

CHARACTERISTICS OF 2E LEARNERS

Behavior and learning profiles of twice-exceptional (2e) learners are often complex, with strengths and challenges occurring on a continuum. They may display characteristics of giftedness concurrently with characteristics of having a disability or learning challenge. Characteristics will vary based on many factors, to include the type of disability. The following chart summarizes potential strengths and challenges of 2e students. It is not an exhaustive list, and individual 2e students will not demonstrate all characteristics.

POTENTIAL STRENGTHS	POTENTIAL CHALLENGES
Highly advanced in one or more academic areas, such as verbal skills, conceptual understandings, early reading development	Uneven or inconsistent academic performance, working in a modality that is not a strength, emotional immaturity compared to same-age peers
Ability to memorize large amounts of information as compared to peers	Working memory (i.e. retaining information to complete multi-step tasks)
Highly imaginative, curious, unusual sense of humor	Social awareness, ideas may seem bizarre to peers, difficulty seeing other points of view, may discount or minimize views of others
Develops complex ideas and solutions to problems	Organization, time management, following multi-step directions and plans
Advanced moral reasoning about issues related to fairness and justice	Extreme emotional intensity and oversensitivity; regulating emotions
High-level reasoning powers and problem-solving abilities	Systematically approaching problems (e.g., organizing, prioritizing, initiating tasks)
Very focused interests (i.e. has passion and deep knowledge about a specific topic of interest)	Focus on one area (often not school-related) to the exclusion of others (often school-related); unable to shift focus and be flexible with thinking/ideas
Able to concentrate for long periods in areas of interest	Sustaining attention on less preferred tasks
Often able to engage with adults in high-level conversations on topics of interest	Difficulty initiating and sustaining social conversations with peers and adults, may not have language and self-regulation skills to engage in reciprocal conversations
Outstanding critical and creative thinking abilities; often independently develop compensation skills	Executive functioning skills; may require frequent teacher support and feedback in deficit areas

Adapted from *Smart Kids with Learning Difficulties* 2013 Rich Weinfeld