

Applying an RTI Model for Students With Learning Disabilities Who Are Gifted

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Ali is a third-grade student at Farmingdale Elementary School. She has an outstanding vocabulary, is passionate about science, and eagerly participates in class discussions. Ali's responses to higher level questions in class demonstrate insight and thoughtfulness not typical for a third grader. Universal screening, however, indicated that Ali's reading fluency is barely at grade level. Given Ali's exceptional verbal and above-grade-level performance in math and science content, her teacher, Mrs. McIntire, is baffled by Ali's difficulties with reading fluency. Ali's mom also is concerned about her reading fluency and her organizational skills. Mrs. McIntire notes that Ali struggles to get the right materials out of her messy desk; she often forgets to take assignments home or bring those back to school. Mrs. McIntire wonders if Ali could possibly be twice exceptional—gifted with a learning disability.

The difficulties of meeting the needs of twice-exceptional (2e) students, including students who are gifted with learning disabilities (LD), have been well documented in the literature. These students often remain unidentified due to the masking effect (Adams, Yssel, & Anwiler, 2012) and their ability to compensate for their areas of weakness. Once identified, programming has been an issue: remediation might become the focus, which means the students'

strengths are ignored. Response to intervention (RTI) presents exciting possibilities for addressing both strengths and weaknesses in the general education classroom.

Learners Who Are Twice Exceptional

Twice-exceptional students demonstrate both high ability or giftedness and a disability. The latter includes an array of disabilities, but typically these students are identified as having learning disabilities, attention deficit hyperactivity disorder, behavioral disorders, or autism spectrum disorder. Twice-exceptional students, with their unique combination of advanced abilities and academic limitations, do not fit neatly into a single category—whether high ability or disability—and tend to get lost in the system (Baum, Cooper, & Neu, 2001; Pereles, Omdal, & Baldwin, 2009).

Mrs. McIntire's student, Ali, is typical of students who are gifted and who also have a learning disability. Although her high academic abilities are clearly evident in the areas of math and science, she has difficulties with reading fluency. Her favorite web site is BrainPop and she watches any videos that are science-related as often as she can. She soaks up information and retains the vocabulary; thus, in spite of difficulties with reading, Ali has an outstanding vocabulary. Ali's

reading comprehension is very good; however, if her fluency does not improve, comprehension will be affected (Pikulski & Chard, 2005) and so will her motivation to read.

Another Farmingdale Elementary student, Mark, is in fourth grade and has a wide range of skills. He likes social studies and math but by his own admission "hates writing." His handwriting is atrocious; he can write simple sentences but has great difficulty with spelling and organizing his thoughts on paper. Unfortunately, Mark's lack of motivation to write is creating a behavior problem when asked to complete this task in class. His fourth-grade teacher, Mr. Wright, has noticed that during group writing activities, Mark is willing to provide the ideas for stories as long as he does not have to write them, and his oral vocabulary is truly outstanding. Mr. Wright suspects that Mark's creativity is masked by his difficulties with writing, and this theory is confirmed when he learns that in second grade, Mark won first prize in a PBS writing contest where he was able to dictate his story to the teacher.

Lacy, a fifth-grade student, has a range of skills across academic areas. She has excellent reading fluency and comprehension and currently reads at a seventh-grade level. She truly loves to read about historical events and her mother reports that she volunteers at a

local hospital. Her teacher, Mrs. Harvey, notes that Lacy is the first student to volunteer when other students need help with reading or writing. Given her reading and verbal skills, her struggles in math have been extremely frustrating for her over the last year. Until the end of fourth grade she received Bs and an occasional C in math. However, toward the end of the year, as the math became more complex, her grades plummeted. She was devastated because she had straight As in her other subjects. Her fourth-grade teacher had noted Lacy's difficulty with math computation, as well as her issues with visual-spatial tasks (e.g., inability to keep her columns aligned).

The classroom performance of these three students who are gifted with LD may present no cause for concern at this point; however, it also does not reflect their strengths and potential for high performance. Ali, for example, is currently managing to read at grade level, but in science and math she is well ahead of her peers. Although they are all functioning at grade level, Ali,

Mark, and Lacy might be able to perform at higher levels if their learning challenges are addressed.

How can teachers address this range of needs for students who are 2e? One solution is to implement an RTI model of tiered interventions. However, to effectively serve 2e students within the RTI process, teachers need to understand the specific area of learning disability, and also understand that students who are gifted are not necessarily gifted in all areas. Table 1 describes some of the common characteristics of students who are gifted with LD (Baum & Owen, 2004; Hughes, 2011; and Nielsen & Higgins, 2005).

Students who are gifted and have a diagnosis of LD are often masters at using their intelligence to compensate for their weaknesses. A report by the National Joint Committee on Learning Disabilities (NJCLD, 2011) addressed the issue of compensation:

Individuals identified as intellectually gifted may also have LD. Although twice-exceptional individuals may appear to be func-

tioning adequately in the classroom, their performance may be far below what they are capable of, given their intellectual ability. As a consequence of the students' ability to compensate for their LD-related challenges until the volume or intensity of work or assessment and grading procedures pose barriers to demonstrating their learning or accomplishing required tasks, educators often overlook these students until late in their academic careers. (p. 2)

The nature of compensation is rather remarkable; according to Silverman (2009), it allows these students to adapt and is truly a "miracle of the mind" (p. 116). Unfortunately, this very ability is the reason they often remain unnoticed. However, as students who are gifted with LD progress through the grades, they experience increasing difficulties and may no longer be able to compensate for a lack of skills (Silverman, 2009). When they are no longer able to compensate, they may demonstrate frustration or apathy, or



Table 1. Characteristics of Twice-Exceptional (2e) Children

Areas of Giftedness	Areas of Challenge
Superior vocabulary	Reading; language processing
Specific talent or area of interest	Academic problems
Tendency toward abstract thinking	High levels of frustration
High degree of creativity	Extremely uneven academic skills
Advanced sense of humor	Memory difficulties
Unrelenting curiosity	Gross- or fine-motor difficulties
Insight into complex issues	Lack of organization or study skills
Interest in the “big picture” rather than minute details (e.g., may find it easier to learn the concept of multiplication before learning addition facts)	Difficulty with linear thinking
Ability to compensate for disability	Poor social skills, withdrawn
High-level problem solving and reasoning	

simply underachieve (NJCLD, 2011). Early intervention through the RTI process is therefore imperative.

Challenges of Identifying Learners Who Are Gifted With LD

Identification of students who are gifted with LD has traditionally been problematic. This difficulty is not necessarily due to a single practice or procedure, but rather is a result of a combination of factors, specifically students’ compensating strategies and the masking effect. Many students who are gifted with LD remain unidentified because one exceptionality masks the other (Baum et al., 2001), or as Silverman (2009) explained it, “Giftedness masks disabilities and disabilities depress IQ scores” (p. 116). Teachers should look for and be aware of this masking effect because it may cause both exceptionalities to appear less extreme; students who are gifted with LD can demonstrate average and below-average performance (Crepeau-Hobson & Bianco, 2013). A student may also fail to meet gifted criteria because the disability affects testing performance, or the student is performing at grade level and thus does not qualify for services under LD.

Prior to 2004, schools throughout the United States used the discrepancy

model to identify students with LD. However, with the reauthorization of the Individuals With Disabilities Education Act in 2004, school districts were granted greater flexibility in assessment procedures for determining LD identification, and some states (e.g., Colorado, Florida, Idaho) have since mandated use of RTI (Zirkel, 2012). The discrepancy model typically overlooked students who were gifted with LD because of their ability to compensate, and their needs often were not evident until upper elementary or even middle school, at which point their frustration and LD might have permanently affected their motivation and ability to make appropriate progress in the curriculum.

How can RTI address these obstacles, especially for students with dual exceptionalities? First, RTI replaces the wait-to-fail component of the discrepancy model with early intervention. Pereles and colleagues (2009) noted that RTI has changed the need to assign labels, a positive step for identification and programming for all 2e students—including those who are gifted with learning disabilities—because “a label is not required for students to receive interventions and support. The responsibility for student success becomes a shared responsibility within a supportive professional environment” (p. 41).

Response to Intervention

RTI is a comprehensive system of tiered instruction or interventions (Pereles et al., 2009). Shapiro (n.d.) explained that although the assessment components (universal screening and progress monitoring) are essential, the ultimate goal is high-quality instruction—based on the outcomes of assessment that drives changes in student outcomes. RTI’s tiered intervention system can incorporate supports at each level to respond to the needs of students who are gifted with LD.

Tier 1: Screening for Students Who Are Gifted With LD

In Tier 1, all students are provided with high-quality, differentiated instruction and opportunities to explore and demonstrate interests and strengths in the general education classroom, to identify students who need individualized interventions (Crepeau-Hobson & Bianco, 2011). Universal screening identifies students who are academically at risk (i.e., those who have generally had poor learning outcomes). During this screening, however, is when teachers and other professionals should consider whether they might be missing students who are gifted with LD.

Consider Ali and Mark, at Tier 1: Ali is managing to read at grade level according to her fluency scores; her grade-level performance does not typically raise a red flag and she does not seem to be in need of more intensive interventions. However, her vocabulary, divergent thinking, and listening comprehension skills are those of a fifth grader. If Ali’s reading fluency matched these strengths, she would excel in all areas and her giftedness would be detected without any difficulties; conversely, comparing Ali’s fluency performance to her high performance in other areas provides an indication of potential LD. Mark has the opposite problem: his dysgraphia masks his giftedness. Because he struggles to express his thoughts in writing, his creativity and strong vocabulary go unnoticed. It is only when he has the opportunity to dictate a story or to respond orally to

challenging questions that his giftedness becomes apparent.

The traditional RTI universal screening process flags students who are low achieving so that schools can provide interventions. Students whose scores are significantly above the average should warrant the same attention (Hughes & Rollins, 2009). Hughes and Rollins argued that the top 25% should receive additional challenges, and the top 5% to 10% should be considered for more intensive interventions, with a higher ceiling than grade-level expectations.

In addition to raising the level of expectations when suspecting a strength, universal screenings and informal assessments and data should assist in identifying and supporting learners who are gifted with LD. As part of the RTI process, teachers should gather information from parents and other relevant sources (e.g., former teachers, counselors) for all students in Tier 1. Figure 1 provides an example of a simple data-gathering instrument that can assist in identifying these students. Tomlinson (2001) suggested that administering student interest inventories can highlight a gift or talent (e.g., a student's interest in and extensive knowledge of monarch butterflies). As demonstrated by the sample form, this type of data collection tool has the potential to highlight twice exceptionality (e.g., a student excels at problem solving if his difficulty with computation is bypassed using a calculator, a student can participate in advanced discussion of a book when she uses audiobooks).

Educators should also use observations and checklists to identify social-emotional problems and difficulties with organizational skills. As men-

but difficulties with decoding and spelling; one who has creative ideas and a rich imagination but unable to express those in written expression, like Mark; or one who is passionate about certain subjects or topics and completely unmotivated about others. Additional assessment in Tier 1 can help ensure that these students' strengths and weaknesses are addressed in the RTI process. Table 2 suggests Tier 1 strategies that address the needs of 2e students in the areas of reading, writing, social-emotional problems, and organizational challenges (Baum & Owen, 2004; Nielsen & Higgins, 2005).

Analyzing additional data beyond universal screening scores can help educators identify 2e students. When data gathered from parents or teachers conflict with the score on the universal screening measure, or when a student's performance in one subject or component conflicts with performance in another, then additional assessment may be warranted.

Ali and Mark's examples illustrate the importance of gathering additional data in Tier 1. Whereas Mr. Wright learned about Mark's storytelling talents by talking to Mark's second-grade teacher, Mrs. McIntire learned about Ali's potential giftedness from the interest inventory completed by Ali's mother. The data shared by Ali's mother gave Mrs. McIntire valuable information she could use to guide instruction. Ali's performance on the universal screening measure had not indicated significant reading difficulties; she was right at grade level. However, according to the data provided by her mother (see Figure 1), Ali clearly enjoys literature that is well above her grade level. If Ali remains in a reading group with

interventions, but she could benefit from receiving a Tier 2 fluency intervention to achieve automaticity.

Tiers 2 and 3: Meeting the Needs of 2e Students

Students who do not demonstrate the desired response to targeted instruction in Tier 1 receive supplemental or more intensive instruction in Tier 2, generally in small groups. Progress monitoring occurs more frequently than in Tier 1; data are used to inform instructional strategies and to make decisions about student movement between tiers. For 2e students, the classroom teacher and the RTI team should use data collected at Tier 1 to plan a dually differentiated curriculum that meets their learning needs, strengths, and difficulties (Crepeau-Hobson & Bianco, 2013). Although schools provide a variety of interventions at Tier 2, the difference is that interventions for students who are gifted and LD involve both enrichment and remediation of skills (see Table 3).

The principle of Tier 2 interventions is to assist students in working at appropriate levels to remediate their weaknesses while still advancing their strengths (Adams, Yssel, & Anwiler, 2012). When devising Tier 2 interventions, consider different settings that might support learner needs (e.g., small group, one-on-one). Additional assessment in Tier 2 should include screening for declining achievement in all areas, as these students' achievement test scores may decline over time when a specific learning disability increasingly impacts performance (Crepeau-Hobson & Bianco, 2011), and teachers should carefully monitor performance in those areas during Tier 2 interventions. For students who are gifted with LD, progress monitoring data should be used not only to determine whether more intensive remediation is necessary, but also whether more advanced material might be required. Hughes et al. (2009) recommended assessments even above grade level to determine and document a student's progression beyond the expected classroom curriculum.

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tioned previously, students who are gifted with LD may seem strong in some areas yet below grade level or just average in others: the student with an outstanding expressive vocabulary

grade level materials for all reading components, she will underachieve in reading. Ali does not need the additional intensive phonics instruction provided to students in Tier 1 reading

Figure 1. Sample Student Interest Form

<p>Student's Name: Ali Smith Grade: 3</p> <p>Name of parent/guardian completing this form: Louise Smith</p>	
Prompt	Comments
List 3 or 4 books that your child has read for pleasure recently.	Ali has difficulty reading but loves audiobooks. She has listened to all the Harry Potter books.
List any books your child has asked you or another family member to read to him/her.	<i>Chronicles of Narnia, The Door in the Wall, A Swiftly Tilting Planet, The Saturdays, and The Mysterious Benedict Society.</i> We ask her complex questions when we read to her and she shows good comprehension and insight.
List the after-school activities in which your child participates.	Ballet, science club
List any sports that your child plays.	Soccer, swimming
List any awards or honors your child has received.	First place in school science fair, 2nd grade.
What is your child's favorite subject?	Science
What has your child done at home to learn more about his/her favorite subject?	Particularly likes marine science; checks out books from the library—we have to read most of them to her.
Is your child passionate about a particular topic? If so, what?	Yes, whales.
How does your child's vocabulary compare to other children of the same age?	She has a very advanced vocabulary. Her sister is in 5th grade, and Ali uses more complex words than her sister does.
Does your child ask questions that you have trouble answering?	Yes. She wants to know the latest facts and figures about whales. We have bookmarked appropriate web sites for her.
Does your child have any unique talents?	No
What does your child like to do during his/her free time?	Listens to audiobooks, swims, plays with friends.

Note. Adapted with permission from "Twice Exceptional Gifted Learners and RTI: Targeting Both Sides of the Same Coin," by C. M. Adams, N. Yssel, and H. Anwiler, in M. R. Coleman and S. K. Johnsen (Eds.). *Implementing RTI With Gifted Students: Service Models, Trends, and Issues* (p. 241). Copyright 2012 Prufrock Press (<http://www.prufrock.com>).

Table 2. Dually Differentiated Interventions at RTI Tier 1

Curriculum	Areas of Strength (Giftedness) Enrichment Strategies	Areas of Difficulty (Learning Disability) Remediation Strategies
Reading	Vocabulary <ul style="list-style-type: none"> • Learning/interest centers with audiotaped and written directions/tasks • Semantic gradients (see Reading Rockets, n.d.-d) • Semantic feature analysis (see Reading Rockets, n.d.-c) • Semantic mapping • Study/identify euphemisms and figures of speech • Analogies • Themed vocabulary in student's interest/passion • Illustrate idioms 	Decoding <ul style="list-style-type: none"> • Direct instruction in phonemic awareness (if appropriate) and phonics; word families • Application: use book/theme of student's choice • Collaborative oral reading: book or story of student's choice
	Comprehension <ul style="list-style-type: none"> • Differentiated instruction: group with gifted learners • Cooperative learning: group with advanced students who can provide assistance as needed with reading/decoding • Class read-aloud: use Bloom's Taxonomy synthesis and evaluation questions, critical thinking activities • Teach inferences, cause and effect, character analysis, personification; have students create similar story in collaborative group 	Sight words <ul style="list-style-type: none"> • Extend beyond basic sight words • Explicit instruction: show features of a word (e.g., silent /e/, similarity to another word, digraph) • Multiple exposure to words using different formats and approaches • Sort wide variety/more complex sight words by attributes • Themed words (student's interests)
		Fluency <ul style="list-style-type: none"> • Direct peer tutoring; timed reading paired with strong reader • Echo reading, taped reading, reader's theater, choral reading, duet reading, partner reading • Favor discussion circles over written book reports
	Writing	Creative ideas/insight <ul style="list-style-type: none"> • Offer choices (product options) • Interest groups write about topics of their choice • Students may dictate stories for contests or special projects • RAFT writing strategy to help student understand role as writer (see Reading Rockets, n.d.-b) • Group with other gifted writers for collaborative writing; discuss issue and write response
Abstract thinking <ul style="list-style-type: none"> • Pair students to co-write metaphors • Read fables and allegories 		Organizing ideas <ul style="list-style-type: none"> • Use graphic organizers, story boards, mind mapping • Explicitly teach 6 + 1 Traits (O'Connor, 2009); provide visual reminders for revising and editing
		Self-monitoring <ul style="list-style-type: none"> • Use checklists, SRSD (Graham & Harris, 2005) • POW + TREE writing strategy (The IRIS Center, n.d.)
		Conventions <ul style="list-style-type: none"> • Intensive instruction with opportunities for transfer; writing for an audience • Proofreading for one error at a time
Spelling Multisensory strategies, cloze procedure		

continues

Table 2. Continued

Curriculum	Areas of Strength (Giftedness) Enrichment Strategies	Areas of Difficulty (Learning Disability) Remediation Strategies
Social-emotional	<p>Interest in complex issues; passionate about issues; problem-solving skills</p> <ul style="list-style-type: none"> • Use cubing in social studies and science • Bloom's Taxonomy synthesis and evaluation tasks • In literature and content areas, focus discussion on ethical issues and current affairs • Allow students to research and prepare presentations (videotaped or audiotaped interviews, poster presentation) 	<p>Poor self-control; frustration; no friends</p> <ul style="list-style-type: none"> • Role playing; self-monitoring • Create opportunities for students with same interests to work together • Social stories • Cooperative learning; teach social skills • Teach self-advocacy, self-talk monitoring skills • Encourage extracurricular activities (i.e., enrichment) • Teach strategies for channeling frustration; use nonverbal strategies to support
Organizational skills and learning strategies	<p>Memory</p> <ul style="list-style-type: none"> • Have students research mnemonics and other memory strategies and teach peers how to implement • Create flowcharts for science labs, projects, or presentation in differentiated groups 	<p>Memory Explicitly teach mnemonics, highlighting, outlining, acronyms, chunking</p> <p>Time management</p> <ul style="list-style-type: none"> • Planning and self-monitoring using checklists; prioritize tasks • Long- and short-term planning • Managing materials and locker; color coding • Teach and monitor consistent use of planner (e.g., visual, electronic) • Class web site for homework reminders <p>Learning strategies</p> <ul style="list-style-type: none"> • Timelines, flowcharts • Teach how to break tasks into manageable steps, planning using due dates and progress • Cognitive strategy instruction • Teach text previewing strategies (e.g., skimming, summarizing), notecards for studying • Note-taking strategies, guided notes • Research strategies • Test-taking strategies (e.g., Muskingum College, n.d.; Texas Statewide Leadership for Autism, 2009)

Note. Tier 1 strategies may also be used in Tier 2 provided at higher levels of intensity (time, emphasis) and in small groups or individualized. SRSD = self-regulated strategy development (Graham & Harris, 2005).

For Ali's advanced vocabulary and disparate reading ability, Mrs. McIntire and the RTI team plan Tier 2 interventions that include reader's theater (Bursuck & Damer, 2007), using grade-level materials, and small-group instruction targeting fluency (Chard, 2013) using repeated reading (Bursuck & Damer, 2007). Oral reading fluency measures will monitor Ali's progress. Table 4 describes additional Tier 2 interventions for Ali, Mark, and Lacy, as well as three other students of different grade levels.

Tier 3 interventions are warranted when students need more than what can be offered by Tier 2 interventions. Progress monitoring occurs more frequently in Tier 3 and interventions are

more intensive. These interventions could be provided in small group or as individualized instruction and might include intensive acceleration and/or special education (Crepeau-Hobson & Bianco, 2013). In some RTI models, Tier 3 is considered to be special education. For students who are gifted with LD who have not been identified in the first two tiers, a referral for special education assessment as well as a formal nomination for gifted education should be considered (Coleman & Hughes, 2009).

RTI and Data-Based Decision Making

Data-based decision making is crucial to successful differentiation for students with varying levels of content mastery.

For students who are gifted with LD who might be above grade level in their comprehension of a concept but below grade level in their ability to read text, data-based decision making can help teachers quickly evaluate what levels of support are needed (Adams et al., 2012). Teachers can use multiple formative strategies to collect data, including content level questioning, observing, and assessing prior knowledge and prerequisite skills. Quick strategies such as response cards and exit slips in addition to curriculum-based measurement and end-of-unit tests can provide continuous sources of data to make decisions on needed differentiation (Adams et al., 2012).

Table 3. Dually Differentiated Curriculum at Tier 2

Curriculum	Areas of Strength (Giftedness) Enrichment Strategies	Areas of Difficulty (Learning Disability) Remediation Strategies
Reading	Vocabulary <ul style="list-style-type: none"> • Vocabulary contracts (independent work) • Research etymology • Make list of portmanteaus, palindromes • Study figures of speech and origins of idioms • Identify synonyms for difficult words (i.e., simpler terms), and vice versa • Create schoolwide Vocabulary Bowl • Incorporate online SAT and GRE vocabulary games 	Decoding <ul style="list-style-type: none"> • Intensive small-group phonics instruction 3 times a week • Use Fernald method to teach sight words
	Comprehension <ul style="list-style-type: none"> • Use above-grade-level texts; assistance with reading • Discuss issues of interest to student in literature, history, science, philosophy • Independent contracts, curriculum compacting 	Fluency <ul style="list-style-type: none"> • Repeated reading; student graphs results • Neurological Impress Method (see Lynch, 2012)
Writing	Creative ideas/insight Arrange for mentor (e.g., in school, adult outside of school)	Writing process, handwriting, conventions, spelling <ul style="list-style-type: none"> • Intensive small-group instruction focusing on specific deficits, 3 times a week • Teach cognitive strategy instruction; emphasize self-monitoring (e.g., checklists)
Social-emotional	Interest in complex issues; passionate about issues; problem-solving skills Arrange for private-sector mentor (i.e., to model project management, time management, goal setting, prioritizing)	Frustration and anger; social skills issues Meet regularly with counselor
Organizational skills and learning strategies		Organizing and managing time and materials <ul style="list-style-type: none"> • Intensive small-group instruction focusing on specific deficits • Individual contracts • Collaborate with home to ensure transfer

RTI underscores the importance of constant, deliberate data collection in order to determine whether students are mastering a skill or concept and making progress. Many schools have established routines and procedures for making decisions based on formative and summative assessments; for example, at Farmingdale Elementary, grade-level teams meet weekly to review progress-monitoring data and make decisions about their regular Friday 60-minute ability-level remediation and acceleration groups. Mrs. McIntire's group includes Ali and nine other students whose reading compre-

hension level is two to five grades above their third-grade level; some students have reading fluency difficulties and one student also receives intensive phonics instruction. Mrs. McIntire makes sure that each student has materials at both fluency and comprehension level by reading aloud, providing audiobooks, and allowing the group choices for demonstrating comprehension (e.g., writing a report; creating a skit; recording summary as a Voki avatar, www.voki.com).

Strategies for instruction should always include using multiple ways for students to demonstrate learning and

mastery, as well as providing accommodations for learners who are culturally, linguistically, or economically diverse; lack prior exposure to basic material; have advanced understanding, or learning disabilities. When applying the RTI model for students who are gifted with LD, it is imperative not to put enrichment on hold while an academic weakness is being remedied; both exceptionalities should be addressed at all times (Baum et al., 2001). In order to support her strengths, Ali should not be removed from the high-functioning reading comprehension group if progress-monitor-

Table 4. Examples of Tier 2 Interventions for 2e Students

Student	Strengths	Weaknesses	Targeted interventions
Ali	Vocabulary, advanced concepts, reading comprehension Math and science skills	Reading fluency	<ul style="list-style-type: none"> • Small-group work with gifted learners (i.e., vocabulary, reading comprehension) • Audiobooks • Above-grade-level comprehension activities • Differentiated instruction in math, science
Mark	Imaginative, creative	Handwriting, sequencing/organizing ideas Negative attitude toward writing	<ul style="list-style-type: none"> • Intensive instruction in written expression (multisensory method and cloze procedure for spelling remediation) • Explicit instruction in paragraph frames and graphic organizers • Use computer with spell-check for writing; Dragon NaturallySpeaking to dictate ideas • Pursue avenues for creative expression (e.g., writing contests, school and class projects)
Lacy	Reading fluency, comprehension	Math computation, visual/spatial tasks	<ul style="list-style-type: none"> • Explicit instruction in math; direct instruction incorporating music and rhythm • Use graph paper and colored columns to support aligning numbers • Provide real-world application problems that require higher order thinking skills • Group with students of similar strength in language arts and content areas for differentiated instruction
Tomas (6th grade)	Math, science	Reading comprehension Social Skills	<ul style="list-style-type: none"> • Collaborative strategic reading (CSR; Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001) • Explicit social skills instruction; practice during CSR and other collaborative learning settings • Group with advanced learners in math and science; use CSR as needed
Sofia (2nd grade)	Verbal skills, vocabulary Math	Reading: decoding and fluency Time management, organization	<ul style="list-style-type: none"> • Intensive phonics and fluency instruction in small homogeneous group • Vocabulary and reading comprehension instruction in heterogeneous groups with assistance from teacher or paraeducator • Teach student to use self-monitoring strategy (i.e., checklist) • Teach student to use organization tools (i.e., checklist with symbols/pictures) • Group with advanced learners in math; assistance with reading as needed
Jayden (5th grade)	Listening comprehension Art, science	Written expression Attention, learned helplessness	<ul style="list-style-type: none"> • Intensive small group instruction in written expression • Teach SRSD to improve attention and encourage active learning • Provide science enrichment activities (e.g., independent projects, differentiated small-group instruction) • Arrange for student to serve as art teacher's assistant during art class (i.e., demonstrating new projects/techniques) • Allow student to use visual spatial strengths in content areas for alternate forms of expression

Note. SRSD = self-regulated strategy development (Graham & Harris, 2005).

ing data indicate that she is not making adequate progress in reading fluency. Instead, remediation for reading fluency should become part of her differentiated instruction. Likewise, Mark should continue to be grouped with students who share his creativity and ability to develop complex story plots,

Educators also need to keep in mind that students who are gifted with LD might demonstrate negative behaviors that often become the focus, rather than the true underlying academic problems contributing to the problem behaviors.

while being provided with needed accommodations such as Dragon NaturallySpeaking to allow him to dictate his thoughts. When considering Lacy's strengths, along with receiving intensive instruction to remediate her weakness in computation, she should be provided with challenging work in problem solving (with the accommodations of a calculator or modified paper to keep problems properly aligned).

Supporting Behavioral and Other Needs

While supporting the academic strengths and learning needs of students who are gifted with LD, teachers also need to focus on other areas that may affect how these students learn. Crepeau-Hobson and Bianco (2013) expressed their concern that social-emotional needs are not addressed in RTI models. Early intervention in all areas of need is critical to ensure that issues such as low motivation, anxiety, and frustration do not prevent students from reaching their full potential. This support applies to organizational skills and learning strategies as well. A common scenario is the gifted student with LD who completes assignments at home but loses them before being able to turn in during class or forgets to turn them in. Other problems might include poor time management, an inability to plan and organize, or struggles with study skills and note taking. These difficulties not only result in frustration for students, parents, and teachers, but also have a direct effect

on the students' academic performance. The RTI team should look at each student holistically when planning interventions. Educators also need to keep in mind that students who are gifted with LD might demonstrate negative behaviors that often become the focus, rather than the true

underlying academic problems contributing to the problem behaviors (Hughes et al., 2009).

Conclusion

The multitiered system of RTI affords more fluidity for 2e students (including those who are gifted with LD) than the typical school system of separate programs, according to Pereles et al. (2009); with the former, "all student needs, remedial and advanced, can be addressed" (p. 43). Professionals need to consider students who are gifted and LD in Tier 1 discussions to intervene early and address both strengths and weaknesses of this population of students. Learners who are gifted with LD may appear to be average students, as they are not necessarily lagging behind their peers due to their ability to compensate, but are not reaching their full potential (Crepeau-Hobson & Bianco, 2013). If not for perceptive teachers and parents who realize that a slightly below or even average performance in one area does not match the student's strengths in another subject, and who consequently seek input from parents and other teachers, these students' gifts and disabilities might remain undiagnosed far too long.

RTI—with its core principles of early intervention, high-quality instruction for all students, screening and progress monitoring, and differentiated instruction—makes dual differentiation possible, and this is the environment in which students who are gifted with LD

can have all their needs met and thrive.

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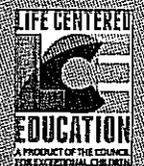
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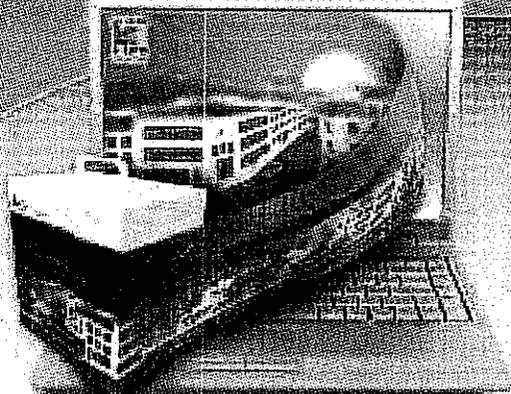
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