

# Where Do I Belong? : Being Dyslexic and Gifted in School

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## Abstract

This presentation will explore the unique trials and successes of students that are twice exceptional or “2e” especially regarding dyslexia. 2e students are both gifted and have a learning disability. I will draw from accounts of 2e students, their teachers and their parents to showcase a larger picture of what traditional education is like for 2e learners. I will explore the process of diagnosing a student as 2e and the resources that are available to help them succeed in a traditional school setting.

## How to Support Gifted Students:

- Place them in higher tracked classes such as advanced, accelerated or honors, AP, IB, CCP
- Have high expectations for the student and encourage them to rise to the standard
- Give them more challenging work not just more work

## Section 504 Plans

- **Legislation:** Section 504 of the Rehabilitation Act of 1973
- **Who qualifies:** Students that need accommodations but do not qualify for special education services
- **Who has input:** Child’s teachers, parents/guardians, principle

\*\*\*504 plans are not a consolation prize for students who do not qualify for IEPs

## Individualized Education Plans (IEP)

- **Legislation:** Individuals with Disabilities Education Act (IDEA) of 1975
- **Who qualifies:** Students with disabilities that qualify for specialized instruction through special education services
- **Who has input:** Child’s teachers, both special education and general education teachers, parents/guardians, school psychologist, disability services representative

**How to support 2e students: Attend to both their giftedness and their specific learning disability!**



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