

IDENTIFICATION OF **LEARNERS WITH DME**



DEFINITION OF DME

"double or dual and multiple exceptionality (2E and DME) are terms used to describe those who are intellectually very able (gifted) or who have a talent (a special gift in a performance or skill area) and in addition to this, have a special educational need (SEN)."

(Montgomery, 2015)

When unidentified, misunderstood and unsupported, many of these learners with DME develop concerning emotional and behavioural traits that may exclude them from mainstream education. Alternative education providers can reverse this by accurately identifying DME and factoring this into their provision.

Dual or multiple exceptionality is probably one of the most difficult areas of need to identify

These learners have many contradictions in their profiles

They are likely to

Struggle with some areas of learning or development

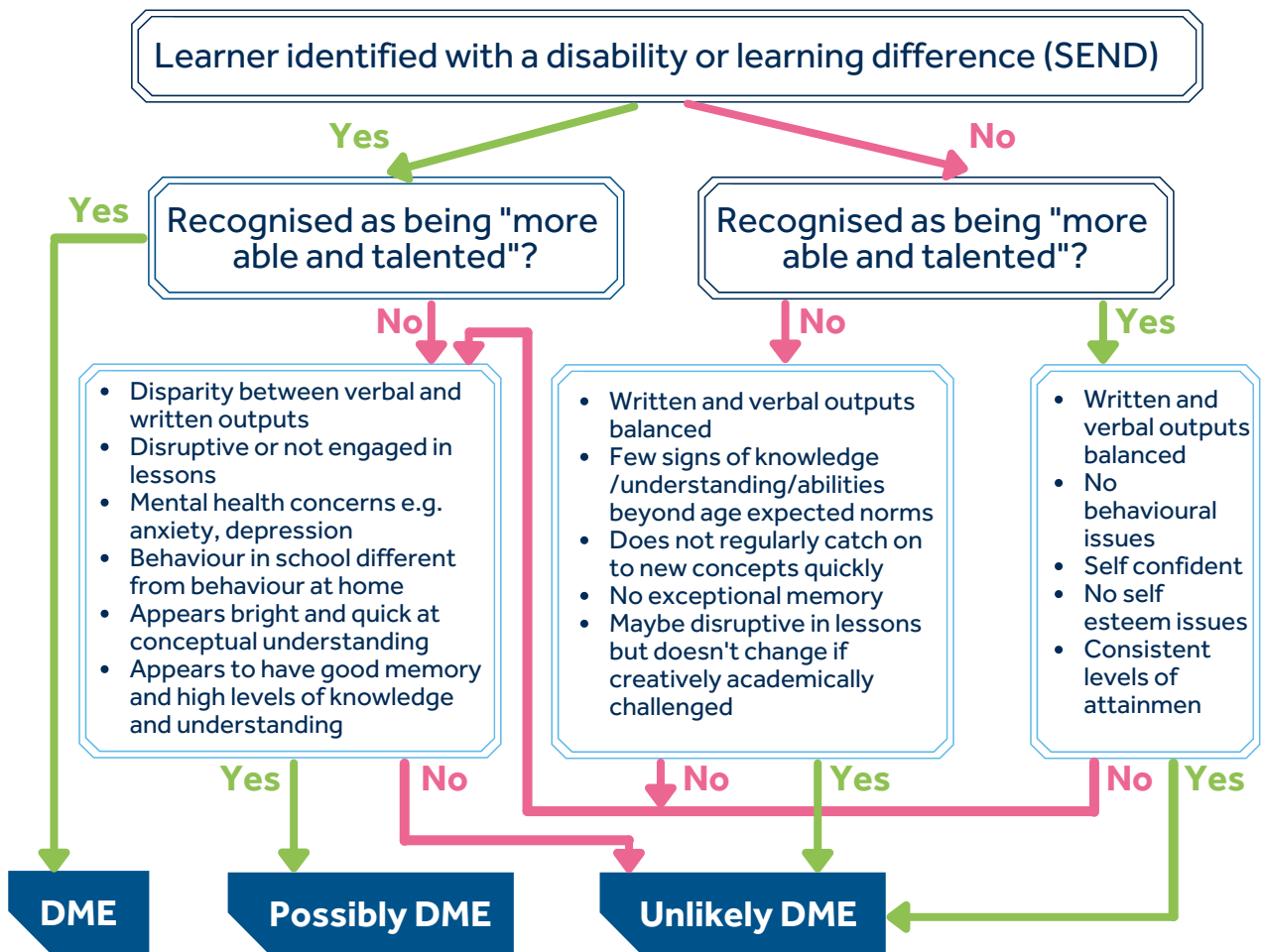
Have some knowledge and skills that are advanced compared to their peers

It is important to look at discrepancies between different subjects and/or required skills, e.g.

Able to verbally tell creative stories and / or demonstrate detailed knowledge

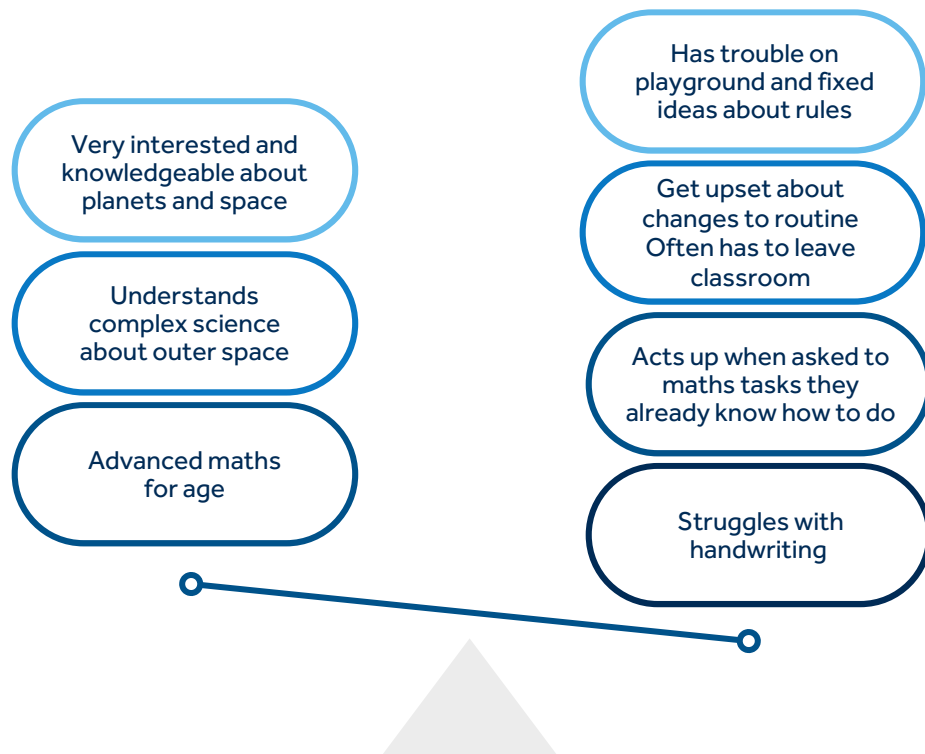
Unable to put that same level of detail down on paper

PATHWAYS TO IDENTIFYING A LEARNER WITH DME

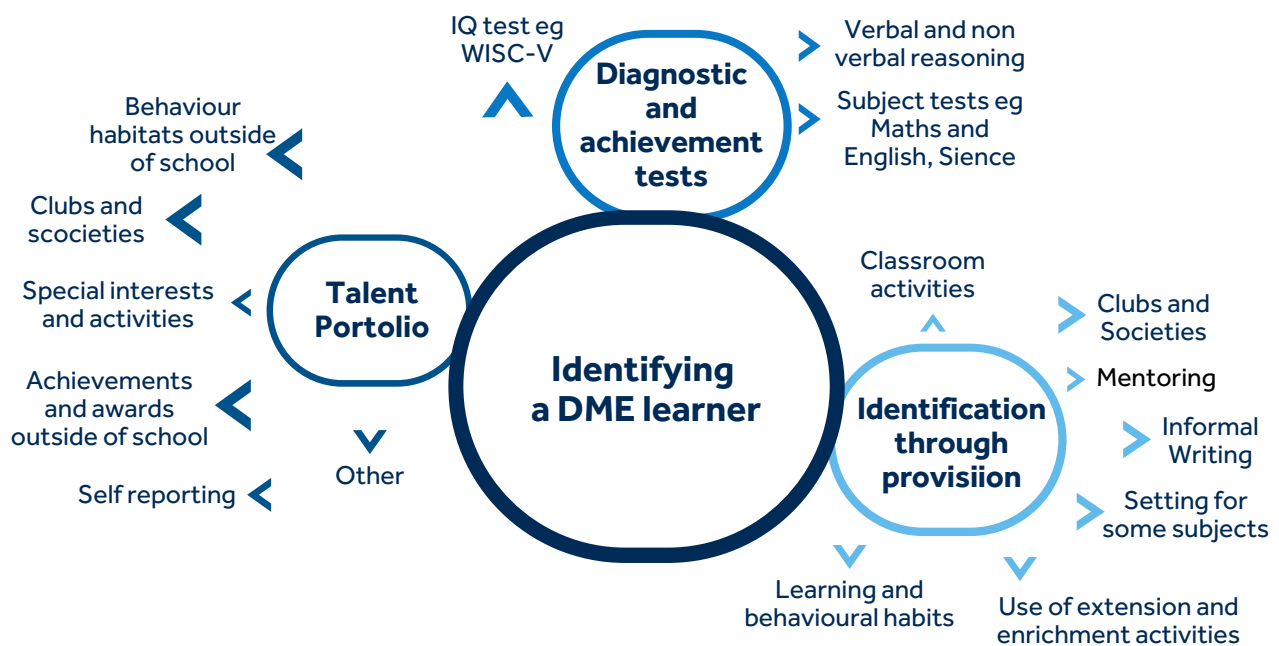


A LEARNER WITH DME

CASE STUDY - Nico age 7



BUILDING UP THE PICTURE OF A LEARNER WITH DME



IDENTIFYING YOUR LEARNER WITH DME

Why is my learner behaving like this? What else might be going on for them?

What am I noticing about my learner?

Use this as a checklist to reflect on your learner's characteristics

Cognitive Strengths

- Ability/expertise in one specific area
- Active imagination
- Extensive vocabulary
- Exceptional comprehension
- Excelling at tasks requiring abstract thinking and problem solving
- Excellent visual memory
- Creativity outside school

Behavioural Indicators

- Disruptive in class
- Often off-task
- Disorganised
- Unmotivated Impulsive
- Creative when making excuses to avoid difficult tasks
- Can be aggressive at times
- Withdrawn at times
- Inattentive at times



Emotional Indicators

- Minor failures that create feeling of major inadequacy
- Unrealistically high or low self expectations
- Feelings of academic ineptitude
- Confusion about abilities
- Strong fear of failure
- Sensitivity to criticism
- Experiences of intense frustration
- Low self-esteem
- Feelings of being different from others
- Poor social skills

Academic Difficulties

- Poor handwriting
- Poor spelling
- Difficulty with phonics
- Inability to do simple tasks, but ability to do more complex ones
- Success in either maths or languages subjects, but challenges in the order
- Poor performance under pressure
- Difficulty completing tasks with a sequence of steps, but ability to take part in broad-ranging discussions

FIVE AREAS OF SUPPORT for a learner with DME



High learning potential most often refers to an ability to understand information well, make quick analyses and use memory capacity to learn quickly.

How to support the learner with DME

- Teach to students' abilities rather than areas of weakness
- Adapt teaching and learning to take into account cognitive style
- Provide intellectual challenges in areas of interest and ability
- Offer tasks that engage multiple senses and opportunities for hands-on learning
- Support relationships and self understanding

An already tailored and strength-based approach for your learner may only need some adjustment to ensure that any new information related to the 5 focus areas are factored into the individualised support.



NURTURING HIGH LEARNING POTENTIAL

Nurturing high learning potential means understanding and focusing on the learners strengths, developing their higher order and critical thinking, and advancing their problem solving abilities.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Demonstrates advanced ideas and opinions	1	2	3	4	5
Has wide variety of interests	1	2	3	4	5
Show sophisticated vocabulary	1	2	3	4	5
Provides penetrating insights	1	2	3	4	5
Has superior verbal and communication skills	1	2	3	4	5
Has advanced levels of reasoning and problem solving	1	2	3	4	5
Is highly creative, curious and imaginative	1	2	3	4	5
Has a specific talent or consuming interest in.....	1	2	3	4	5

Case Study. Charlie, age 8. They have cerebral palsy.

What are the learner's strengths?

- Small group of good friends
- Content of writing is to a very high standard
- Good ideas
- Advanced vocabulary
- Enjoys reading and reading age several years ahead

What challenges does the learner face?

- Movements very jerky and clumsy
- Uses crutches
- Target of bullying
- Shy and doesn't answer questions
- Struggles with handwriting

What is needed to nurture high learning potential?

- Charlie needs alternative methods to enable them to develop writing skills further.
- They need support and opportunity to gain confidence voicing their ideas and working in groups.

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Identifying high learning potential – a providers experience

"Identification in a thorough way is important, not just a label but a personal profile. We developed a programme that gives space to strengths but also maintains a balance with developing other areas. We want to avoid more negative isolation because of their talents"

SUPPORTING COGNITIVE STYLE

Supporting cognitive style is both teaching and presenting information that is easily accessible for the learner as well as enabling the learner to work in ways that suits their cognitive style.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Is a sequential thinker who learns "step by step"	1	2	3	4	5
Is a conceptual thinker who comprehends the big picture	1	2	3	4	5
Is unable to think in a sequential, linear fashion	1	2	3	4	5
Is an auditory learner who can easily remember verbal information	1	2	3	4	5
Is a visual learner who needs to see it to process the information	1	2	3	4	5
Demonstrates difficulty following verbal instructions	1	2	3	4	5
Shows slow processing speed	1	2	3	4	5
Is highly creative and needs to process information in creative ways	1	2	3	4	5
Has executive functioning deficits in planning, prioritising and organising	1	2	3	4	5

Case Study. Jaya, age 11.

They have no diagnosis but possible Dyslexia.

What are the learners strengths?

- Very high verbal ability
- A talented artist
- Empathic
- Reading above age level
- Many interests and passionate about animals
- Always contributes in class

What challenges does the learner face?

- Trouble remembering maths facts
- Poor spelling only now becoming noticeable
- Academic performance does not reflect verbal ability

What is needed to support cognitive style?

- Understanding exactly what Jaya's difficulties are with diagnostic tests maybe helpful.
- Enable Jaya to work in ways that match their strengths e.g. through art.
- Allow time for processing and present information visually

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Identifying cognitive style – a providers experience

"Cohort of one' lesson planning, individual resources and outcomes, pupil voice, allowing choices for outcomes where possible, alternative provisions."

ENCOURAGING ACADEMIC ACHIEVEMENT

Encouraging academic achievement means providing challenging opportunities in the learner's areas of strength while providing explicit instruction and support in their areas of difficulty/ weakness in order to have consistent academic achievement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Demonstrates inconsistent or uneven academic skills	1	2	3	4	5
Has difficulty expressing feelings or explaining ideas/concepts	1	2	3	4	5
Hates drill and practice assignments	1	2	3	4	5
Avoids school tasks and often fails to complete assignments	1	2	3	4	5
Has poor penmanship and work can be extremely messy	1	2	3	4	5
Has problems completing paper and pencil task	1	2	3	4	5
Appears apathetic, unmotivated, or lacks academic initiative	1	2	3	4	5
Has problems with fluency in writing/reading and or mat	1	2	3	4	5
Engages in disruptive or clowning behaviours	1	2	3	4	5

Reese, Age 13. Partially Sighted.

What are the learners strengths?

- Shows high levels of understanding
- Higher level thinking abilities
- Extensive general knowledge
- Finds project work motivating

What challenges does the learner face?

- Needs an enlarger when reading
- Writing is a struggle and takes a long time

What is needed to nurture high learning potential?

- Teach skills to enable Reese to access different assistive technologies for research and writing
- Provide opportunities to work collaboratively
- Offer more project based work that they can complete at their own pace and choice of formats

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Encouraging academic achievement a providers experience

"I try to link them to their interests and be very flexible and enthusiastic about their ideas, so that they can lead their investigations and I can facilitate their learning and lead them towards outcomes that will gain marks against the exam criteria."

FOSTERING INTERPERSONAL RELATIONSHIPS

Fostering interpersonal relationships means understanding the academic, social and emotional issues and supporting the learner to develop healthy interpersonal relationships and learn to self advocate.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Is an introvert who needs time to recharge and reflect	1	2	3	4	5
Is an extrovert who is energising by being around others	1	2	3	4	5
Demonstrates poor social skills and exhibits antisocial behaviours	1	2	3	4	5
Has difficulty with peer relationships/bullied by peers	1	2	3	4	5
Has strained relationships with family members	1	2	3	4	5
Is empowered by parents	1	2	3	4	5
Is enabled by parents	1	2	3	4	5
Is withdrawn and is becoming increasingly isolated	1	2	3	4	5
Has affiliations with others through extracurricular activities	1	2	3	4	5

Case Study. True, age 9.

No diagnosis.

What are the learners strengths?

- Described as very bright
- High energy
- Art and sport were later revealed as their strengths

What challenges does the learner face?

- Violent behaviour in school
- Doesn't like being told what to do
- No friends
- Feels no one likes them – very low self esteem

What is needed to foster interpersonal relationships?

- Foster a relationship built on trust with a key worker
- Uncover what their gifts are and focus activities around those strengths to encourage friendships
- Work with parents to empower True to articulate their challenges

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Fostering interpersonal relationships a providers experience

"We work in collaboration with parents to set frameworks and realistic goals with good identification of abilities. We need to make a triangular team with the parents and student."

PROMOTING INTRAPERSONAL UNDERSTANDING

Promoting intrapersonal understanding means helping the learner develop self awareness and self understanding so that they are better able to deal with emotional issues that can negatively influence their achievement and satisfaction in life.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Is highly sensitive to criticism	1	2	3	4	5
Is a perfectionist and afraid of making mistakes	1	2	3	4	5
Gets easily frustrated and tends to give up quickly on difficult tasks	1	2	3	4	5
Blames others for mistakes or problems	1	2	3	4	5
Relates success to "luck" or "ability"	1	2	3	4	5
Believes success is achieved through "hard work" and "effort"	1	2	3	4	5
Is self critical and has low self esteem	1	2	3	4	5
Suffers from anxiety and/or depression	1	2	3	4	5
Has a high level of personal understanding and acceptance	1	2	3	4	5

Case Study. Roshan, age 14. Anxiety and depression.

What are the learners strengths?

- Talented in music
- Insightful
- Works well independently
- Strong desire to do well

What challenges does the learner face?

- Disorganised
- Poor academic performance
- Finds it difficult to process and organise thoughts
- Depression
- Perfectionism
- Doesn't hand in work though often completes it

What is needed to promote intrapersonal understanding?

- Develop own understanding of strengths and challenges.
- One to one mentoring to learn organisation techniques.
- Give permission to fail and foster growth mindset.

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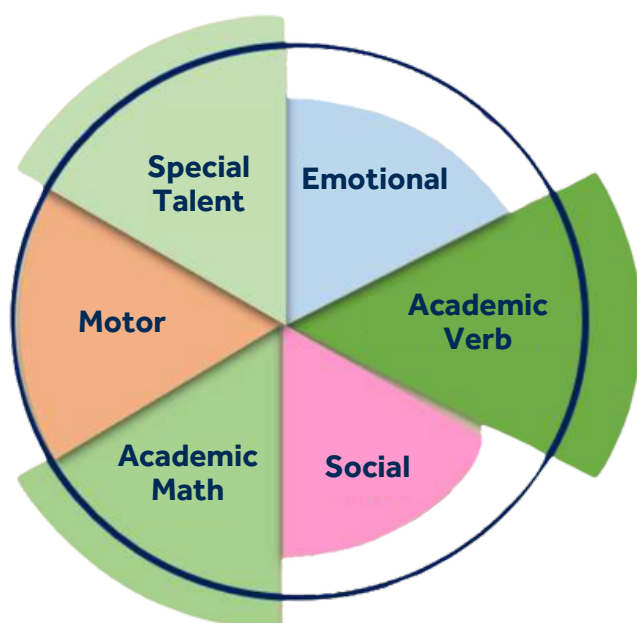
Promoting intrapersonal understanding– a providers experience

"We try and incorporate personalised learning & adjusting to fit needs, referrals to CAMHS & counselling services, nurturing teaching styles, therapeutic methods in art, getting to know young people, pupil voice."

IDENTIFICATION GRID TEMPLATE

Identifier	Additional info including source of evidence	Strengths identified	Difficulties identified	Observations relevant to support
Diagnostic tests				
Cognitive abilities tests WISC, MidYIS,				
Standardised subject tests e.g. Maths/English				
Informal writing test				
Identification through provision (IP)				
Behavioural habits in school				
In school achievements and awards				
A Talent Portfolio				
Membership of clubs, societies, other educational providers.				
Achievements and awards				
Behaviour habits out of school, commitment to an activity, motivation e.g .				

Asynchronous Development An example of Areas of Development



- Asynchronous development is when there is a mismatch between cognitive, emotional, and physical development of a more able and talented learner.
- Often academic skills such as verbal ability or maths are advanced but fine motor skills or social skills are behind.
- This can lead to low self esteem and other mental health issues.
- Social-emotional development and performance are closely linked.
- Identifying the academic, emotional, social, cognitive and physical strengths and challenges of a learner with DME provides a holistic foundation on which tailored support can be delivered.

SUPPORTING YOUR LEARNER WITH DME

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