

Maximising the Potential of Dual or Multiple Exceptional Learners

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When ability and need overlap

High ability does not protect against difficulty

Additional need does not cancel out potential

Some learners fall between systems

What do we mean by DME?

High cognitive potential

One or more learning, developmental, or emotional need

Often uneven profiles across domains

Reis, S. M., Baum, S. M., & Burke, E. (2014). *An operational definition of twice-exceptional learners: Implications and applications*. *Gifted Child Quarterly*, 58(3), 217–230.

Montgomery, D. (2015). *Teaching gifted children with special educational needs: Supporting dual and multiple exceptionality*. London: Routledge

The masking effect

Strengths can hide difficulties

Difficulties can hide strengths

Average outcomes, complex profiles

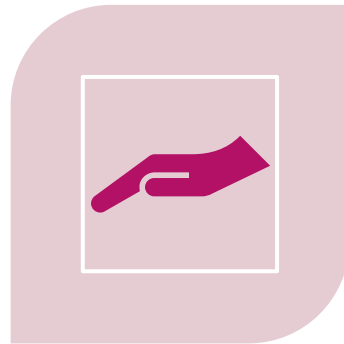
Dimitriadis, C., Georgeson, J., Paliokosta, P., & Van Herwegen, J. (2021). *Twice-exceptional students of mathematics in England: What do the teachers know?* *Roeper Review*, 43(2), 99–111.

Kranz, A. E., Serry, T. A., & Snow, P. C. (2024). *Twice-exceptionality unmasked: A systematic narrative review of the literature on identifying dyslexia in the gifted child.* *Dyslexia*, 30(1), e1763.

Why early intervention matters



Reduce the risk of underachievement



Protect self-concept and motivation



Enable timely, appropriate support

Learning that fits how DME learners think

Learning as meaning-making

Active, enquiry-based approaches

Reduced cognitive and emotional load

Strength-based teaching with scaffolding

Lead with strengths

Scaffold areas of need

Keep expectations high

Gierczyk, M., & Hornby, G. (2021). *Twice-exceptional students: Review of implications for special and inclusive education*. *Education Sciences*, 11(2), 85.

Emotional wellbeing and self-understanding

Emotional intensity is common

Relationships are protective

Understanding self builds resilience

Seeing more clearly

Complexity is
not a problem

DME learners
are present in
classrooms

Recognition
leads to better
outcomes

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