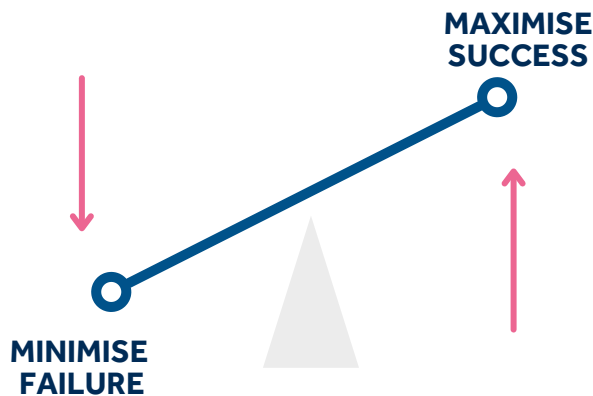


SUPPORTING YOUR LEARNER WITH

DUAL OR MULTIPLE EXCEPTIONALITY (DME)



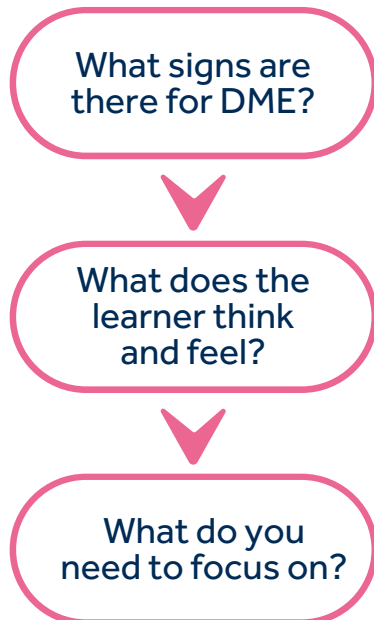
THE GOAL



BY FOCUSING ON THESE 5 AREAS FOR SUPPORT



THE PROCESS



WHERE TO FIND SIGNS FOR DME

"It is not possible to meet all the needs of the pupils with DME without addressing their academic strengths and creating opportunities for them to express their abilities." Departments for Schools, Children and Families 2008



Observation



Diagnostic tests



Talent portfolio

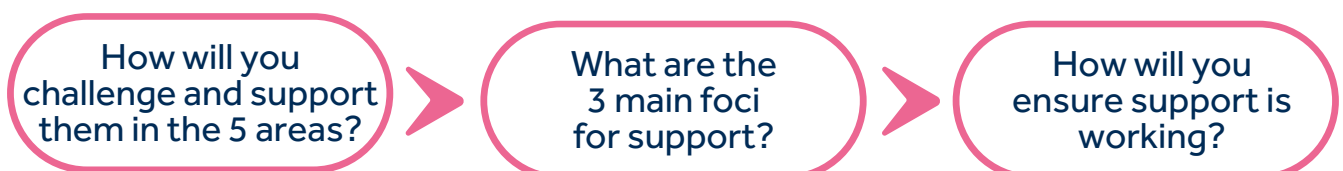


Through provision



Other e.g. Anecdotal

WHAT NEXT?

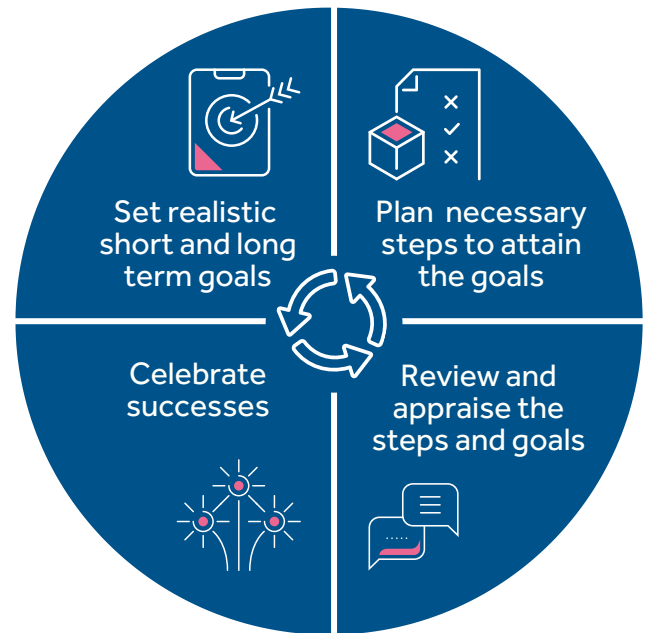




A thriving, resilient, independent learner with DME

Any tailored and strength-based approach needs to be adjusted to ensure that additional information on DME is factored in monitored.

GOAL SETTING, PLANNING AND SUPPORT



SMART Goals

Specific

Detailed, concise and clear

Measurable

Specific, tangible possibly numeric

Achievable

A realistic challenge that should not cause stress

Relevant

Means something to the learner

Time-bound

Linked to a time frame so can see an end

Area of support and focus

Nurturing High Learning Potential

Regular opportunities to develop the things they are good at

Supporting Cognitive Style

Information presented in a way that works for them

Encouraging Academic Achievement

The right support for the things they struggle with

Fostering Interpersonal Relationships

A positive and encouraging social environment with teachers, peers and parents

Promoting Intrapersonal Understanding

Appropriate supportive discussions about their strengths, challenges and plans for the future

Example of SMART goals and support

- S** Learner to complete a project on planets in our solar system
- M** To work on two planets each week
- A** Use any format eg video, PowerPoint they choose
- R** Learner has shown an interest in space
- T** To submit the project in 6 weeks time

- S** Homework tasks discussed one to one with learner
- M** At least two alternative formats to present work are offered
- A** Support with organising and planning provided
- R** Learner may choose format and technology to complete the task
- T** Tasks are broken down into smaller time bound chunks to realise progress

- S** Produce a 5 minute video on pond life
- M** Include 5 examples of pond life and one life cycle
- A** Learner supported to do online research
- R** Learner to visit the school pond as part of their research
- T** Project to take 4 weeks with a target set of work to be completed for each week

- S** Learner will work with others of similar ability for maths
- M** Learner leads a discussion group once per week
- A** Learner has a mentor to advance learning in maths
- R** Discussion group is on a subject the learner has shown interest in /chosen
- T** Discussion group will run every week for half a term before a review.

- S** Learner will actively participate in an extra curricula club of their choice
- M** Learner to attend a club once per week
- A** Learner to choose club and a friend to join club with
- R** Learner will use emotion cards to signal if they need time out
- T** Learner to attend every week for a term

NURTURING HIGH LEARNING POTENTIAL

What are your learner's specific strengths?



How can the strengths be supported?



What would really make a difference to them?

Guiding principles

- Focus on developing students' strengths and provide opportunities to explore interests
- Provide challenging curriculum, relevant learning, and eliminate unnecessary drill and practice
- Differentiated instruction to meet their diverse needs – content, process and product
- Infuse higher-order thinking and problem solving into learning tasks
- Engage students in pursuing a topic in greater depth and complexity in an independent study
- Provide acceleration options, most difficult first, fast pace curriculum, subject acceleration
- Offer choice in assignments that are relevant, worthwhile and engaging
- Explore the complexity of topics and discuss real-world issues

Case Study. Jaya age 8.

They display challenging behaviours, lack of social awareness, is difficult to engage and won't complete tasks without one to one support.

Strengths

- General high academic ability
- Passion for maths

Observations

- Parents had significant input in having strengths recognised
- Building on strengths was as important as supporting them with their difficulties
- School was open minded and willing to work with the parents
- Their emotional and mental health issues were improved by intellectual AND emotional support interventions

Impact

- Engaged with work when it is of an appropriate level/challenge
- Maths ability is recognised and progress is accelerated
- Reduced anxiety and behavioural issues

Specific Needs

- Emotional regulation
- Learn to work independently and in small groups
- Challenge in maths

Support Options

- Provision of a "more able" maths tutor
- Challenging project work offered to build on strengths
- Older age student to work as a study partner
- One to one support for areas they have difficulty with

SUPPORTING COGNITIVE STYLE



Guiding principles

- Cognitive processing styles influence learning, productivity and achievement
- Cognitive, social and emotional areas develop at different rates (Asynchronous development)
- Discrepancies between abilities can occur even within the same subject area
- Slow processing speed means it takes longer to process information and complete assignments
- Executive functioning deficits make it difficult to plan, priorities and manage assignments
- Sensory processing problems mean learners struggles to participate unless sensory needs have been met
- Learners may not be able to sustain attention when the pace of instruction is too slow
- Creative learners need assignments that allow them to apply what they have learned in creative ways

Case Study. Ash age 9.

Struggles with reading and writing. Low self esteem and struggles socially. Inability to read makes them feel stupid and they are upset by the teasing they sometimes receive.

Strengths

- Incredible memory for detail
- Exceptional visual memory
- Advanced vocabulary

Specific Needs

- One to one support for reading and writing
- Emotional support particularly in forming a supportive friendship group
- Possible assessment for a specific learning difficulty

Observations

- Their passion for horses has been a “way in” to learning other skills and developing a writing talent

Support Options

- Use of oral expression as demonstration of learning
- Teaching of key board skills
- Alternative assessments using artistic and presentation skills
- Working in small groups developing social skills Extra-curricular group activities in areas that interest them

Impact

- Creative opportunities to demonstrate their knowledge have improved their self esteem
- Friendship circle has increased
- Use of a computer has developed their writing skills and confidence

ENCOURAGING ACADEMIC ACHIEVEMENT

What are your
learner's specific
difficulties?

What support do
they need to access
high level challenge?

What would really
make a difference
to them?

Guiding principles

- Emphasise development of learners' strengths and interests
- Identify skills deficits and provide explicit instruction to improve those skills
- Assist learners in developing compensatory strategies for areas of weakness
- Provide short-term accommodations while learners are developing skills and learning compensatory strategies
- Improve fluency and automaticity in reading, writing and maths
- Use word processing tools, spell checkers, speech recognition and calculators
- Engage learners in analysing text as they work to develop decoding skills
- Develop of problem-solving skills in maths rather than computation skills

Case Study. Sam age 13.

Handwriting and spelling are poor. Written outputs are of a very low standard. Does not pay attention in class, is called a "geek" by peers. Suffers from anxiety and school refusal

Strengths

- High verbal academic ability
- Interested in nature

Observations

- Parents work closely with school to proactively manage anxiety triggers
- Praise of effort and using assistive technologies boosts their confidence

Specific Needs

- Needs to be able to demonstrate ability in written work and other forms of presentation
- Needs challenge in science to build confidence and self esteem
- Would benefit in learning how to advocate for self when struggling

Support Options

- Submits work using laptop and has a scribe for extended writing
- Taught how to use assistive technology e.g. speech to text apps
- Set project work in science subjects - documentary making
- One to one support for areas they have difficulty with e.g. organisation
- Work with peers on learning differences

Impact

- Anxiety levels more manageable and school refusal lessened
- Work output more aligned with their intellectual abilities
- Greater confidence and increased self esteem

FOSTERING INTERPERSONAL RELATIONSHIPS



Guiding principles

- Supportive, flexible teachers are needed to encourage learners' efforts to become successful learners
- Provide opportunities for learners to work with peers who have similar abilities and interests
- Identify learners with inadequate social skills, poor peer relationships, or difficulties with authoritarian figures
- Guard against peer bullying and anti-intellectual climates in classrooms and schools
- Work collaboratively with parents and learners to develop a comprehensive plan for intervention
- Teach self-advocacy skills and practice these skills in a safe environment
- Invite learners to friendship groups to learn skills needed to establish and maintain friendships
- Encourage learners to participate in extracurricular and community activities

Case Study. Jazz age 12.

They are visually impaired and have difficulty with logically thinking through solutions.
Also difficulty in maths. Strong interpersonal skills and social perceptiveness.

Strengths

- Advanced writing skills and vocabulary
- Natural leader

Observations

- Giving responsibility developed confidence
- Jazz does not perceive their visual impairment as a weakness

Specific Needs

- Visual impairment causes them to miss additional content of lessons and this sometimes impacts on understanding
- More time to work through problems verbally would build confidence
- Greater support for maths

Support Options

- Work in partnerships to enable creativity and develop problem solving skills
- Cooperative learning to develop maths skills
- Assistive technology to advance writing skills and create multimedia presentations
- Groupwork to provide opportunity to advance leadership skills

Impact

- Collaborative projects are enhancing their confidence in their leadership skills
- Projects and activities related to social and animal welfare have increased self esteem and script writing
- They have more clarity on what they are good at and how to use those strengths

PROMOTING INTRAPERSONAL UNDERSTANDING



Guiding principles

- Assist learners in understanding and accepting their strengths, weaknesses, and cognitive styles
- Identify issues such as low self-esteem, perfectionism, unrealistic expectations, anxiety and/or depression
- Teach perfectionists that mistakes are part of the learning process
- Promote success as the result of effort not ability
- Help learners deal with sensitivity, intensity, and emotionality
- Teach students emotional self-regulation skills, metacognitive scripts, and emotional problem solving
- Coach students in setting realistic goals and celebrate successful achievement of goals
- Self-esteem increases when students are able to achieve their goals

Case Study. Ellis age 12.

Emotional and behavioural difficulties with unpredictable and extreme outbursts.
Low academic achievement and unengaged in the educational system.

Strengths

- Leadership skills
- Creative writing and a talented artist
- Very high IQ

Specific Needs

- Forming genuine positive connections with adults
- Emotional regulation
- Assessment to find out what might be causing the low academic achievement

Observations

- Engagement improved when teachers used their interest in music in examples
- Clear expectations and their input on the parameters has reduced outbursts

Support Options

- Mentoring in the field of music
- Opportunities to develop leadership skills in small groups focused on their interests
- Support in identifying strengths
- Discovering what skills they might need to advance a career in the music industry
- Encouragement to use artistic talent in an area they are interested in

Impact

- Being empowered to choose their own learning and activities has started to build trust with their teachers
- Started to demonstrate their talents and learning in alternative assessments Increased their sense of being valued

SUPPORTING YOUR LEARNER WITH DME

WHERE TO START?

BE CURIOUS ABOUT YOUR **LEARNER**

**What are the
learner's
interpersonal
relationships like?**

**How does the
learner like to
learn?
(cognitive style)**

**What are the
learner's high
abilities/ special
talents?**

**What does the
learner want to
achieve?**

**What does the
learner think
about
themselves?**



QUESTIONS TO ASK



Building up the picture of the Learner with DME will involve a multi-faceted approach between teachers, parents and the learner. Understanding how a learners difficulties may mask or impact on developing and using their strengths is key to how and what support is delivered.

	What is the focus?	What is the support to advance strengths?	What is the support for difficulties?	What areas of difficulty inhibit strengths?
Nurturing high abilities – regular opportunities to develop the things they are good at				
Supporting Cognitive style – information and outputs presented in a way that works for them.				
Encouraging academic achievement – the right support for the things they struggle with				
Fostering interpersonal relationships – a positive and encouraging social environment with teachers, peers and parents.				
Promoting intrapersonal understanding– appropriate supportive discussions about their strengths, challenges and plans for the future What do they think and feel?				

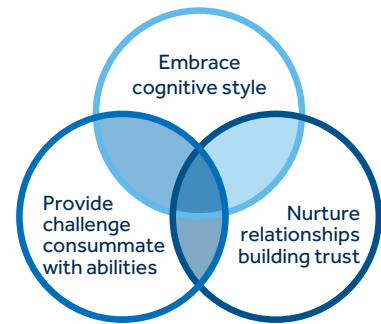
SUPPORTING YOUR LEARNER WITH DME

WHERE TO PRIORITISE?

An individualised approach will factor in the strengths and challenges of the learner as well as the available resources. The types of interventions listed here will all benefit the learner with DME. Some interventions work well for all 5 areas of support, others may focus more on the high learning potential and others, social and mental well being. The goal of any support should be a balance across all 5 areas.

Colour coded key to focus of support:

- Nurturing High Learning Potential
- Supporting Cognitive Style
- Encouraging Academic Achievement
- Fostering Interpersonal Relationships
- Promoting Intrapersonal Understanding



Balancing these three while supporting specific needs and difficulties will provide a foundation which can adapted as the learner develops and matures

	Area of support in which the intervention can be particularly helpful for				
Teacher-student matching	●	●	●	●	●
Mentoring	●	●	●	●	●
Cross age tutoring	●		●	●	●
Independent projects	●	●	●		●
Competitions	●		●	●	●
Extension and enrichment	●	●	●		●
Acceleration	●		●		●
Distance and e learning programmes	●	●	●		●
Counselling		●		●	●
One to one support for learning differences		●		●	●
One to one support for areas learner is more able in	●	●	●	●	●
Support for development of new skills		●		●	●
Recognition and acclaim	●		●	●	●

What do providers say?

"First, identification in a thorough way, not just a label but personal. Developing a programme that gives space to that strength but also maintains a balance. Want to avoid more negative isolation because of this talent."

"Support is tailored specifically to pupil needs & talents, and this may lead to pupils accessing offsite alternative provisions to accelerate their skills (for example arts & sport)"

"In the art room, if I identify a particular talent I try to generate enthusiasm for doing it via competitions, new projects, one on one lessons, tasks and of course, lots of praise."

"I try to link their interests to the curriculum 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."

SUPPORTING YOUR LEARNER WITH DME

WORKING WITH THE LEARNER

Finding out more from your learner – A Conversation

What is going on for you?

What are you good at?

How do you like to learn?
e.g. watching, doing, listening
reading?

What do you want to achieve?
(In this year and when you are older?)

How do you feel about yourself and how you are doing?

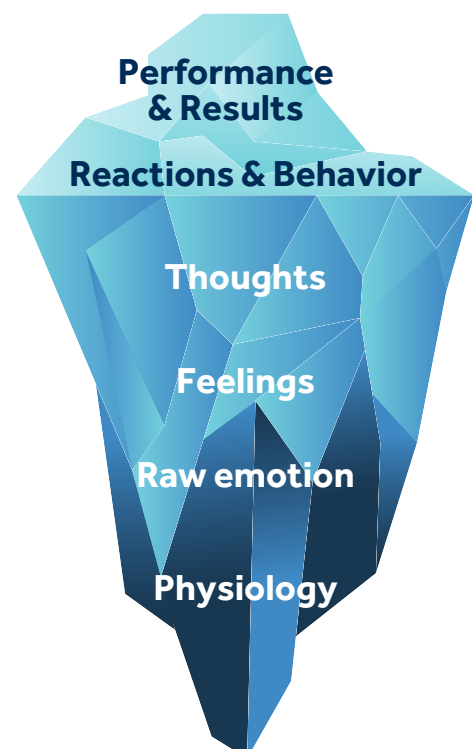
How do you get on with your teachers? Family? Peers?

Learners with DME may have a good understanding of what they need and they should have a voice in their education.

Creating a “This is me” sheet is not only a helpful process for the learner to go through but can also be used to inform teachers and other professionals involved with the learners education about the learners profile; their strengths, challenges, what to look out for, what might be going on for the student and how best to support them

The Iceberg

What we see is the “performance” and behaviours. The more we can understand what is “underneath”, the better able we are to support the learner with DME



This is me - Alex

Strengths and what people appreciate about me	Challenges
<ul style="list-style-type: none"> • Curious • Excellent memory for facts • High level of general knowledge • High verbal ability 	<ul style="list-style-type: none"> • Difficulty with handwriting • Struggles to start a task • Struggle to put thoughts together

What might you see or experience as a teacher?

	Why?	What might help
Distracted and not listening	<ul style="list-style-type: none"> • Bored and not intellectually challenged • Not able to follow the way information is prepared 	<ul style="list-style-type: none"> • Set more intellectually challenging work • Work with cognitive style
Talking too much	<ul style="list-style-type: none"> • Knows subject and wants to share • Has moved on with thinking 	<ul style="list-style-type: none"> • Acknowledge desire to speak and give opportunities to share • Remind about talking in turns
Low input of written work	<ul style="list-style-type: none"> • Slow processing skills • Difficulties not accommodated 	<ul style="list-style-type: none"> • Encourage use of technology • Differentiate tasks

Support for me in school

What?	Why?
Give 1 or at the moment 2 instructions at any one time	Enables me to process what I am being asked to do, which means I won't become anxious
If I am slow with my work let me focus on extension tasks	This reduces demand and provides intellectual challenge

Support for me in homework

What?	Why?
Give me explicit permission to present my work differently	This means I can demonstrate my knowledge and learning in a way that is easier for me
Remind me to use assistive technology or a scribe for any writing tasks	This means I can focus on content without stress and spending a lot of time trying to correct my spelling

SUPPORTING YOUR LEARNER WITH DME

WHAT ELSE?

Is the support working as intended?
How do you know?

What does the learner feel about the support?
How do you know?

What can you do to make it even better?

Reflective practice

Supporting a learner with DME is a constantly evolving process. Part of this is because the pace and level the learner may attain maybe more advanced than a learner without DME. It is important that there is a dynamic approach to evaluating the effectiveness of the support in place and that it may be adapted accordingly.

Top tips for teaching a learner with DME

- Teach to students' abilities rather than disabilities
- Nurture Strengths
- Provide intellectual challenges in areas of interest and ability
- Offer tasks that engage multiple senses and opportunities for hands-on learning

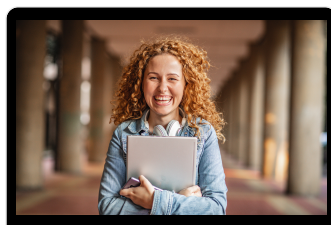
Supporting the providers – A Conversation

What do you feel your learner's special talents are?

How does this make you feel?

What appears to be a successful way of teaching this learner?

What does this make you think about?



What academic achievements do you feel this learner can achieve?

What does this make you think about?

What do you think the learner think of themselves and why?

What does this make you think about in terms of supporting your learner?

How well do you get on with your learner?

How can you make this even better?

Further Resources

1. Department for Children, Schools and Families. 2008. The National Strategies, Gifted and Talented Education: Helping to find and support children with dual or multiple exceptionalities. Ref 000522008BKT-EN
2. Montgomery, Diane. 2015. Teaching Gifted Children with Special Educational Needs: Supporting dual and multiple exceptionally. Routledge.
3. Trail, B. A. 2011. Twice-exceptional Gifted Children. Understanding, teaching and Counselling Gifted Students. Prufrock AcademicPress.
4. Yates, D. and Boddison, A. 2020. The School Handbook for Dual and Multiple Exceptionality: High Learning Potential with Special Educational Needs or Disabilities (nasen spotlight). Routledge.

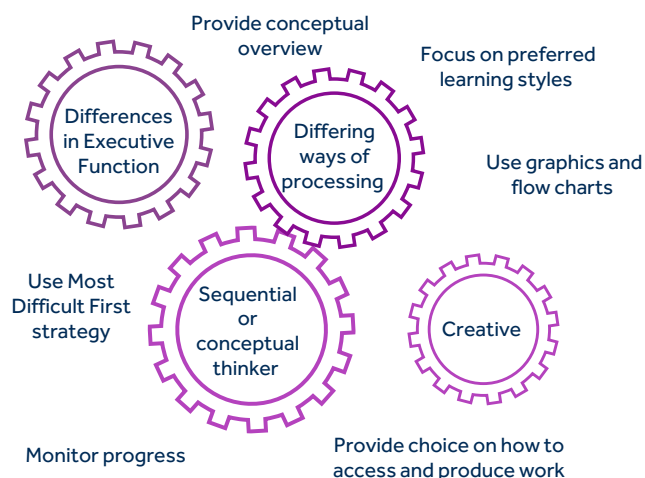
SUPPORTING YOUR LEARNER WITH DME

SUMMARY OF SUPPORT

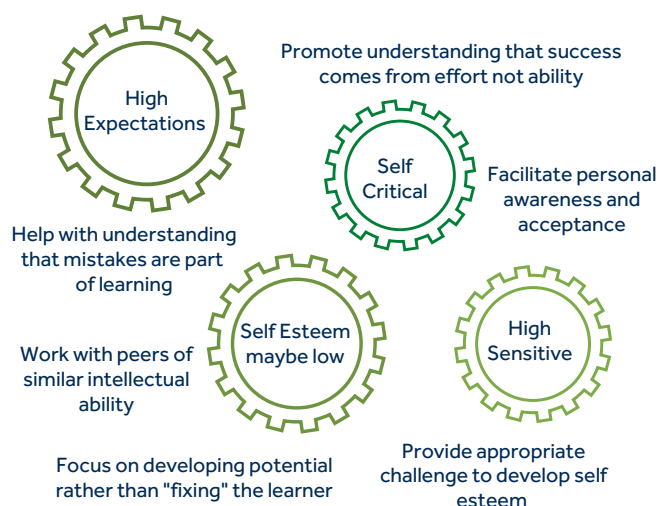
Nurturing High Learning Potential



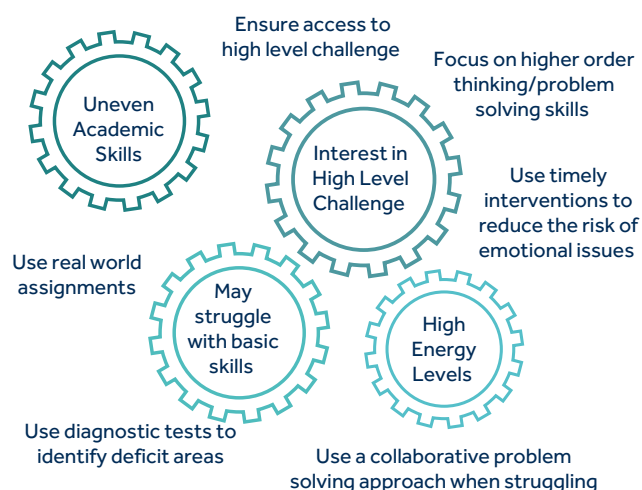
Supporting Cognitive Style



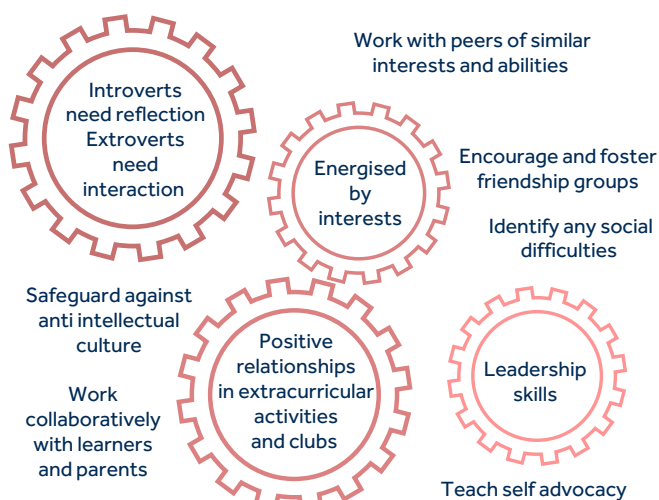
Promoting Interpersonal Understanding



Encouraging Academic Achievement



Fostering Interpersonal Relationships



SUPPORTING YOUR LEARNER WITH DME

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