An illustration in a soft, painterly style. A woman with long brown hair, wearing a green visor with 'OT' on it and a white lab coat with a green 'OT' patch, is leaning over a child. The child has curly brown hair and is wearing a yellow top with pink flowers. They are both looking at a wooden frame on the floor. The frame is made of two vertical sticks and two horizontal sticks. Scattered around the frame are several yellow triangles and red circles. The background is a mix of green and blue washes.

# Occupational Therapy for Twice Exceptional Children

Rebecca Howell

*Lani Jacobs*



# What The Talk Will Cover

- Background to the DME-C therapy approach
- Needs and characteristics of gifted and twice exceptional children
- What this means for therapy approaches
- The Foundations for therapy – the 10 Golden Nuggets
- The Four Walls of the DME-C therapy approach – the 4 Essential Components

# Rebecca Howell

- Consultant in educational leadership specialising in governance, policy, risk and systems.
- Formerly Director of the DME Trust and senior education consultant at Potential Plus UK, she has supported many gifted and twice exceptional and their families.

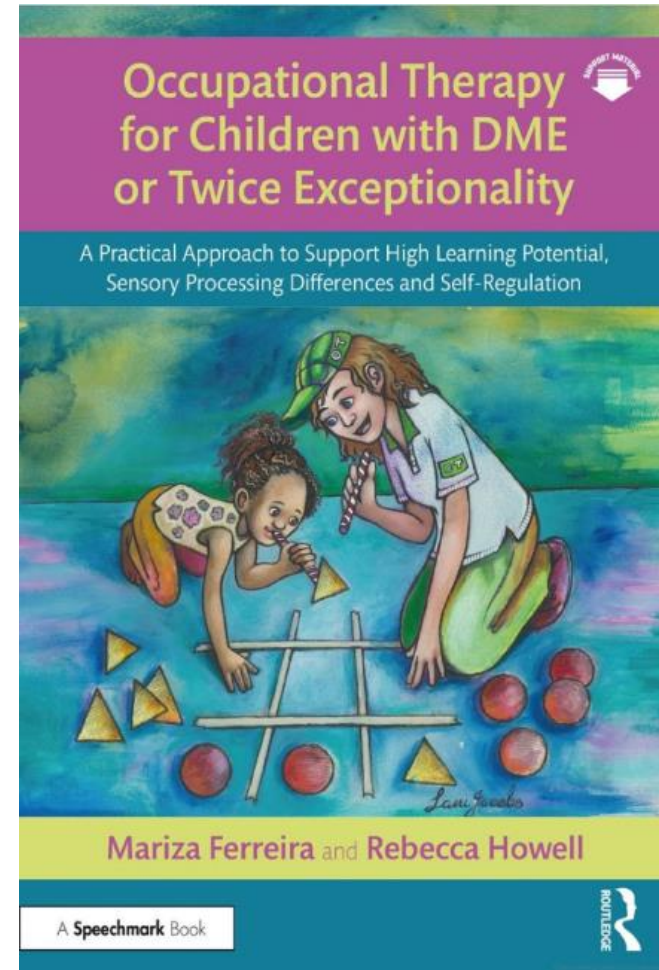
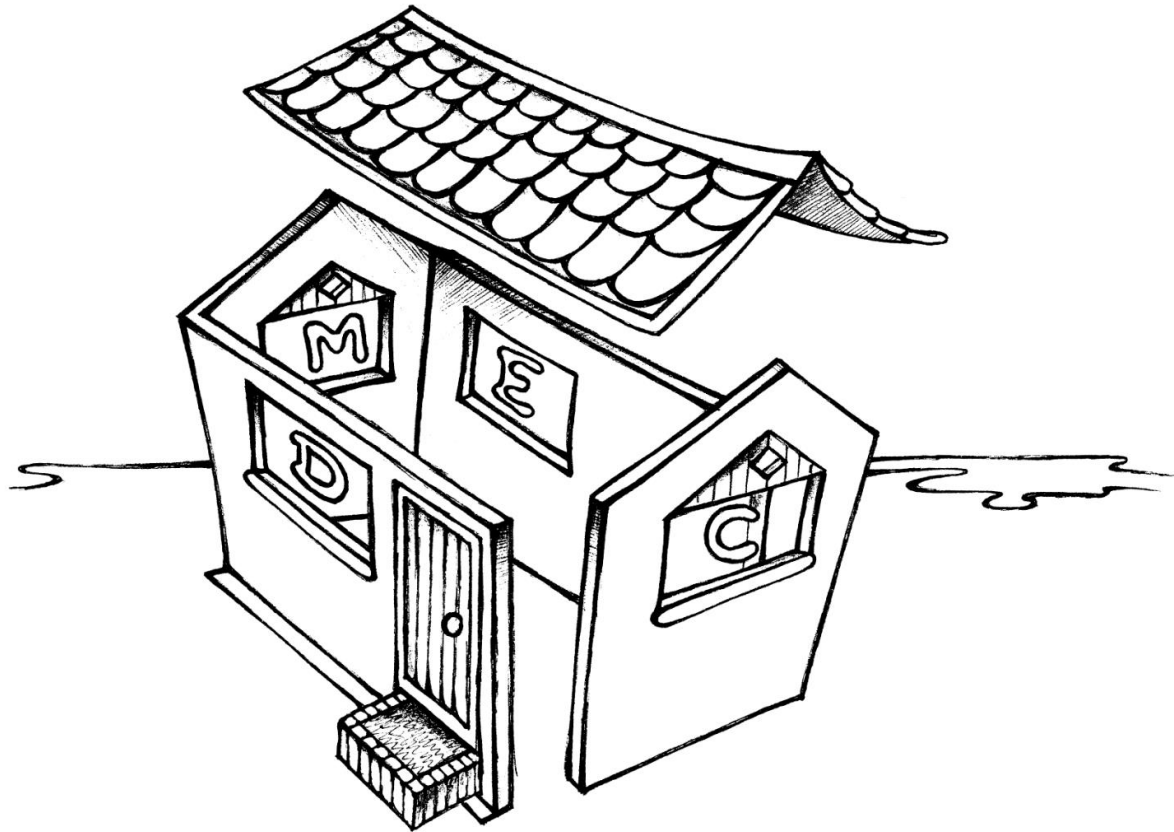


# Mariza Ferreira

- It has become her professional mission to advocate for both 2e children and the importance of the occupational therapy profession to help them.
- Mariza provides treatment for children and trains parents and other professionals on child-related topics.



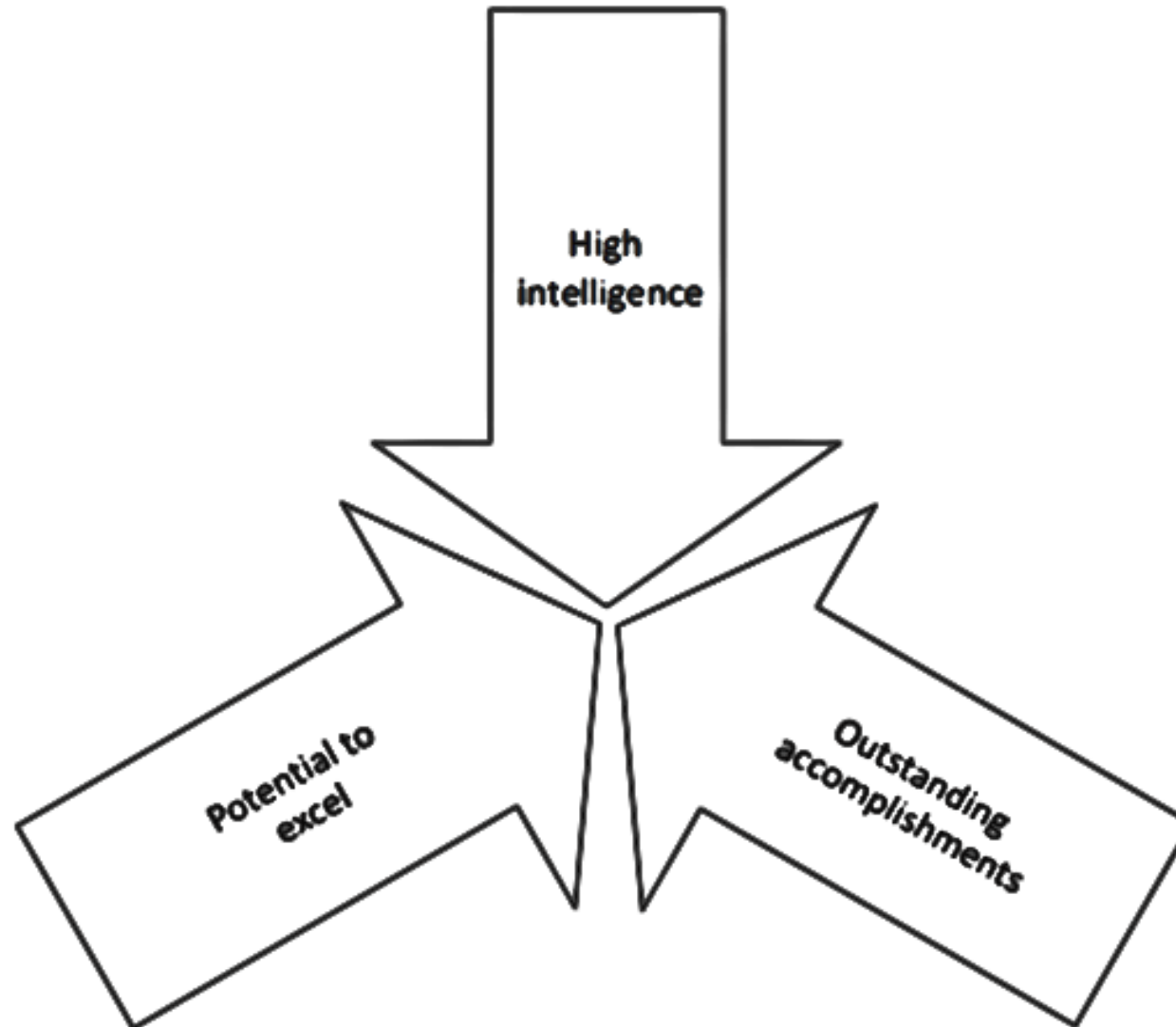
# Background to the DME-C Approach



# The Needs and Characteristics of Gifted Children



# The Tripartite Model of Giftedness, Steven Pfeiffer



# Columbus Group Definition

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally.

Columbus Group, 1991



# Characteristics of Gifted Children, Silverman

- Learns rapidly
- Excellent long-term memory
- Extensive vocabulary
- Reasons well
- Strong curiosity
- Mature sense of humour
- Keen observation
- Compassion for others
- Perfectionism
- Vivid imagination
- Long attention span
- Ability with numbers
- Concern with justice and fairness
- Sensitivity
- Wide range of interests

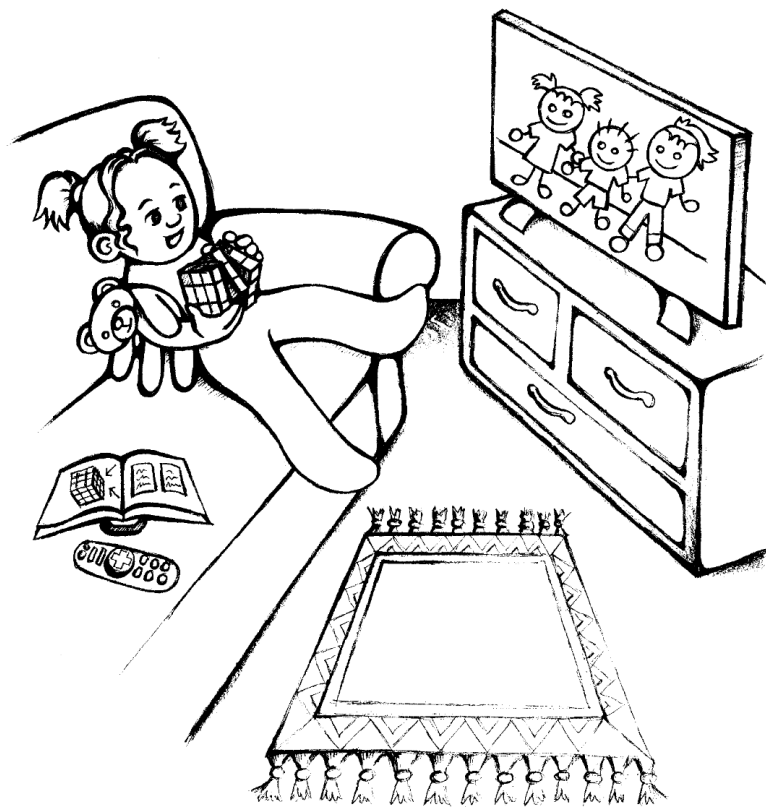
# Profiles of the Gifted and Talented, Neihart & Betts

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<i>Profile</i>	<i>Traits</i>
Successful	Achieves well; good grades; accepts social norms and conforms; absorbs knowledge; avoids risks.
Creative	Perseveres in interests; expresses self creatively; stands up for convictions; honest and direct; questions rules and policies; emotionally labile; poor self-control; impulsive.
Underground	Devalues, discounts or denies talents; rejects academic challenge; unsure of direction; socially unconnected or moves from one group to the next.
At-Risk	Creates disruptions; pursues outside interests; will do academic work when values the relationship with the teacher; inconsistent performance; low attendance; often creative; critical of self and others.
Multi/Twice-exceptional	Thinks conceptually; good problem-solver; makes connections easily; enjoys novelty and complexity; inconsistent performance; disorganised; slow processing; emotionally dysregulated; may exhibit behaviour problems.
Autonomous	Appropriate social skills; seeks challenge; works independently; strongly self-directed; follows passions; resilient; good understanding and acceptance of self.

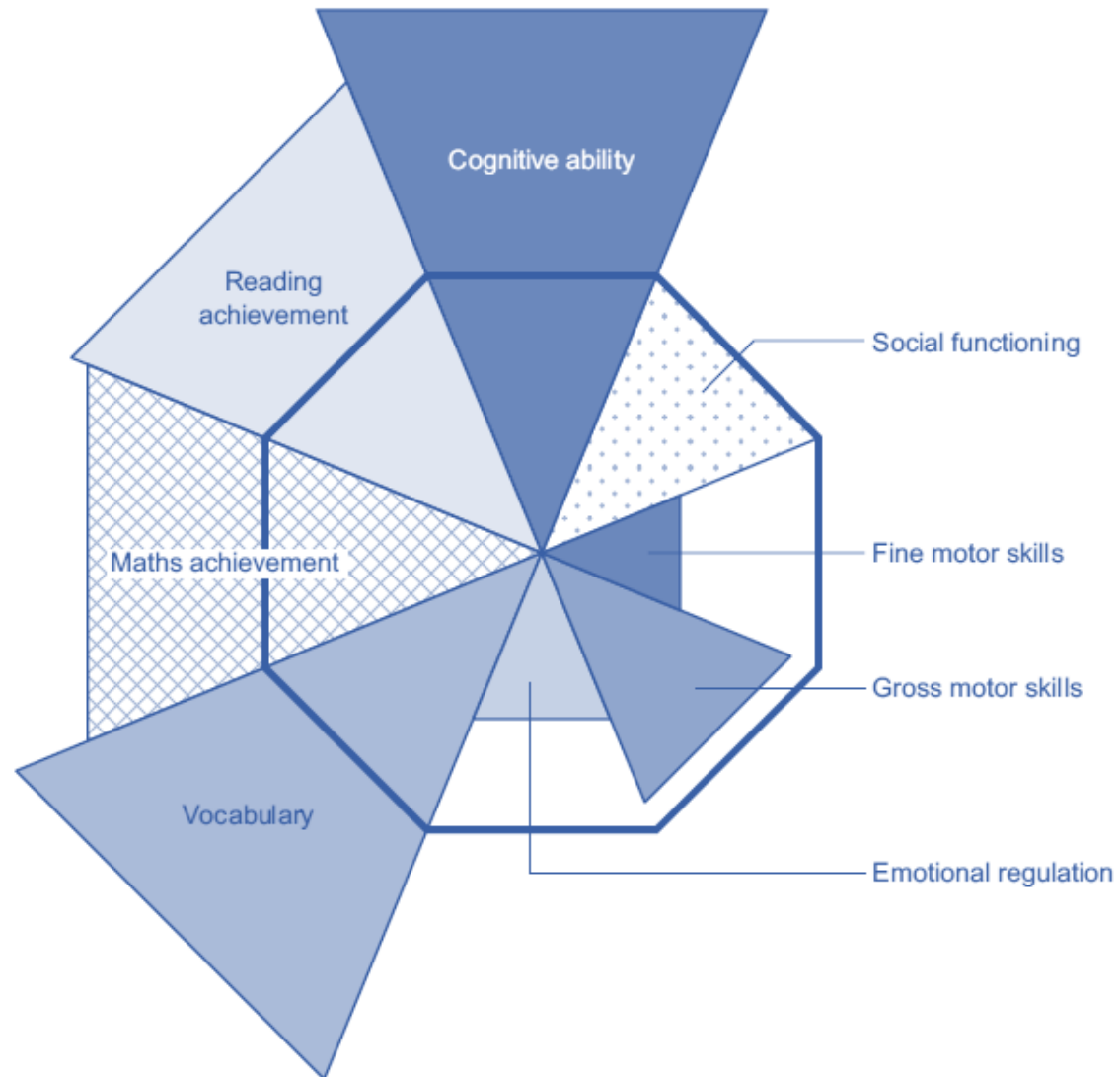
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# Asynchronous Development





# Asynchronous Development



# Dabrowski's Overexcitabilities

## Psychomotor

- Enhanced excitability of neuromuscular system

## Intellectual

- Intensified activity of the mind

## Emotional

- Heightened emotions and exceptional sensitivity

## Sensual

- Sensory aspects of life heightened

## Imaginational

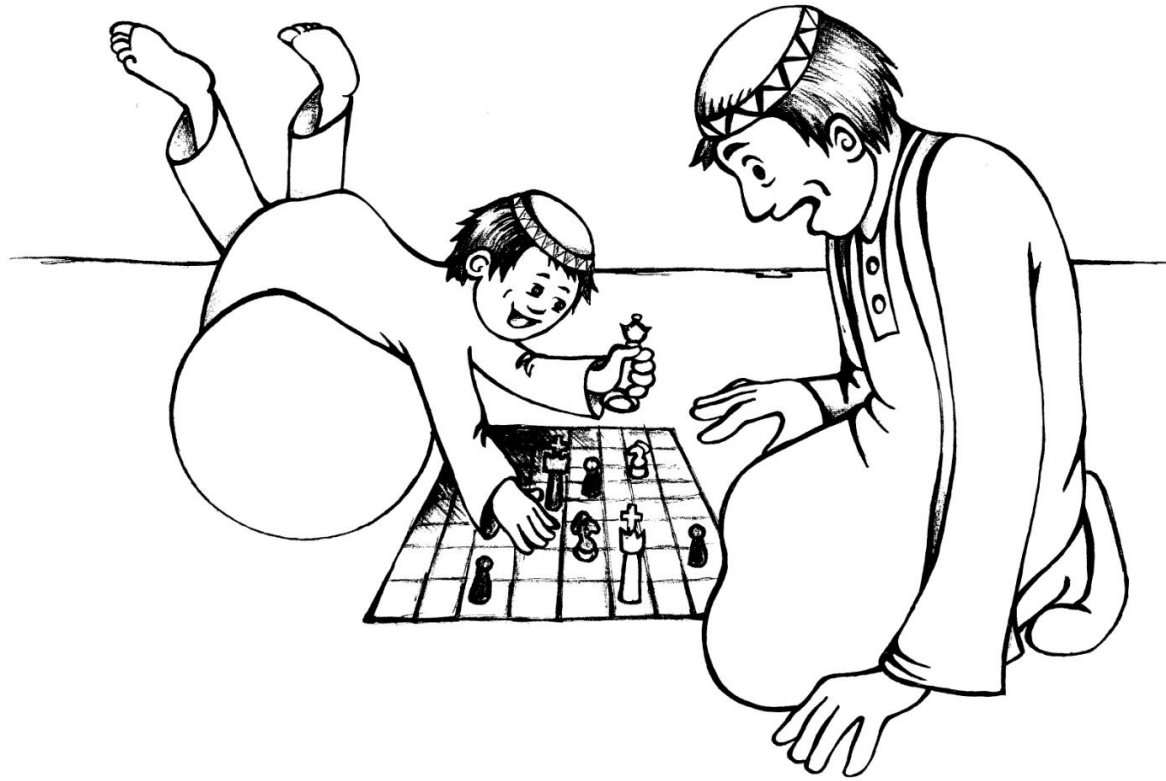
- Capacity to visualise extremely well

# Summary of Needs of Gifted Children

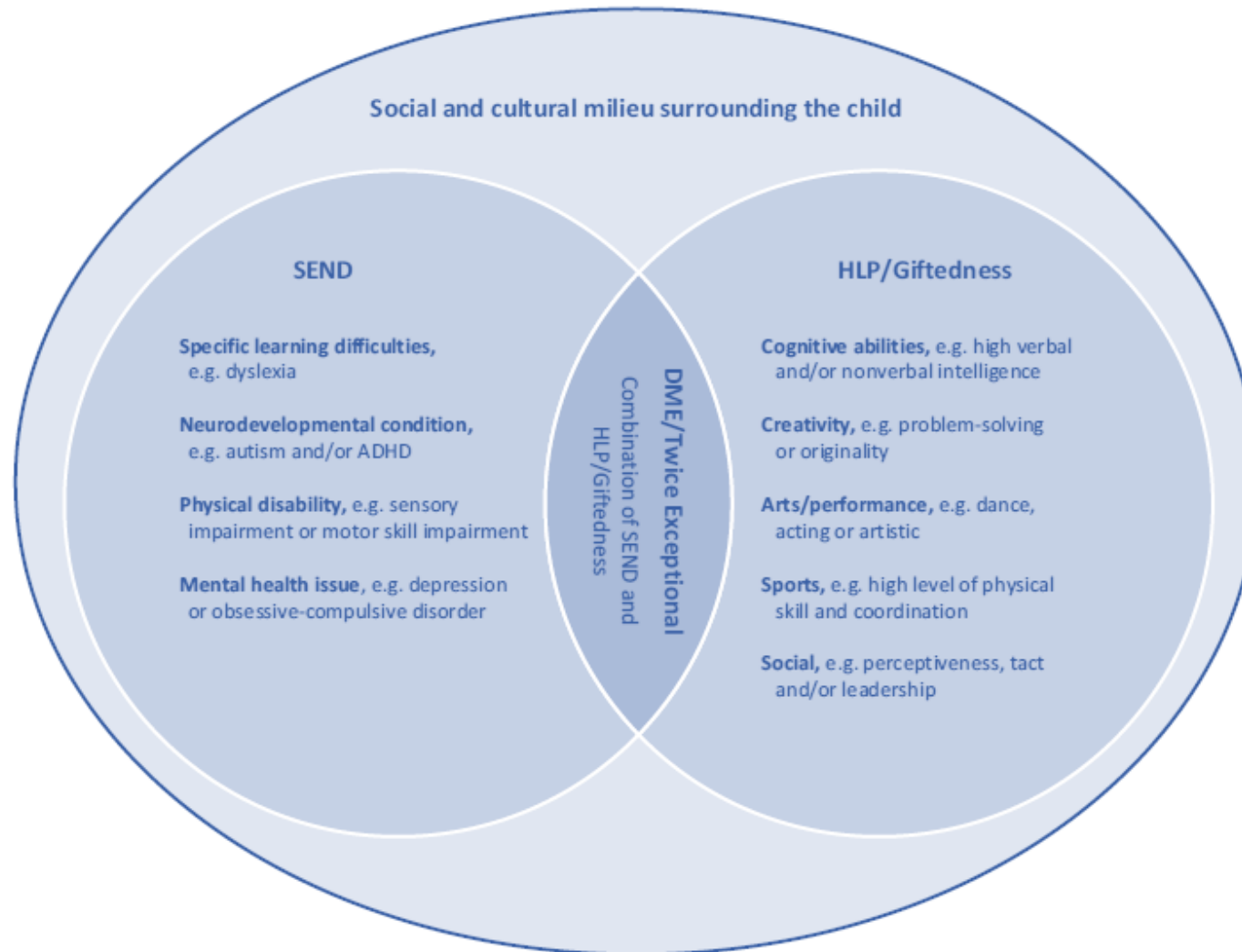
- Hypersensitivity
- Misunderstanding
- Missing out on an appropriate education
- Perfectionism
- Feelings of frustration
- Behavioural issues
- Poor mental health



# The Needs and Characteristics of Twice Exceptional Children



# Model of Twice Exceptionality, Ronskley-Pavia



# Common Additional Needs that Gifted Children Have

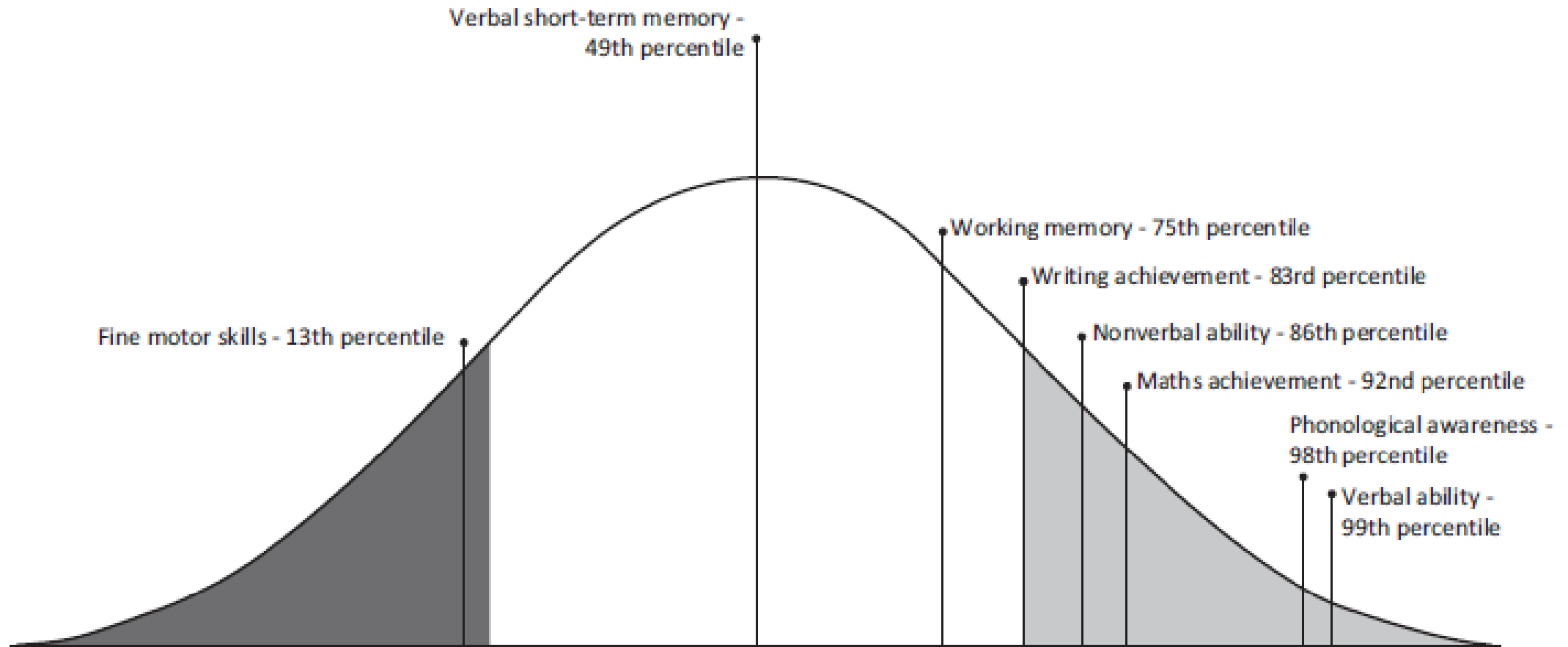
- Autism, usually diagnosed as autism spectrum disorder/condition (ASD/ASC)
- Attention deficit hyperactivity disorder (ADHD)
- Developmental coordination disorder (DCD) including dyspraxia
- Dyslexia, dysgraphia, dyscalculia
- Sensory processing difficulties
- Visual and hearing impairments
- Other physical disabilities
- Speech and language delays or impairments
- Social, emotional, mental health issues and behavioural difficulties



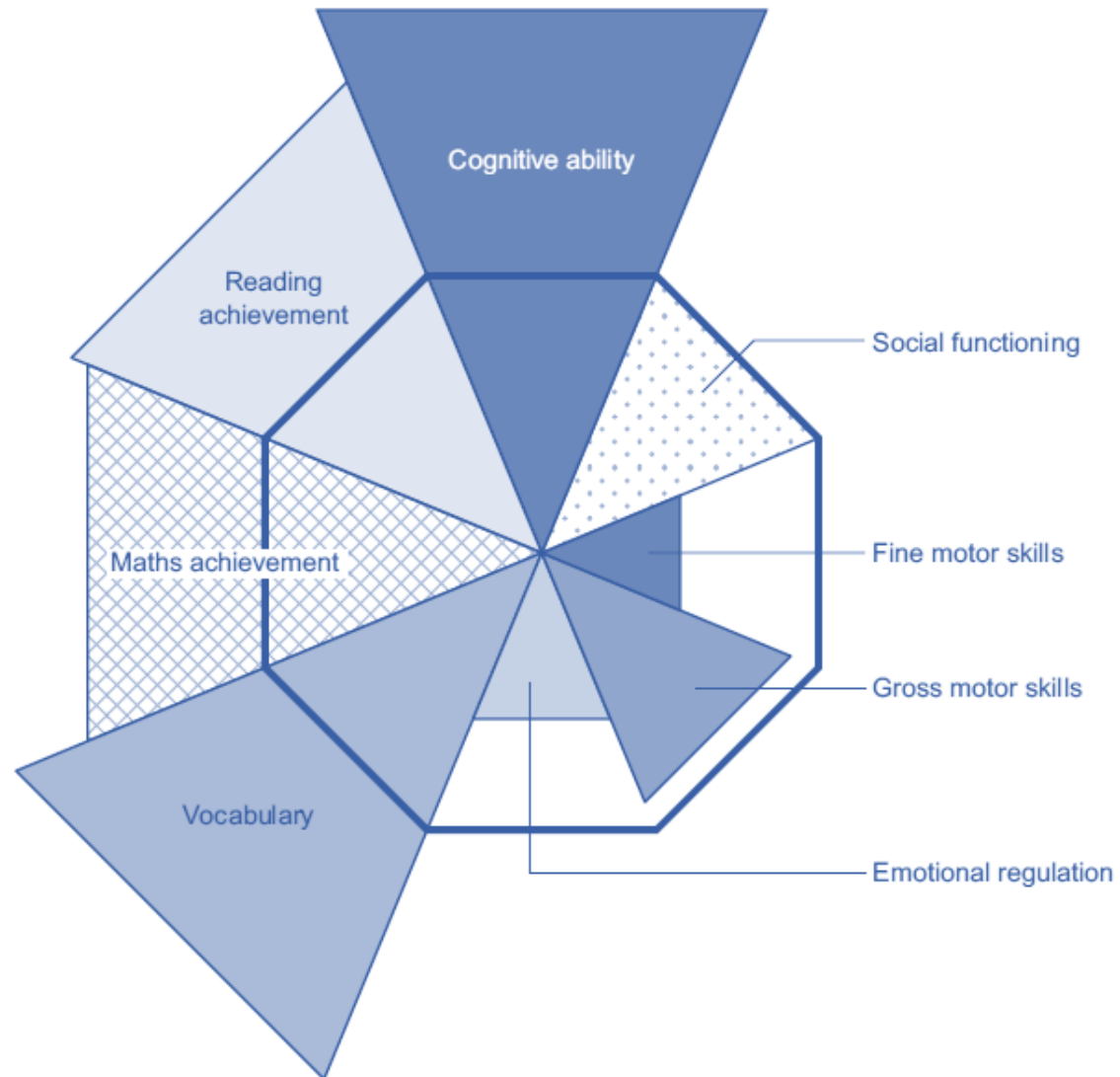
# Characteristics of Twice Exceptionality

- Advanced cognitive ability
- Areas of difficulty
- Uneven development
- Social and emotional challenges
- Perfectionism
- Disengagement

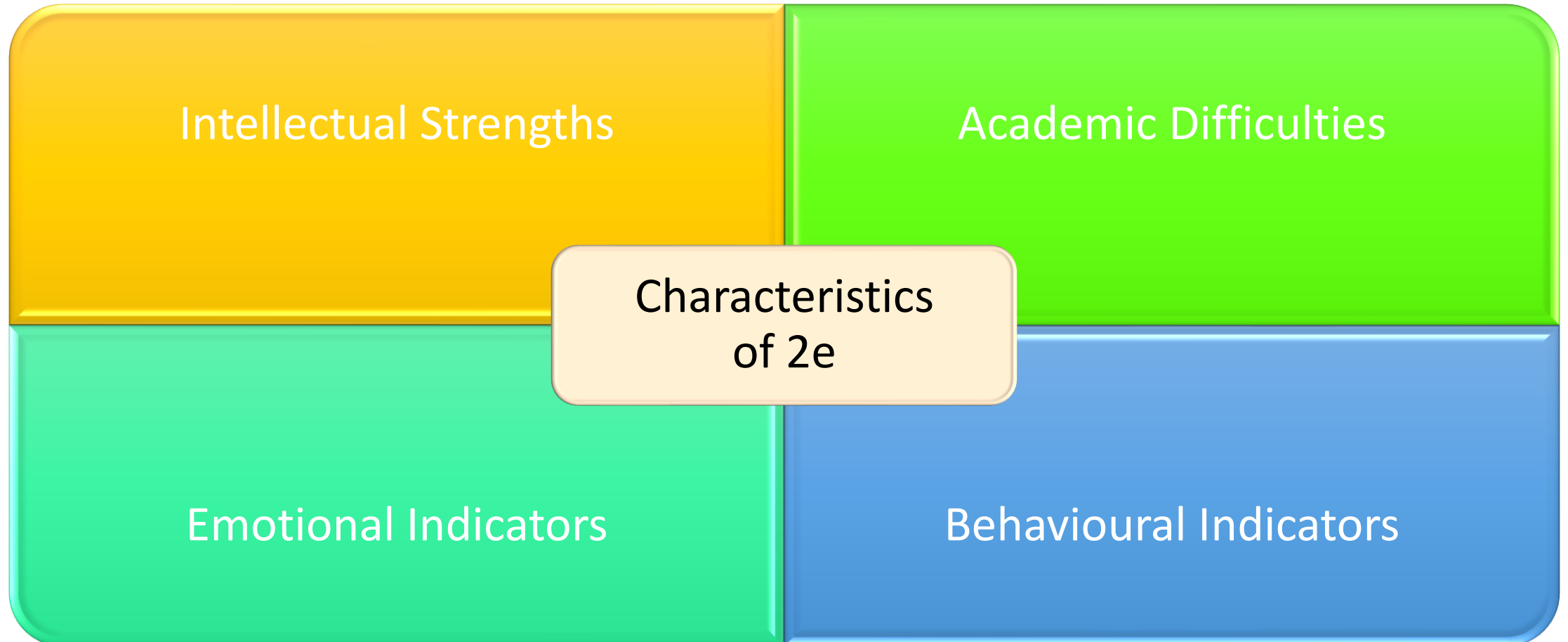
# Bell Curve Showing Twice Exceptional Profile



# Asynchronous Development



# Characteristics of Children with DME/2E, Potential Plus UK



# Areas of Difficulty in Twice Exceptional Children

- Executive functioning
- Processing speed
- Working memory
- Study skills

# Barriers that Twice Exceptional Children Face

- Misunderstanding and misidentification
- Inconsistent or inappropriate support
- Limited access to resources
- Stigma and stereotyping



# Support that Twice Exceptional Children Need

- Individualised support
- Understanding and empathy
- Appropriate academic challenges
- Collaboration and communication
- Opportunities to build relationships with peers
- Awareness of underachievement possibility

# Occupational Therapy for Gifted and Twice Exceptional Children



# Overview of the DME-C Therapy Approach



# The Non-OT Factors

- Perfectionism
- Fear of failure
- Fixed mindset
- Acute social awareness
- Empathy
- Sense of right and wrong
- Intellectual boredom
- Tendency to question authority
- Asynchronous development
- Social isolation

# Foundations – The 10 Golden Nuggets



# Golden Nuggets 1 & 2



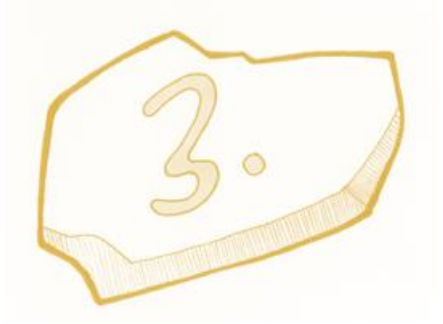
Purposefully empower  
parent/carers  
alongside children



Lengthen the sessions



# Golden Nuggets 3 & 4



Set clear and healthy  
boundaries from the  
start

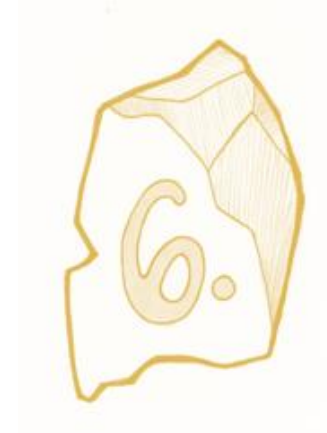


Use direct language

# Golden Nuggets 5 & 6



Monitor your  
responses

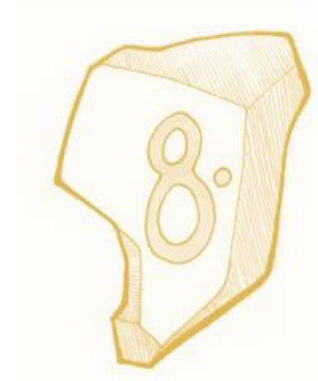


Do not repeat  
previously-learned  
information

# Golden Nuggets 7 & 8



Include practical and  
cipher activities

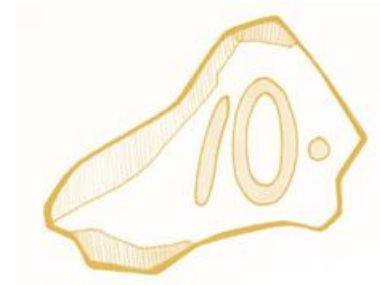


Design unexpected  
outcomes

# Golden Nuggets 9 & 10



Find the WOW and  
Super WOW Factors



Foster a growth  
mindset

# Four Walls - The 4 Essential Components

- **Diarise**
- **Manage transitions**
- **change the Environment & hElp the senses**
- **Communicate**

# D - Diarise





# M – Manage transitions



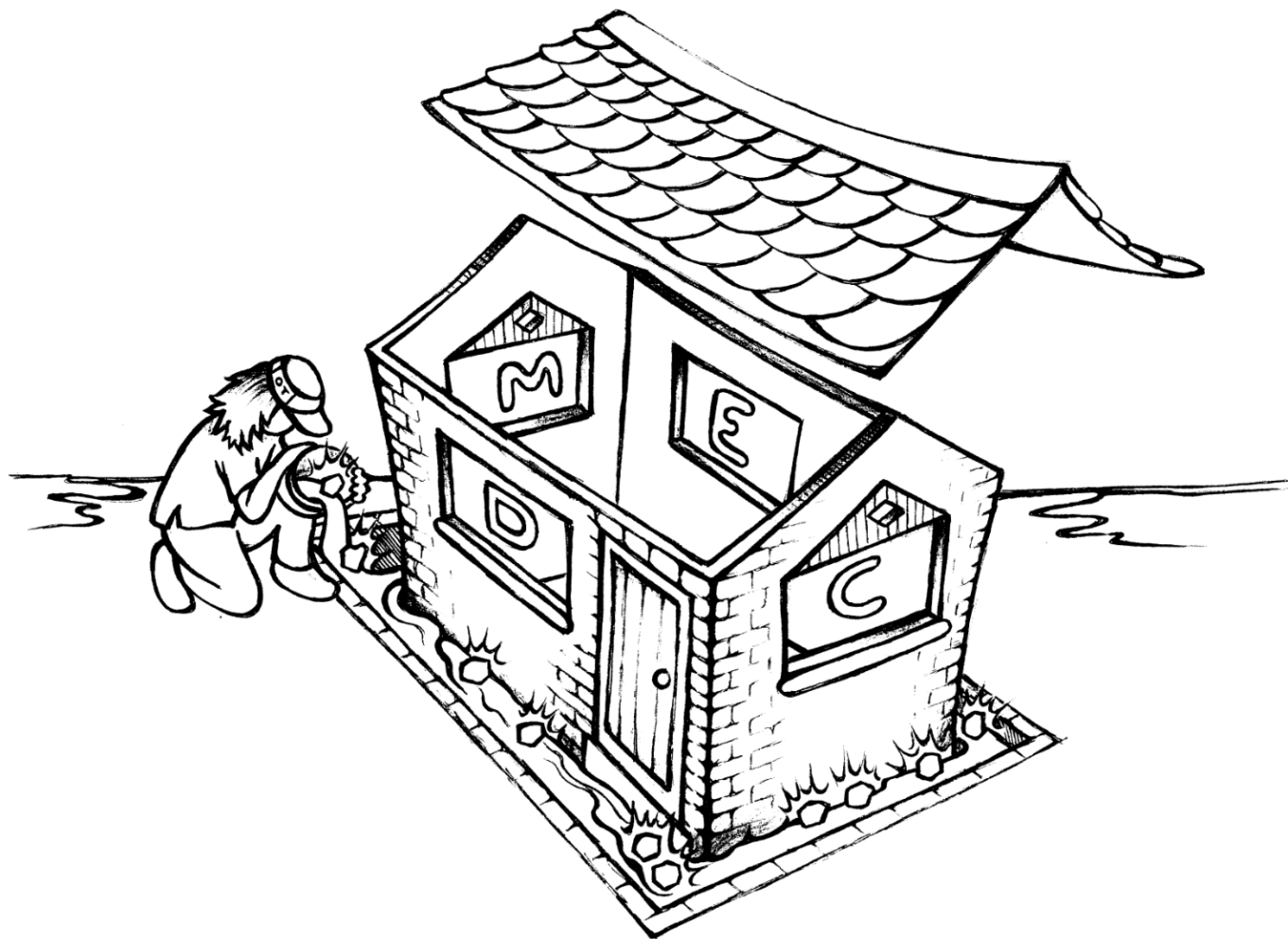
# E – Change the Environment and hElp the senses



# C - Communicate



# Bringing It All Together



# What The Talk Covered

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# Questions?



Thank you for listening!

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