https://www.vagtc.org.au/>
- Victoria State Government Education and Training: Gifted and Talented Education: <https://www.education.vic.gov.au/school/parents/learning/Pages/gifted.aspx>
- Australian Gifted Support Centre - Twice Exceptional or GLD: <http://australiangiftedsupport.com/articles/twice-exceptional-or-gld/>
- Hoagie's Gifted: <http://www.hoagiesgifted.org>
- 2e Newsletter: <http://www.2enewsletter.com/>

And many more online...

Introducing our Second Presentation...



Presenter: Ms Cynthia Z. Hansen,
Bridges Graduate School of Cognitive
Diversity, CA, USA

Presentation: Small Changes that Make
a Big Difference: Strength-based
Approaches for Twice-Exceptional
Students

One Small Change...

Supporting Cognitively & Neuro- Diverse Individuals
so They May Thrive.

Tri-County GATE Council
Association of Educational Therapists
Bridges Graduate School of Cognitive Diversity in Education

Cynthia Z. Hansen, M.Ed., ET/P
www.CynthiaZHansen.com

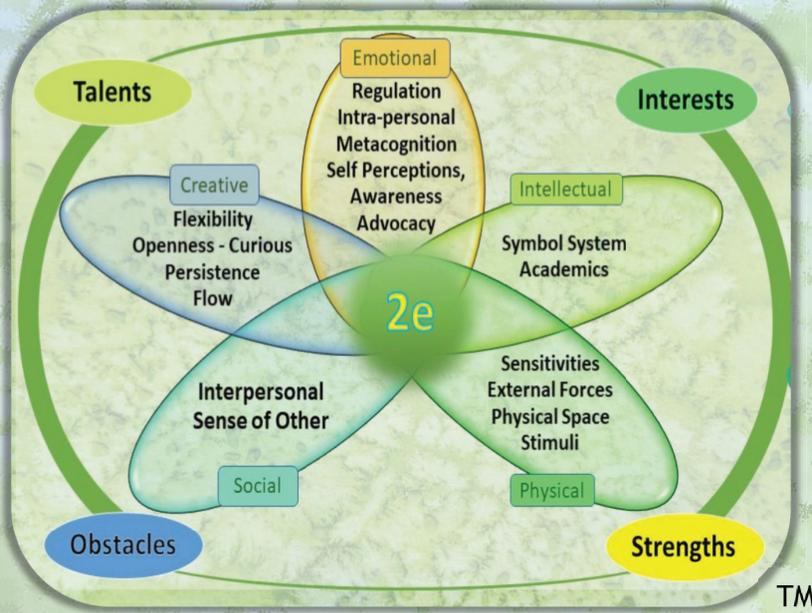
<https://tinyurl.com/StrengthsRock>



Background art by CZ Hansen, 2021

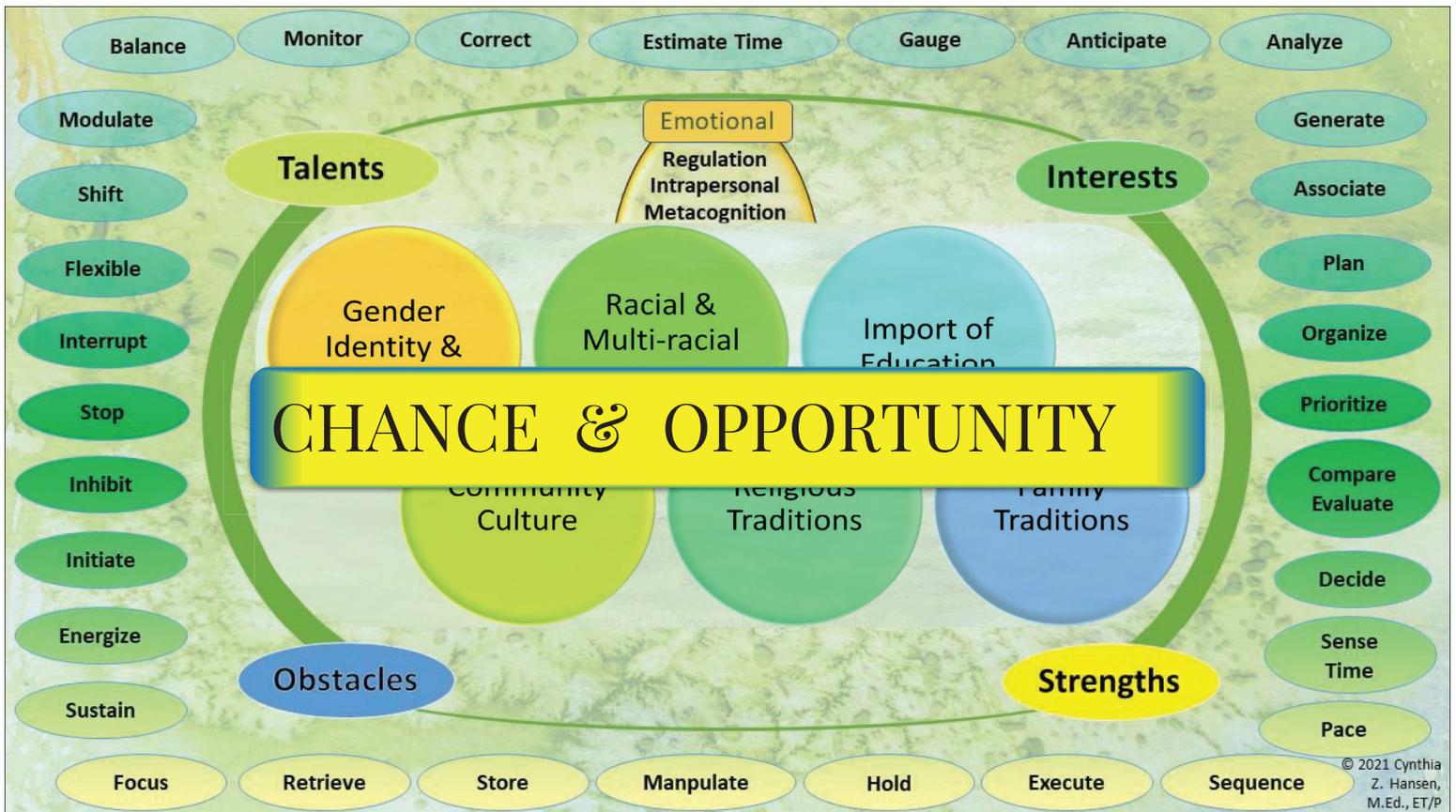
Twice exceptional students
experience a world
between the nuances of
giftedness and the unique
variations of learning
differences, disabilities or
neurodiversities.
They are likely to be under-
identified and are often
misunderstood.

The Complexity of Twice-Exceptional Learners



TM

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Consider each environment:



5 Environments: Non-Negotiables for 2E Learners

Differently Wired Brains ©2020
Yvonne Blinde, Marcy Dann, Siobhan Lamb, Kelley Monterusso, Kim Vargas

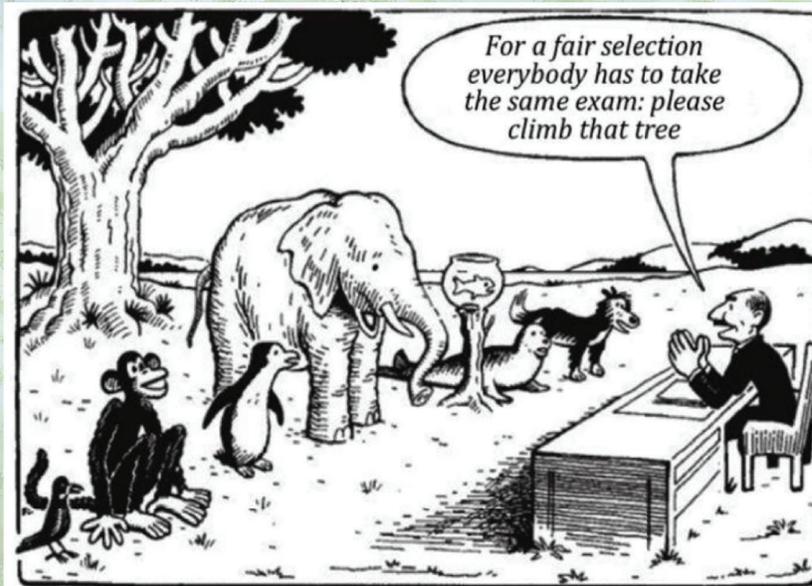
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Consider the environments that encourage exceptional abilities
“which can be developed
in certain students at certain times and in certain circumstances.”



(Renzulli 1994; Renzulli & Reis, 1997 as quoted in Davis & Rimm, 2016, p. 11)

Adjusting class environments benefits more than the child in need

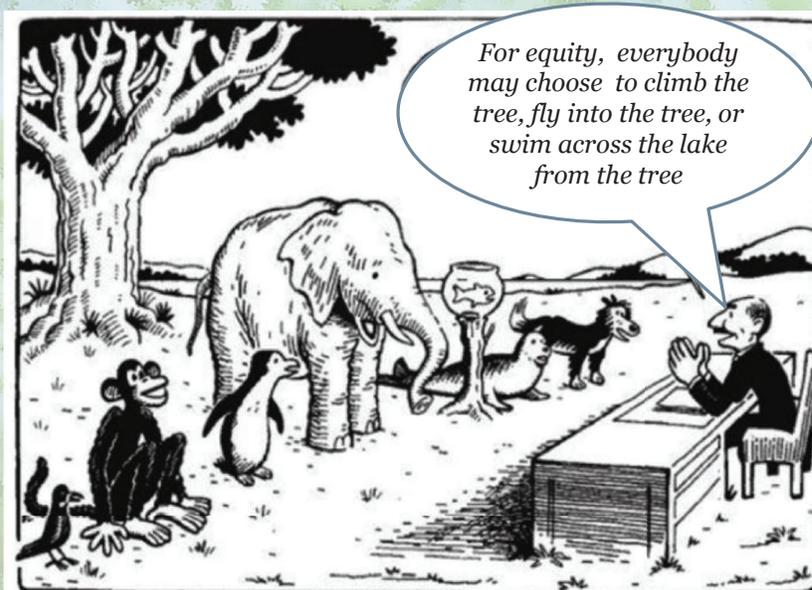


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Adjusting class environments benefits more than the child in need



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Intellectual & Emotional

How do they learn best?

How might they show what they learned?

How might we lessen their anxiety about their challenges?



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Intellectual & Emotional

CHOICE

- * Vary Instructional strategies & resources
- * Problem-based Learning -
 - * Personalize Options
 - * Multi-sensory

FLEXIBILITY

- * Groupings
- * Creative Problem Solving
- * Divergent & Convergent

DUAL DIFFERENTIATION

- * Accommodate
- * Mediate
- * Modulate
- * Directed Support



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A messy mind is a sign of creativity.

Clarity and Expression of that creativity
are derived from the *connections* made within the chaos

Educators guide learners to make those connections

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• Class Configurations

- Options for movement
- Seating options
- Desk configurations
- Manipulatives
- Fidgets (vs. toys)
- Lighting

• Technology

- Tablets
- LiveScribe
- Earphones (N.C.+)

• Grouping

- Small group
- Pairs
- Independent with a Mentor

Physical



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Accommodations and Explicit Instruction for Twice Exceptional Students

Adapted 2016 from Colorado Department of Education, Twice-Exceptional Students: Gifted Students with Disabilities; Level 1: An Introductory Resource Book (pp. 41-47)
<https://www.cde.state.co.us/sites/default/files/documents/gt/download/pdf/twicexceptionalresourcehandbook.pdf>

Strength-Interest Based Accommodations

- Provide fast-paced instruction and progress at the learner's personal learning rate
- Emphasize higher-level abstract thinking and problem-solving
- Provide open-ended problems that emphasize multiple solutions or multiple paths to solutions
- Pre-test to identify ways to compact or eliminate unnecessary drill
- Integrate and support a learner's interests, learning styles, and strengths
- Add depth before breadth when compacting
- Provide opportunities for independent investigations and projects (process, planning and stamina may need to be explicitly supported)
- Offer conceptual framework and purpose to focus processing and lesson intent
- Use flexible grouping within content areas
- Accelerate vocabulary development through a variety of strategies and materials

Accommodations to Access Learning

- Extend time for students and/or reduce the number of problems required for learners with slow processing and fluency issues (cut worksheets into strips or quarters)
- Provide books on tape for students who struggle with reading so they may participate in high-level discussions
- Allow audio-taped or verbal responses instead of written responses
- **Investigate errors with the learner to clarify poor understanding vs disability impact**
- Use technologies which support productivity
- Allow use of spell-check, thesaurus, grammar checker, and calculator
- Provide preferential seating away from distractions (**rely on the child to assist with this process- privately supporting their Metacognition and self advocacy**)
- Chunk new learning into manageable subtasks
- Keep new instruction to 20 minute segments (mini-lessons)
- **Keep written instructions clear and clutter-free. Allow space on the page for a child's notes, reminders and illustrations as needed**
- Provide plenty of space for students to work out problems
- Use a multi-sensory approach, offering illustrations, demonstrations of content, and opportunities to share with peers as well as spoken and written instruction
- Incorporate organizational activities into the class routine, with explicit reasoning for the tasks to assist in autonomy growth
- **Consider teaming students who can support each other's organizational or production skills while challenging each other with their intellectual and social/emotional strengths**

Accommodations and Explicit Instruction for Twice Exceptional Students

Adapted 2016 from Colorado Department of Education, Twice-Exceptional Students: Gifted Students with Disabilities; Level 1: An Introductory Resource Book (pp. 41-47)
<https://www.cde.state.co.us/sites/default/files/documents/gt/download/pdf/twicexceptionalresourcehandbook.pdf>

Explicit Instruction in Compensatory Strategies

- Teach the reasoning and creation skills of graphic organizers, cognitive webs, flow charts and visual planning devices
- Train students how to identify important facts and concepts in lectures and reading
- Teach how to effectively use assistive technologies
- Use self-talk to accompany visual input
- Coach students in memory enhancing techniques such as the use of mnemonics, humor, and illustrations
- Teach Metacognition/self-talk that emphasize self regulation and stamina
- Demonstrate and teach task-analysis and prioritization strategies
- Use analog clocks and personal timers to teach time awareness and regulation
- **Coach learner in strategies to become aware of attentiveness including seating position, use of movement chairs or cushions, productive doodling and noting when attention is interrupted and awareness returns**
- Use highlights and colors consistently to organize text and prioritize directions and new information
- Teach students to highlight math operation signs
- Use manipulatives whenever possible
- Consistently demonstrate and teach organization, study and time management skills across grade levels (estimate time of a task and check how long it really took)
- Teach research strategies and skills essential for in-depth study and advanced learning

Explicit Instruction for Intervention or Remediation

- Coach students in setting realistic long and short-term goals
- Teach learners to chunk and break down tasks into realistic chunks
- Have learners talk through tasks and use tactile movements when reviewing tasks
- Teach students how to rephrase key ideas and link to key words
- Teach strategies to group and categorize information
- Provide ongoing instruction in consistent organization, study and time management skills across grade levels (**adapting to the child's growth needs with universal support from family and staff**)
- Provide explicit **multi-sensory** instruction in phonological awareness, phonics and decoding
- **Provide explicit multi-sensory instruction in language morphemes and syllabication for vocabulary and spelling development**
- Teach typing and word processing
- Teach students how to prioritize and plan the time needed for homework
- Teach students to use checklists and alarms to stay on track and to record their task progress

Web Resources

- 2e the Movie <http://2emovie.com/>
- 2eNews [2eNews.com](http://2enews.com)
- 2e Resource <https://2eresource.com/> (founders of the *2e Twice-Exceptional Newsletter*)
- Bridges 2e Center for Research and Professional Development <https://2ecenter.org/>
- Cynthia Z. Hansen, M.Ed., ET/P www.CynthiaZHansen.com (www.DiverseMindsGames.com)
- The G Word- A documentary in the making <https://vimeo.com/170177625>
- *Hoagies Gifted*. http://www.hoagiesgifted.org/gifted_101.htm
- *Mind Matters*. Amanda Moran discusses 2e <https://podcasts.apple.com/us/podcast/mind-matters/id1338562905?i=1000438195703>
- Social Emotional Needs of the Gifted. www.sengifted.org
- Sparkitivity Creativity resources <https://sparkitivity.com/>
- *TiLT Parenting* <https://tiltparenting.com/about/>

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When the sharpest words wanna cut me down
I'm gonna send a flood, gonna drown 'em out

I am brave, I am bruised
I am who I'm meant to be,
this is me...

I'm marching on to the beat I drum
I'm not scared to be seen
I make no apologies, this is me



"This Is Me" from *The Greatest Showman*

--Songwriters: Benj Pasek / Justin Paul

This Is Me Lyrics © Kobalt Music Publishing Ltd.

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<https://www.menti.com/vr12irooc9>
What was your biggest takeaway from
today's session?

[Mentimeter](#)

Thank you!

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Introducing our Third Presentation...



Presenter: Dr Genevieve Thraves,
University of New England, NSW,
Australia

Presentation: Funds of
Knowledge: Aboriginal and Torres
Strait Islander gifted students

Funds of Knowledge and Aboriginal and Torres Strait Islander gifted students...



Baru
By Wendy Galanini

Acknowledgement of country



Turtle tracks
By Donna Moodie

Positionality

- Non-Indigenous researcher
- Teaching background
- White middle class upbringing

Supporting high-ability Koori students

Equity issues in gifted education

Inequality of access and opportunity translate to unequal levels of school readiness, academic achievement, and measured cognitive ability, such that expecting equality of almost any educational outcome would be illogical (Peters, 2021, p. 84).

'Funds of knowledge'

A ... conceptual framework for informing effective practice for diverse students. It is centred on the principle that the best way to learn about lives and backgrounds is through a focus on households' everyday practices. (Hogg, 2011, p. 667)



Some Aboriginal and Torres Strait Islander approaches to giftedness

Gifted knowing and thinking are manifested in different forms in different cultural groups. The aptitudes, attributes, and characteristics associated with gifted knowledge are culturally embedded and cultures differ in the ways of knowing and thinking they recognise and value. (Munro, 2011, p. 24)

Some Aboriginal and Torres Strait Islander approaches to talent development

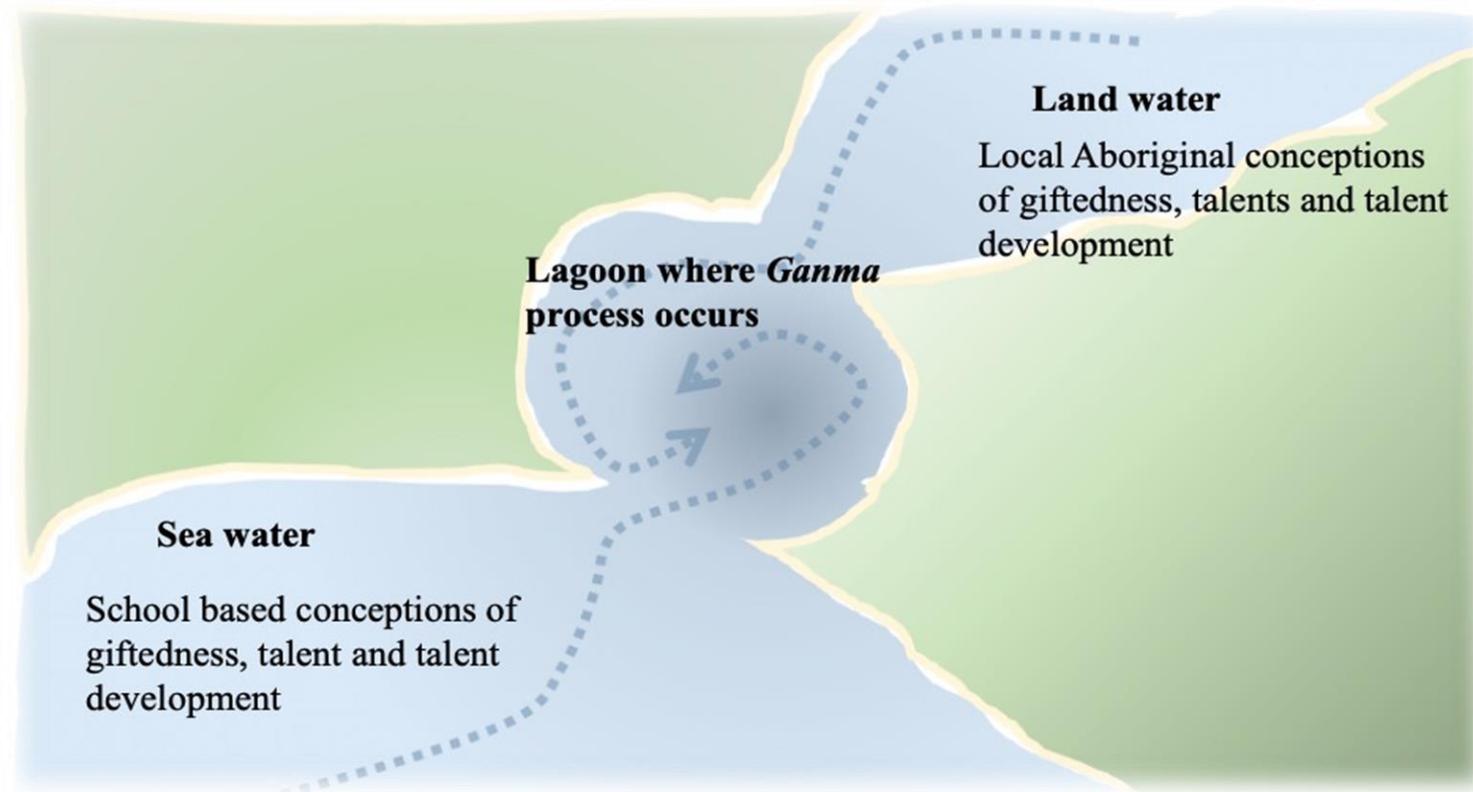
When I'm teaching in classrooms and when I'm studying in classrooms reading books, it's just not part of my culture, it wasn't the way that my ancestors, the ancestral predecessors, when they created the land. They never wrote on the land, they never wrote on books. They told stories through the landscapes, sculptures. They told stories through paintings. They told stories through looking at the first thunderstorm of the year, standing tall and straight when it calls out, and I feel strong, stand up strong and tears run out from my eyes remembering the land, where I am. (Guyula, 2010, p. 19)



*Djalkiri Rom Yolŋuw:
Baman' birr ŋanapilinguru ŋalapałmi gayŋan
nyenan ga ŋayathan Djalkiri Rom ŋanagawul
ŋanapu marŋi yolthu guŋan ga gunnhan
dhambal waŋgalali, ŋarru nhan gayŋiyan
bewali linygu ga dhanun wala. Nunha nhunu
ŋarru nhäma nhana dhanuya manikay,
bungul, ga gamununguŋa ga murrukayma
nhän ŋunhan gurruŋuŋan banha rakimurrun
ga yarraŋamurrun....*



Academic talent development— Culturally responsive pedagogies and Two-way approaches



[Culturally responsive pedagogy](#)

[Cultural goals](#)

Note. Adapted from Marika, R. (2000). Milthun latju wanga romgu Yolŋu: Valuing Yolŋu knowledge in the education system. *TESOL in context*, 10 (2), p. 48.

Identification of intellectually gifted Aboriginal and Torres Strait Islander students

1. Advance language skills in either Yolŋu Matha (relevant dialect) or in English.
May speak at an early age
2. Strong memory for things such as cultural stories
3. Has keen powers of observation e.g., uses observation as a tool for cultural learning – observes Elders/ knows what's going on around them/ picks up on detail



Concluding comments

“Starting with the familiar [means] long-term possibilities are widened” (Hogg, 2011, p. 666).

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Introducing our Fourth and Final Presentation...



Presenter: Professor Peter Merrotsy, University of Western Australia

Presentation: Searching for the invisible: High ability students who are well hidden in the classroom



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Searching for the invisible: high ability students who are well hidden in the classroom

Gifted and Talented Education Symposium 2022

Griffith University

Peter Merrotsy

The University of Western Australia



Searching for the invisible

Abstract

Invisible gifted students are gifted children and youth whose high learning potential is not known and who significantly perform below their actual ability in the school setting.

Gifted students from backgrounds of disadvantage (for example low socio-economic status and forced cultural minority status) are particularly at risk of being invisible gifted students.

I have developed a holistic model of identification of invisible gifted students, with three key components (developmental, cognitive, and creative), and have applied it in a range of educational contexts, and primary and secondary school settings, in communities characterised by poverty and in school communities with a high proportion of Aboriginal students.

The model is identifying gifted students from backgrounds of disadvantage at a similar proportion to gifted students from the wider population. That is, the model is showing promise as a suitable means of identifying invisible gifted children and youth.

This session will present an overview of the identification model and an outline of the findings from several research projects.



Searching for the invisible

Overview

1. Understanding “intelligence”, “disadvantage” & “invisible high ability child”.
2. Finding the invisible high ability child (if such a child exists).
3. Bridging the (pedagogical) gap.



Intelligence

What traits affect our ability to solve problems with cognitive content?

Mental acuity

Habits of mind

Attitudes

Knowledge and information

Speed of information processing

Memory



Contentious statement (via questions)

Question 1 Describe something that should be familiar: for example ...

Question 2 What are the relationships (if any) between peripheral vision acuity, curiosity, myopia, near work, excessive use of ICT, and various measures of high ability?

Question 3 To what extent does the use of technology in education (say) further disadvantage those children who are already disadvantaged, and privilege those who are already privileged?



Intelligence (and measures of intelligence)

The Flynn Effect

The relationship between technological language, abstract language and concepts, and the Flynn Effect.

Flynn, J.R. (2007). *What is intelligence?* Cambridge, UK: Cambridge University Press.

Flynn, J.R. (2012). *Are we getting smarter? Rising IQ in the twenty-first century.* Cambridge, UK: Cambridge University Press.



“Disadvantage” – a deficit model

A background of so-called disadvantage can mean many things:

low socio-economic status

(forced) cultural minority status [cf. historical trauma]

refugee or immigrant status

rural, remote and isolated communities

the juvenile justice system

living with an impairment or learning difficulty

difficult family environment

[single parent, substance abuse, psychopathology]

The Great Gatsby Curve (Krueger, 2012)

Reflects “intergenerational income elasticity” –

the likelihood that a person will inherit their parents’ relative position of income level; that is,

disadvantage tends to be maintained, if not exacerbated, from one generation to the next.



Invisible high ability children

High ability student who is underachieving

a student whose school performance is below some measure of his or her high potential.

Invisible high ability student

a student whose measured potential is less than his or her actual potential and who also underperforms in the classroom.

Many high ability children from backgrounds of so-called disadvantage are at-risk of being invisible high ability children.

Identifying invisible high ability children

Problem 1 What does “high potential” mean, and how should we identify it?

[Borland, Re-thinking gifted education; Geake’s method; Martin’s Philosophy]

[Experience tells me, no identification, no change to status quo ...]

Problem 2 Given the definition of “invisible gifted child”, do they exist?

Problem 3 If there are invisible high ability children, to what extent might it be possible to identify them?

Problem 4 Identification must imply educational action. What action will begin to address the disadvantage?



Current identification methods

School performance

Verbal IQ tests

Non-verbal IQ tests (RSPM, NNAT)

but, results highly correlate with school performance; hence

Dynamic assessment

but, low self-efficacy, forced choice dilemma, fear of failure; hence

Chaffey's (2002) *Coolabah Dynamic Assessment*

Searching for the invisible



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Current identification methods

Dynamic assessment with metacognitive intervention

Coolabah Dynamic Assessment

Wii Gaay

Lighthouse

Subhaga daruwan

... But, too expensive to be widely adopted!

[And should pay more homage to Reuven Feuerstein ...]

(Ariyaratne, 2008; Merrotsy, 2008, 2013)

A holistic approach ... (Merrotsy, 2013 and on-going)

1. Health & well-being (e.g. *Otitis media*; trachoma; abuse).
2. Breuer-Weuffen Differentiation Test, fine motor skill development (Stöger et al., 2008; Martzog, 2010).
3. WRRT, rate of reading (Wilkins et al., 1996).
4. Creativity test, figural fragments (Urban & Jeller, 1996).
5. Manipulative material (Merrotsy, various dates).
6. CogState, cognitive ability & cognitive state (Cairney & Maruff, 2007; Cairney, 2008).



Fine motor skill development Recent research

Stöger et al., Literacy

Fine motor skills enhance lexical processing of embodied vocabulary: A test of the Nimble-Hands, Nimble-Minds hypothesis

Sebastian Suggate & Heidrun Stoeger

Stöger et al., Numeracy

Finger-Based Numerical Skills Link Fine Motor Skills to Numerical Development in Preschoolers

Perceptual and Motor Skills
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DOI: 10.1177/0031512517727405
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Sebastian Suggate¹, Heidrun Stoeger¹, and
Ursula Fischer¹

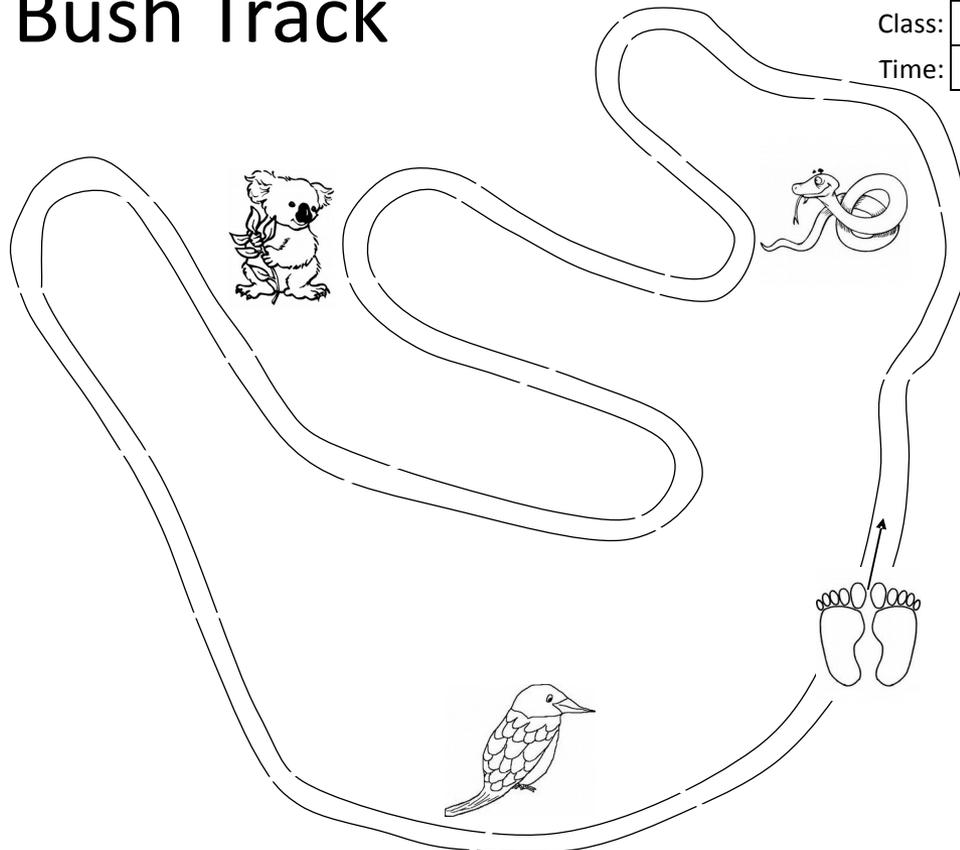
Breuer-Weuffen Differentiation Test

Bush Track

Name:

Class:

Time:



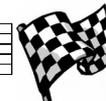


Breuer-Weuffen Differentiation Test

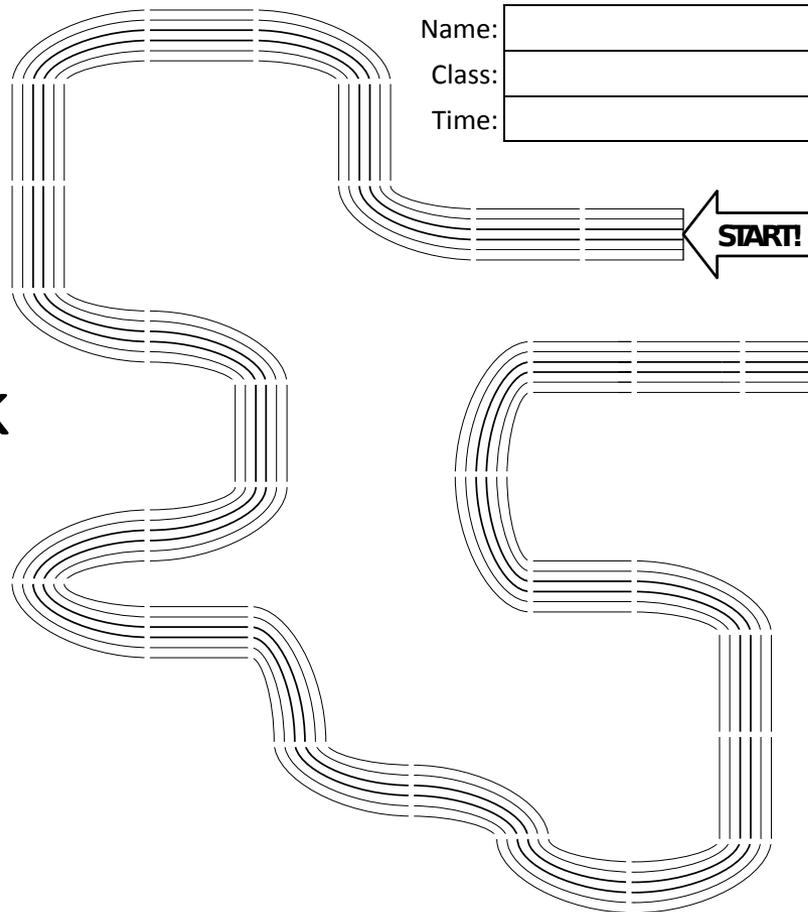
Name:

Class:

Time:



Race Track



A holistic approach ... (Merrotsy, 2013)

1. Health & well-being (e.g. *Otitis media*; trachoma; abuse).
2. Breuer-Weuffen Differentiation Test, fine motor skill development (Stöger et al., 2008; Martzog, 2010).
3. WRRT, rate of reading (Wilkins et al., 1996).
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Searching for the invisible



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WRRT, rate of reading

come see the play look up is cat not my and dog for you to
the cat up dog and is play come you see for not to look my
you for the and not see my play come is look dog cat to up
dog to you and play cat up is my not come for the look see
play come see cat not look dog is my up the for to and you
to not cat for look is my and up come play you see the dog
my play see to for you is the look up cat not dog come and
look to for my come play the dog see you not cat up and is
up come look for the not dog cat you to see is and my play
is you dog for not cat my look come and up to play see the

Searching for the invisible

A holistic approach ...

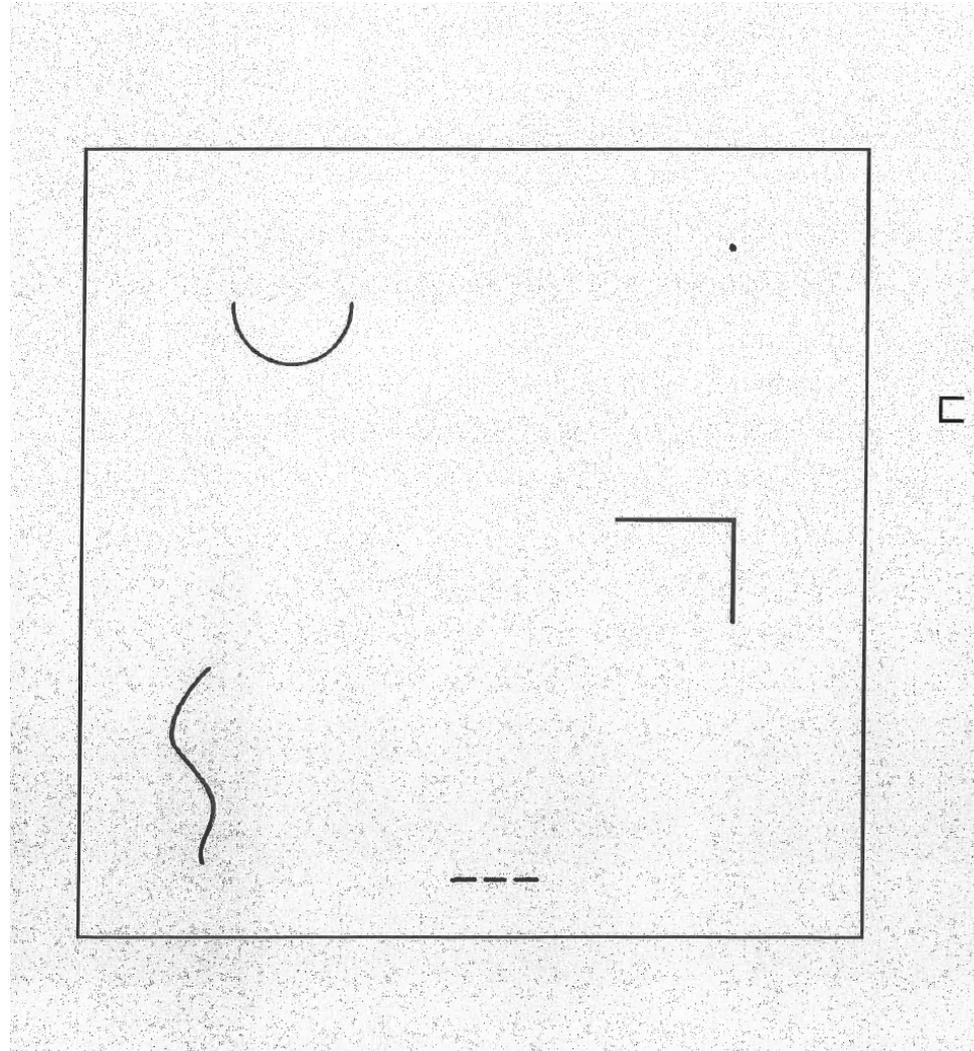
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Searching for the invisible



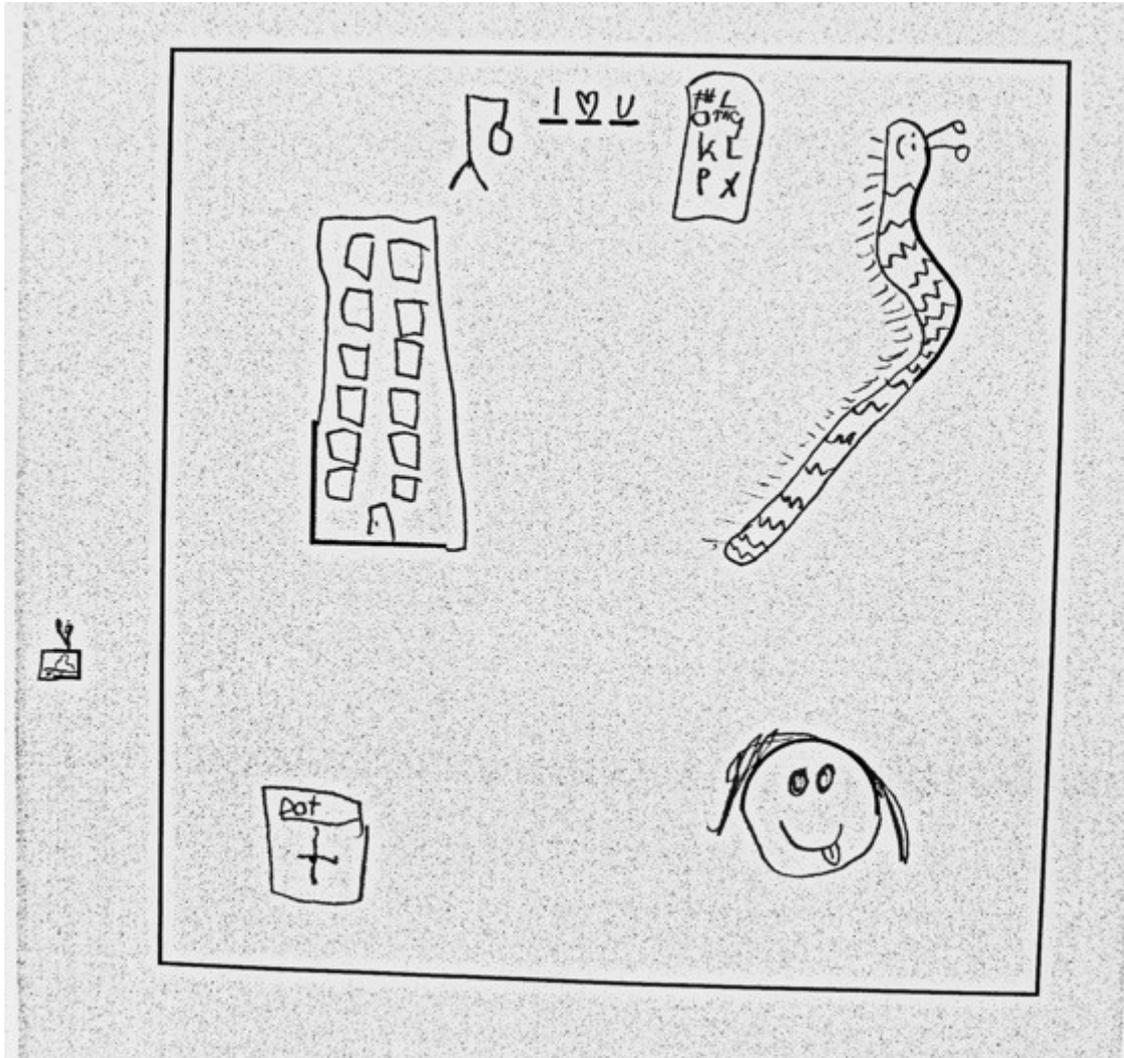
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Creativity test, figural fragments



Searching for the invisible

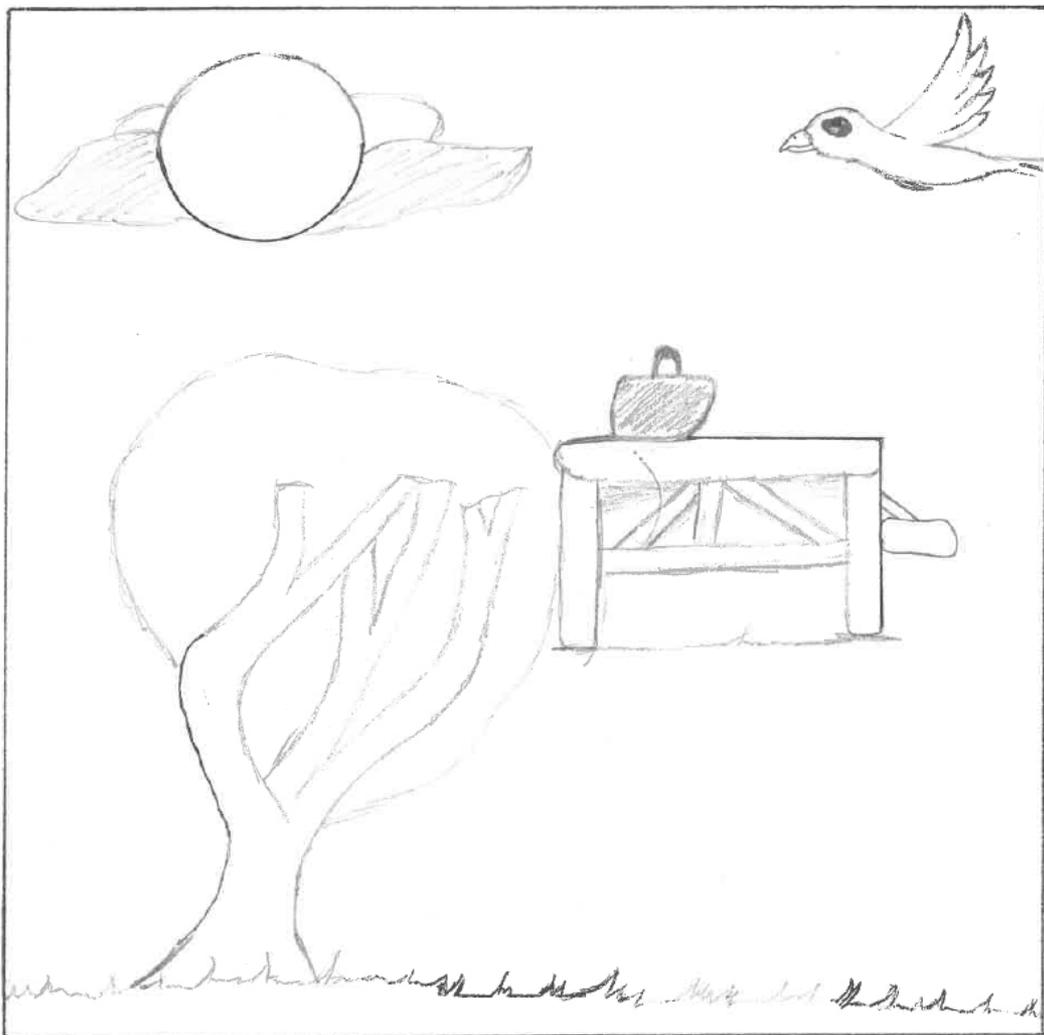
Creativity test, figural fragments



Example 1: remote
Aboriginal community

Searching for the invisible

Creativity test, figural fragments



□

Example 2: remote
Aboriginal community

Searching for the invisible

Creativity test, figural fragments



□

Gracie: remote Aboriginal
community, special
education class

Searching for the invisible

Creativity test, figural fragments

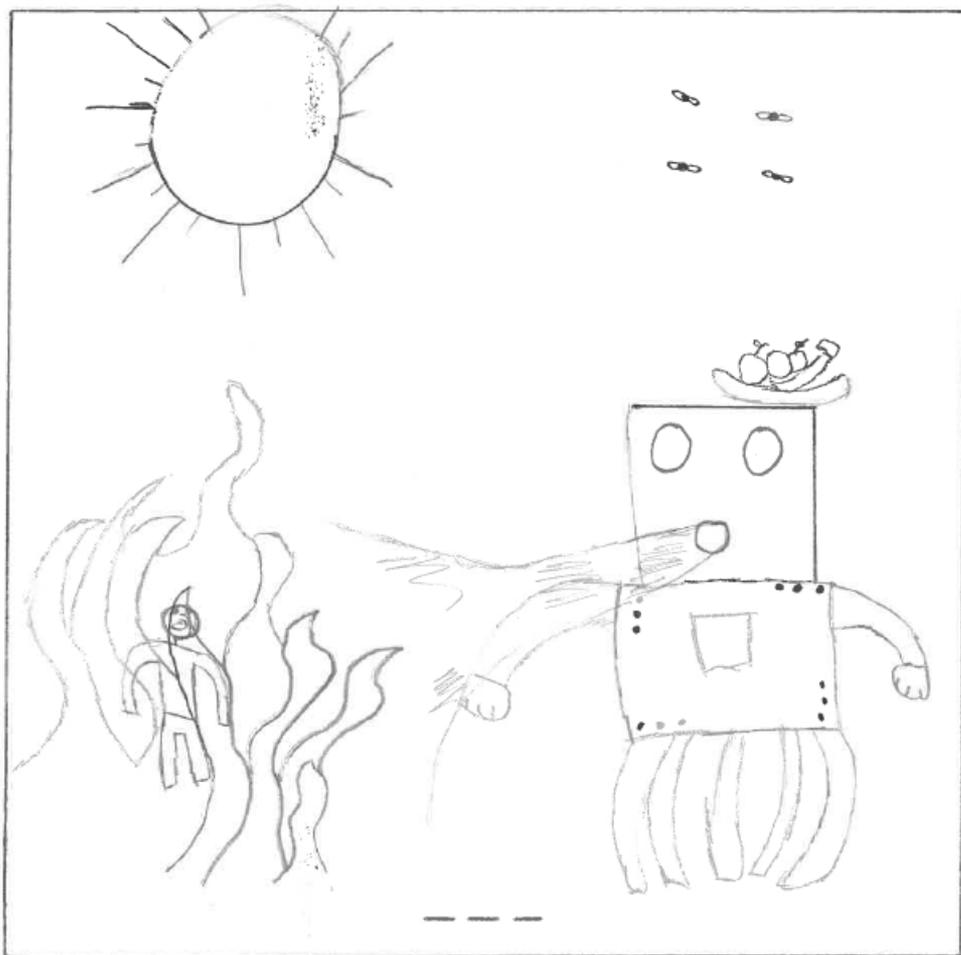


□

Example 3: remote
Aboriginal community

Searching for the invisible

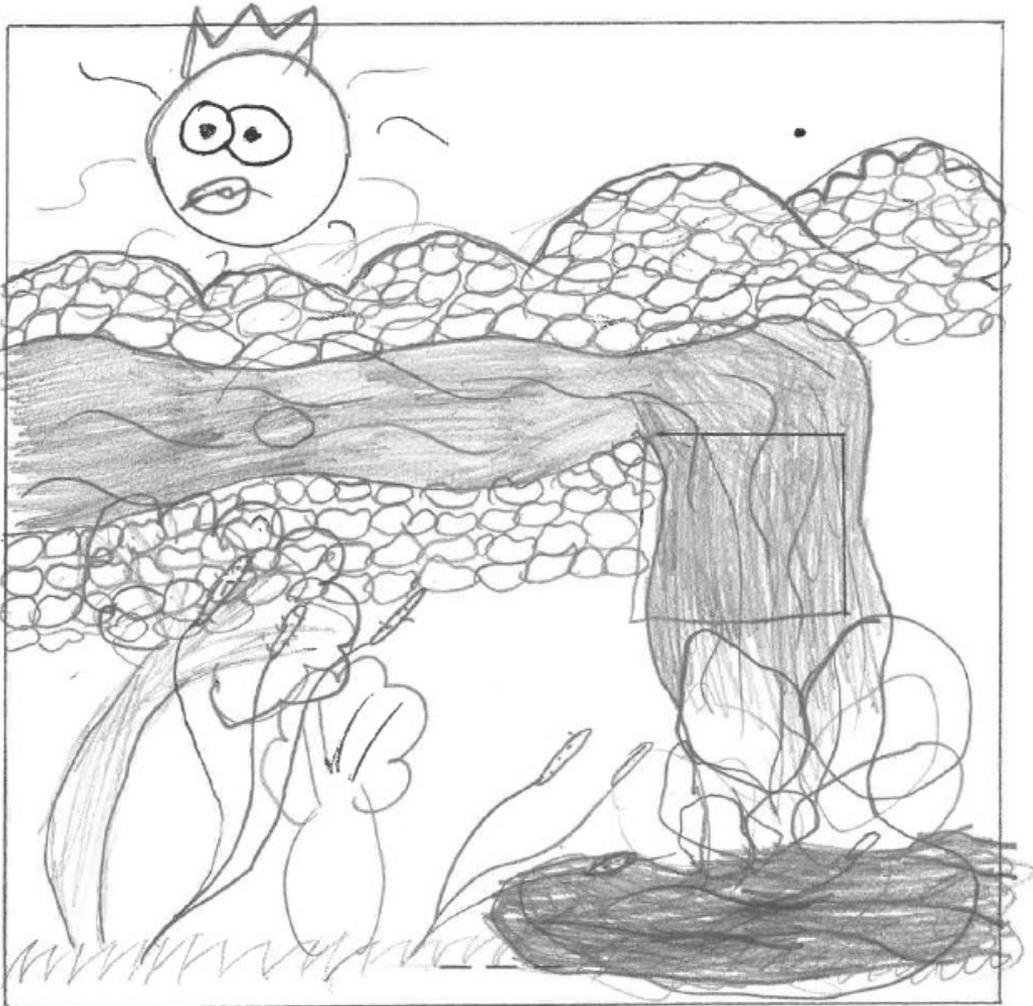
Creativity test, figural fragments



□

Example 4: remote
Aboriginal community

Creativity test, figural fragments



□

Example 5: remote
Aboriginal community

Searching for the invisible

Creativity test, figural fragments

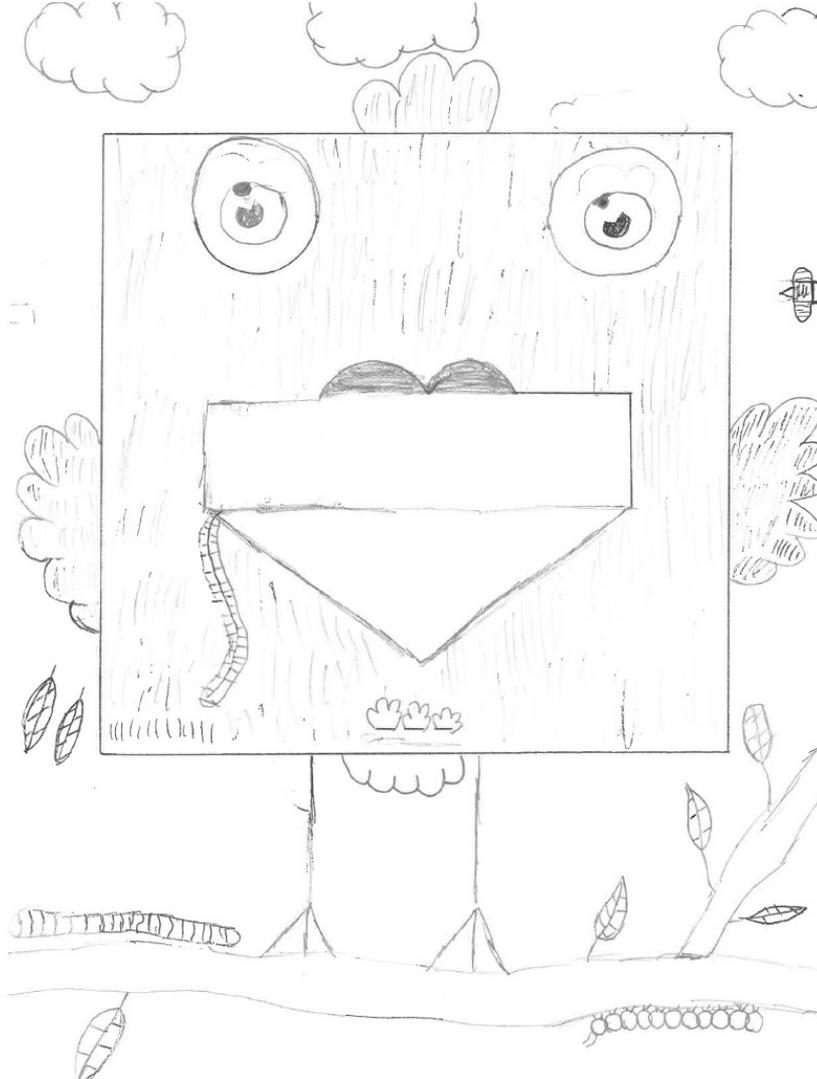


□

Example 6: remote
Aboriginal community

Searching for the invisible

Creativity test, figural fragments



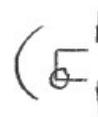
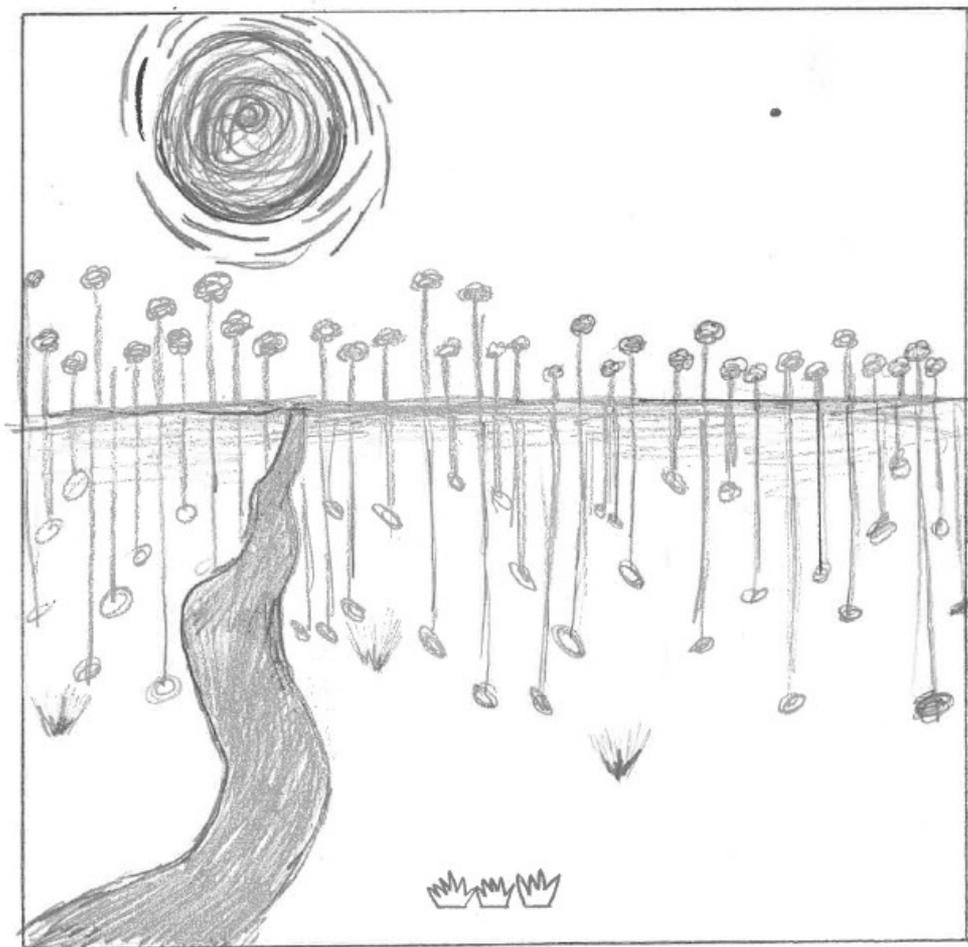
Example 7: remote
Aboriginal community

Searching for the invisible



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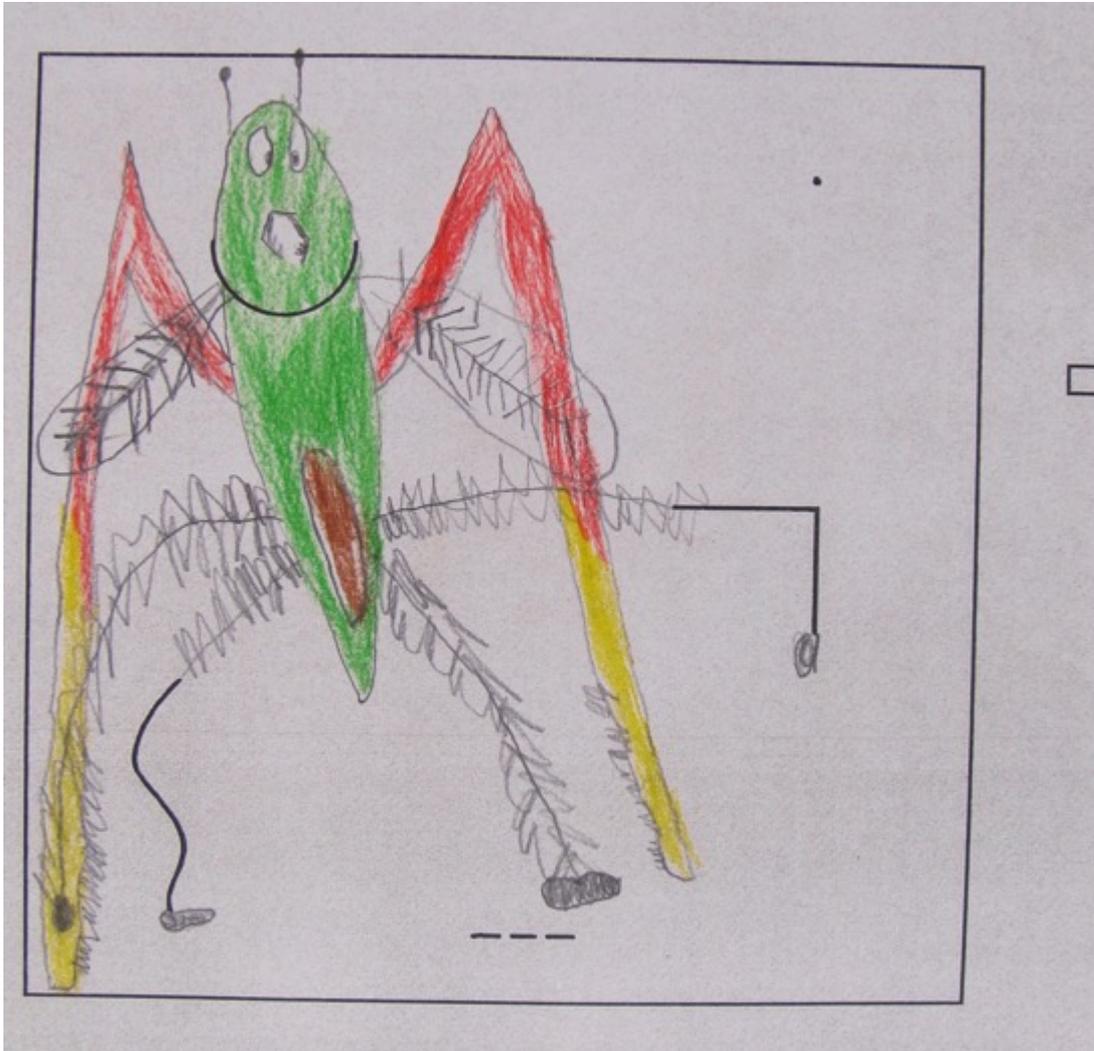
Creativity test, figural fragments



Example 8: remote
Aboriginal community

Searching for the invisible

Creativity test, figural fragments



Example 2: remote
Aboriginal community

Searching for the invisible

A holistic approach ...

1. Health & well-being (e.g. *Otitis media*; trachoma; abuse).
2. Breuer-Weuffen Differentiation Test, fine motor skill development (Stöger et al., 2008; Martzog, 2010).
3. WRRT, rate of reading (Wilkins et al., 1996).
4. Creativity test, figural fragments (Urban & Jeller, 1996).
5. Manipulative material (Merrotsy, various dates).
6. CogState, cognitive ability & cognitive state (Cairney & Maruff, 2007; Cairney, 2008).

Searching for the invisible



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Manipulative material



Searching for the invisible

A holistic approach ...

1. Health & well-being (e.g. *Otitis media*; trachoma; abuse).
2. Breuer-Weuffen Differentiation Test, fine motor skill development (Stöger et al., 2008; Martzog, 2010).
3. WRRT, rate of reading (Wilkins et al., 1996).
4. Creativity test, figural fragments (Urban & Jeller, 1996).
5. Manipulative material (Merrotsy, various dates).
6. CogState, cognitive ability & cognitive state (Cairney & Maruff, 2007; Cairney, 2008).

Searching for the invisible

CogState

- Developed by Menzies School of Health, Northern Territory
- Assessment of cognitive ability and cognitive state
- Validated tests of memory, attention & executive function
- Languages: Aus, Eng, US, German, Dutch
[otherwise only brief translation of rules is enough]
- Low cost, little training needed
- Effective with people who have never used a computer
- ~ 20 minutes to administer (one-on-one)



Recent and current findings

1. ~ 5% poor fine motor skills, average achievement, but some signs of high ability [? invisible high ability children?].
2. ~ 5% significant change in rate of reading.
3. Figural fragments & Manipulative material are both highly effective with (at least some) (invisible high ability) Aboriginal children and youth.
4. CogState validity with high ability students strong.
5. CogState is identifying (at least some) invisible high ability students.



Recent and current findings

6. The model “appears” to identify high ability students from backgrounds of disadvantage at a similar proportion to gifted students from the wider population.

The model appears to offer a suitable and accessible means of identifying invisible gifted children and youth.



Bridging the pedagogical gap

1. Build cultural & social capital
[& health & well-being; mother tongue]
2. Community and school level programs
[community literacy, flexibility, & choice]
3. Programs for individual students
[self-efficacy, literacy & numeracy & ICT skills, mastery, vicarious experience, creative problem solving, metacognition, peer relationships, change teacher attitudes and classroom practice]

Searching for the invisible



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Bridging the pedagogical gap I

Example 1: Build cultural & social capital

GrimeStoppers

Remote Community Hygiene Initiative for Aboriginal Children

—

A Children's Global Hygiene Foundation (CGHF) Initiative.

Books

Aboriginal language books

Searching for the invisible

Bridging the pedagogical gap II

Example 2: School level programs



Aboriginal communities –
rural and remote:

- One Laptop Per Child
- iPads (e.g. SiP project)
- Leadership programs

Image: <http://one.laptop.org/>

Bridging the pedagogical gap II

Example 3: Community level programs

STEM Plus

First languages & English botanical project

Language, science, technology, mathematics, geography, history, literacy, numeracy, leadership, problem solving, social and emotional development, and much more ...

Mixed media

Assistive technology (text to voice, voice to text, predictive text & personal dictionaries – Reg O'Connor, Texthelp)



Bridging the technological gap III

Example 4: Programs for individual students

Carol

A twice exceptional child

“Do no harm”

Eade & Merrotsy (2013)

Peter Merrotsy

Pedagogy
for Creative
Problem
Solving



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**Thank you for participating in
this workshop.**

See also Merrotsy (2013).

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Conclusion of the Griffith University Gifted and Talented Education Symposium 2022

Friday May 27

Theme: Diversity and Gifted Education



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Please Join us in Saying a HUGE Thank you to our Wonderful Presenters...



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Professor Donna Pendergast, Dean and Head, School of Education and Professional Studies, Griffith University, Qld, Australia



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Dr Genevieve Thraves, Lecturer, Learning and Teaching and Inclusive Education, University of New England, NSW, Australia



Professor Peter Merrotsy, Graduate School of Education, University of Western Australia, WA, Australia

❖ A HUGE Thank You to...



Our moderator and all-round wonderful admin and events officer: Ms Mary-ellen Feldhagen

PROFESSIONAL LEARNING HUB

- Mr David Noonan, Manager, Professional Learning Hub (PL Hub)
- Ms Skyla Stewart, Operations Support Officer, Professional Learning Hub (PL Hub)

❖ A HUGE Thank You to...



You – our wonderful participants - we hope you enjoyed the day and learned a lot along the way!



Further Professional Learning: Foundations for Understanding and Supporting Gifted or Talented Students...

- Gifted and talented education self-paced course - for further information and to register click [here](#)



Understand the nuances and complexities of gifted or talented learners

This online self-paced course is designed to assist teachers and school leaders in understanding and supporting the diverse needs of gifted or talented students in today's inclusive classrooms. Designed for learning in an online environment, this course includes self-paced learning activities and associated readings and awarding resources. These activities encourage you to consider your own practice through analysis and self-reflection. This course provides you with key foundations of knowledge, if not for, and skill development for all those who may have a role in understanding and supporting gifted or talented students in your educational context.

Symposium Feedback Form...

- Please take a few minutes to complete the online feedback form: **Only available to Symposium participants**



THANK YOU

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