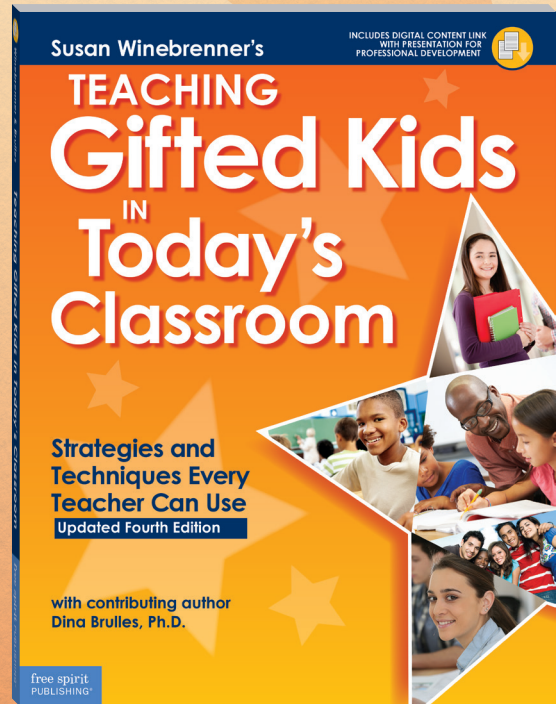
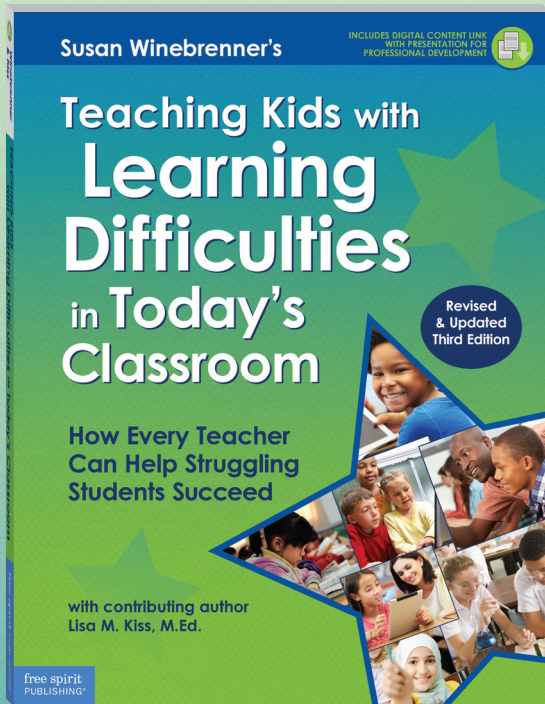


# Twice/Multi-Exceptional Learners PLC/Book Study Guide

for use with



Susan Winebrenner, M.S., Lisa M. Kiss, M.Ed., and Dina Brulles, Ph.D.

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# About This Guide

This guide is designed as a professional development resource and can be used to facilitate a book study or as a learning experience for a professional learning community (PLC). Facilitator notes are provided for additional support and explanation in facilitating your group's sessions. Before beginning the study, we recommend that the facilitator read the entire guide and both books, and also review the accompanying PDF presentation, *Strategies to Meet the Needs of Twice/ Multi-Exceptional Learners in Today's Classroom*, available as a free download at [freespirit.com/2e](http://freespirit.com/2e).

For each session, participants will be asked to read sections or chapters of one or both books. They may also be asked to bring particular materials or create or implement something *prior* to attending a session. Please note that the preparation work is noted at the beginning of each session. Before participants depart from each meeting, look ahead to the next session to review and clarify what should be done before the next meeting. Also note any reproducible forms you may need to provide to participants.

You will want to have a computer and large screen for displaying forms from the books' digital content and from this guide. You will also need to display slides (referenced throughout this guide) from the accompanying PDF presentation.

**Facilitator Note:** Be sure both assigned books have been ordered and delivered before the first meeting is scheduled: *Teaching Kids with Learning Difficulties in Today's Classroom (3rd Edition)* by Susan Winebrenner and Lisa M. Kiss (referred to in this document as *Teaching Kids with LD*) and *Teaching Gifted Kids in Today's Classroom (4th Edition)* by Susan Winebrenner and Dina Brulles (referred to in this document as *Teaching Gifted Kids*).

What you'll need to bring to **all** meetings:

- Name cards created in session 1
- Charts created in large group discussions
- Extra copies of the books for table groups to use

Participants should bring:

- their digital devices for Web access and for recording information during the meeting
- their copies of the books
- their Strategy Implementation Planner (page 7)
- later in the meeting series, their Peer Coaching Log (page 8)

Each session in this guide is focused on a particular topic relating to twice/multi-exceptionality. Depending on the needs of the group, each session can involve more than one meeting. While the guide offers a range of discussion topics, many more could be covered. At each session, be sure to assess what participants most want and need to discuss and learn, and allow time to focus on those topics.

# Session 1: Introduction to Twice/Multi-Exceptionality

## To be completed before session 1:

- Read pages 29–39 in *Teaching Kids with LD* and pages 22–29 in *Teaching Gifted Kids*.
- Use slides 1–4 from the PDF presentation for this session.

1. Display slide 1 and distribute one copy of the complete PDF presentation, *Strategies to Meet the Needs of Twice/Multi-Exceptional Learners in Today's Classroom*, available as a free download at [freespirit.com/PLC](http://freespirit.com/PLC).
2. Give one blank 3" x 5" card to each participant to use to make their own name cards showing their first and last names, grade level or other job assignment, and school name. Collect these cards to use at all future meetings.
3. Ask participants to join one of the following groups at designated locations in the meeting room:

**Group 1:** I have had no training on either topic of teaching students with learning difficulties or teaching students who are gifted or advanced.

**Group 2:** I know a little something about one or both of these topics.

**Group 3:** I am very familiar with the characteristics and learning needs of both types of students.

Have participants form discussion buddies in the following way, ideally with participants from their own school:

- People in Group 3 should pair together, because knowledgeable participants should not be held back in their buddy discussions, nor should novices be intimidated by partnering with people who are well-versed in the topics.
- People in Group 1 should pair with people in Group 2.

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The discussion buddies will remain together for at least three sessions. Buddies should make note of each other's professional and personal contact information.

Finally, have participants create table groups with two to three discussion buddy pairs, preferably focused on different grade levels and subjects. If possible, each table should have at least one copy of both assigned books.

4. Have table groups peruse the tables of contents, forewords, and lists of reproducible forms in both books. Groups should appoint a recorder to prepare information for large group feedback opportunities. Recorders may be changed for each session.
5. Familiarize participants with the definition and characteristics of students who may be both gifted in some areas and seriously challenged in others. Discuss the sections read in both books prior to the session, along with slides 2–4.

**Facilitator Note:** The shorthand term we use throughout this guide to encompass twice- and multi-exceptional students is “2/multiX.”

6. Complete a “ticket out the door” or TOTD (described on page 174 of *Teaching Kids with LD*). For this first session, have participants write two things they learned today and one topic related to the study of 2/multiX students that is of interest to them. Collect the tickets and use that information as you plan subsequent meetings.

# Session 2: Characteristics of Twice/Multi-Exceptional Students

## To be completed before session 2:

- Read/review pages 29–31 in *Teaching Kids with LD* and pages 22–29 in *Teaching Gifted Kids*.
- Use slides 2–10 from the PDF presentation for this session.

1. Ask participants to form table groups and discuss students they have taught or parented who have characteristics of 2/multiX learners. Use the Name Card Method to share this information with the large group (see pages 12–14 in *Teaching Kids with LD* or pages 14–16 in *Teaching Gifted Kids* for a description of this method). Record the information on a chart that can be shared later.
2. Show the information on slides 5–7 and ask each table to create a definition of “twice- or multi-exceptional students” in bell curve terms. The essential understanding here is that *all* the strategies listed on slide 7 are equally important considerations for these students in their areas of strength *and* weakness.
3. Show slides 2–4 and compare the information with the definitions created by the table groups.
4. Discuss slide 8 and refer to the first names of specific students who come to mind when considering this information.
5. Read aloud the information from slides 9 and 10 separately, and ask participants to write down the names of students who come to mind for the various characteristics described.
6. Use the TOTD strategy described in session 1. Collect tickets at the door.

# Session 3: How to Facilitate Consistent Active Engagement for All Students

## To be completed before session 3:

- Read pages 170–174 in *Teaching Kids with LD* and pages 2–3, 14–18, and 201–208 in *Teaching Gifted Kids*.
- View Carol Dweck's TED Talk. Search ted.com for "The Power of Believing That You Can Improve."
- Use slides 11–19 from the PDF presentation for this session.

**Facilitator's Note:** The two psychologists whose work we rely on in this section are Abraham Maslow and Carol Dweck. We believe a blend of Maslow's and Dweck's principles can be highly effective in helping teachers facilitate and demonstrate the importance of consistent active engagement in students' learning.

1. Refer to Maslow's Hierarchy of Basic Human Needs chart on slide 11. Explain that students need to be operating at the "competence" level to be ready to take learning risks, even if they are 2/multiX students.
2. Discuss the Dweck video and slides 12–13 about praise and mindset.
3. Discuss the similarities and differences in the work of Maslow and Dweck. Decide which elements are more likely to help 2/multiX students become more successful in school.
4. Refer to slide 14 and discuss the active engagement benefits of optimum grouping practices. For example, 2/multiX students are paired with high achieving students in their areas of strength.
5. Invite participants to work in table groups to discuss how the formative assessment strategies described on slide 15 and on pages 173–174 in *Teaching Kids with LD* and pages 202–204 in *Teaching Gifted Kids* might be used with their own students to achieve better engagement.

**Facilitator's Note:** Participants switch to "job-alike" groups (same grade-level and/or subject matter) in this session and for most of the remaining sessions.

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6. When we engage all students with appropriately differentiated learning experiences, there is often a dramatic drop in attitude and behavior problems, as well as dramatic improvements in productivity. Refer to pages 199–200 in *Teaching Kids with LD* and discuss this in table groups.
  7. Using slides 16–19, coach participants on how to use the two record keeping documents in this guide: the Strategy Implementation Planner (SIP) on page 7 and the Peer Coaching Log (PCL) on page 8.



# Strategy Implementation Planner (SIP)

Teacher's Name(s):

School:

*Directions:* Fill out the first three columns near the end of most sessions. Complete the final two columns between sessions and bring the chart with you to every session.

Session Date	Target Strategy	Intended Goal for Students	Actual Outcome for Students	Notes for Next Session

# Peer Coaching Log (PCL)

Partner One:  
 Partner Two:  
 School:

*Directions:* Form partner pairs with someone in this group from your school, preferably in a different subject area and/or grade level. Plan for mutual visits to each other's classes for a specific purpose. Complete one line of this form per visit.

Date	Time of Visit	Peer Coaching Level	Data Gathering Tools	Changes for Next Visit

# Session 4: Learning Modalities

## To be completed before session 4:

- Read Chapter 3 in *Teaching Kids with LD* and pages 143–152 in *Teaching Gifted Kids*.
- Use slides 20–21 from the PDF presentation for this session.

**Facilitator’s Note:** Be sure that at the end of this discussion, everyone understands the differences between analytic and global learners and that students who struggle in school are not less intelligent than students who succeed; they are actually smarter in different ways. Until we teach these students in those ways, they will continue to appear unable to “keep up.”

1. Allow about five minutes for participants to experience the Analytical or Global self-assessment on page 54 of *Teaching Kids with LD*. Participants should do a silent assessment of both their own learning modality preferences and those of a person whom they consider to be their significant other (SO). Their task is to decide, for each numbered horizontal line, whether they have the same or a different preference as their SO (record a plus, minus, or question mark). Discuss the large group’s general outcomes.
2. In table groups, discuss how members might take this information into account with their own students. Consider how the difference between a student’s and a teacher’s learning styles might negatively impact the student’s achievement.
3. 2/multiX students often appear weak in those areas of learning in which they are required to think logically, analytically, or sequentially. The first intervention teachers should try is one designed for global learners; see the “wholistic” bookmark on page 57 of *Teaching Kids with LD*.
4. Discuss how knowing a student’s strongest learning modality can help him or her compensate for learning difficulties.
5. Discuss how the group’s ideas about teaching 2/multiX learners have changed or stayed the same since the group first began meeting.
6. Participants should make an entry in the SIP to show their intention to try some interventions with their students to improve learning success.

# Session 5: Strategies for Teaching to Students' Strongest Learning Modalities

## To be completed before session 5:

- Review pages 47–52 in *Teaching Kids with LD* and pages 143–145 in *Teaching Gifted Kids*.
- Participants should bring two lessons from recent days during which some students exhibited significant frustration or other learning difficulties.
- Use slide 22 from the PDF presentation for this session.

1. Discuss reasons why logical, analytic/sequential, and auditory learners may be more successful than visual, tactile, and kinesthetic learners on traditional school tasks.
2. Divide into two table groups. Group 1 members examine the lesson plans they brought and mark an “A” next to each component that is most comfortable for an auditory, analytic learner. Group 2 members examine their lesson plans and mark each component as “V” for visual, “T” for tactile, and “K” for kinesthetic. More than one letter may be used for a component. After marking their lesson plans, both groups share how they can change their lesson plans to include *all* modalities and optimize student learning. Refer to the “wholistic” bookmark on page 57 of *Teaching Kids with LD* for guidance.
3. Table groups talk about techniques they will try between meetings with their students and record entries in their SIPs.

# Session 6: Gifted Learners' Characteristics

## To be completed before session 6:

- Read Chapter 1 in *Teaching Gifted Kids*.
- View the video "The Misdiagnosis of Gifted Children" by Dr. James Webb: [youtu.be/9XN7IOteagI](https://youtu.be/9XN7IOteagI).
- Participants bring the lists of their students who they think are 2/multiX.
- Use slides 23–27 from the PDF presentation for this session.

1. Discuss the Webb video, slide 23, and why it's important for teachers of 2/multiX students to know about the strategies of compacting and differentiation.
2. Display slide 24 and ask table groups to create a list of the six characteristics they consider to be most essential for gifted learners. Then have all tables vote for their selected six characteristics. Determine the six characteristics with the most votes in your group.

**Facilitator's Note:** The authors' choices would be: endlessly curious; precocious reasoning ability; prodigious memory; highly intense, sensitive, and emotional; unusual interest in justice, ethics, and morality; and advanced sense of humor.

3. Discuss slides 25–27 and the list of gifted characteristics given in Chapter 1 of *Teaching Gifted Kids*. Pay special attention to the learning characteristics of certain groups of gifted students who may also be struggling with a learning challenge.
4. Discuss how 2/multiX students might show their gifted potential more clearly in their classroom behavior than on any standardized assessments.
5. Repeat steps 3 and 4 for pages 29–31 in *Teaching Kids with LD*.
6. Based on these characteristics, form table groups to brainstorm a list of teaching behaviors necessary to accommodate the exceptional learning needs of 2/multiX students.
7. Participants start a new entry in their SIP to use between meetings.

# Session 7: Compacting and Differentiating with Pre-Assessable Standards

## To be completed before session 7:

- Read pages 40–41 and 61–63 in *Teaching Kids with LD* and pages 22–67 in *Teaching Gifted Kids*.
- Use slides 28–34 from the PDF presentation for this session.

**Facilitator’s Note:** This session targets standards that can be pre-assessed for students who have mastery before being taught these standards during this school year. Good teaching requires that we find the exact “entry level” for all our students as we begin teaching any content. If we do not make this attempt, and just start where the curriculum tells us to, it is certain that some students will not have the prerequisite knowledge that is required.

1. Examine slide 28 and pages 40–41 in *Teaching Kids with LD* for tips on how to compact for 2/multiX students in their areas of learning challenge.
2. Discuss short-term goal setting (pages 61–63 in *Teaching Kids with LD*) to help 2/multiX students work independently.
3. In table groups, discuss the information on slide 29. Have each group peruse the information for *one* of the following and hypothesize how these methods help students with perfectionism and prevent them from feeling overwhelmed by work:
  - Goal-Setting Log on page 21 of *Teaching Gifted Kids*
  - Daily Log on page 92 of *Teaching Gifted Kids*
  - Goal Planning Chart on page 86 of *Teaching Kids with LD*
  - Daily Task Checklist on page 43 of *Teaching Kids with LD*

Have table groups report their findings to the large group.

4. Focus on how the information on pages 22–34 in *Teaching Gifted Kids* and on slides 30–34 pertains to some of the students who do not score in the “gifted” range on tests of intelligence and/or learning abilities, but who demonstrate advanced learning or thinking behaviors. Discuss how, for these students,

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their disability hides their giftedness and their giftedness makes their disability less noticeable.

5. Review page 41 in *Teaching Kids with LD*. Discuss how using some of the strategies in this book can help 2/multiX students compensate for their learning weaknesses and lead them to higher performance than they may have been achieving without using the strategies.
6. Participants start a new entry in their SIP to use between meetings.

# Session 8: Compacting and Differentiating with Content That Is New to Students

## To be completed before session 8:

- Read Chapter 3 in *Teaching Gifted Kids*, particularly the summary on pages 95–98.
- Use slides 35–40 from the PDF presentation for this session.

**Facilitator’s Note:** We do not recommend pre-testing with content new to students since that would encourage cramming. We do, however, give all students who might benefit from it a chance to demonstrate that they need less time than most of their classmates to master even unfamiliar standards.

1. Review and discuss the content in slides 35–36.
2. Read page 79 in *Teaching Gifted Kids* and examine the blank Extension Menu on slide 37. Then examine the guidelines on slides 38–40 and how they can be used to benefit 2/multiX learners.
3. Have job-alike groups discuss the information on each slide and suggest additions or changes for each subject area. If time permits, ask table groups to create an extension menu for a unit they will be teaching soon.



# Session 9: Using Technology to Aid Learning for Twice/Multi-Exceptional Students

## To be completed before session 9:

- Read sections regarding technology in *Teaching Kids with LD* and *Teaching Gifted Kids* (refer to the books' indexes for page numbers).
- Use slide 41 from the PDF presentation for this session.

1. Form table groups and ask each group to discuss and summarize the technology information from one of the books. Then, rearrange table groups so that each table has representative “experts” on both books so they can share the information they have learned.
2. Using the Name Card Method, ask participants to share what they have learned about supporting 2/multiX students with technology.
3. Complete a TOTD with two things that participants learned that might improve learning success for 2/multiX students.

# Session 10: Executive Functioning Issues for Twice/Multi-Exceptional Students

## To be completed before session 10:

- Read Chapter 9 in *Teaching Kids with LD*.
- Use slide 42 from the PDF presentation for this session.

1. Assign one specific executive functioning (EF) category from Chapter 9 of *Teaching Kids with LD* to each table group. Discuss the content and prepare a three- to five-minute debriefing for the large group.
2. Discuss the backward planning strategy on pages 190–191 in *Teaching Kids with LD*. Consider how the visual and kinesthetic learning modality preferences of 2/multiX students often do not connect with traditional suggestions to improve organization and study skills. Encourage participants to focus on how they might implement this strategy with their own students.
3. Discuss other topics in this chapter for which group members express interest.
4. Examine and discuss slide 42 as it pertains to students who are often sent out of their classrooms due to behavior issues.
5. Give table groups time to fill out the SIP to plan how to apply an EF strategy to a 2/multiX student. Encourage peer coaching partners to include visits to each other's classrooms focused on this topic and record outcomes in their PCLs.

# Session 11: Issues with Inappropriate Conduct of Twice/Multi-Exceptional Students

## To be completed before session 11:

- Read Chapter 10 in *Teaching Kids with LD* and pages 4–5 in *Teaching Gifted Kids*.
- Use slide 42 from the PDF presentation for this session.

1. Due to high intelligence combined with frustrating learning challenges, 2/multiX students may exhibit inappropriate behaviors or lack the coping skills helpful in difficult situations. Ask all participants to read pages 199–201 in *Teaching Kids with LD*. Invite discussion about The Relentless Cycle of Threat section. Ask for examples regarding specific students.
2. Display and review slide 42. Encourage participants to ask themselves these questions before sending a student to an administrator for behavior management.
3. End the meeting by having participants fill out a new line on the SIP for a strategy they will try related to this topic.

# Session 12: Teaching Strategies in Standards-Specific Learning Experiences for Twice/Multi-Exceptional Students

## To be completed before session 12:

- **ELA teachers:** read Chapter 5 in *Teaching Kids with LD* and Chapter 4 in *Teaching Gifted Kids*.
- **Math teachers:** read Chapter 7 in *Teaching Kids with LD* and Chapter 2 in *Teaching Gifted Kids*.
- **All teachers:** read Chapter 6 in *Teaching Kids with LD* and Chapter 3 in *Teaching Gifted Kids*.
- Use slides 43–49 from the PDF presentation for this session.

1. Show slides 43–49 and provide time for table groups to discuss slide content and have each person select one strategy from those slides to take back to his or her students. Members record their choices on the SIP.
2. Participants should plan to use the SIPs and the PCL before the next meeting. Provide two to three weeks between sessions and ask peer coaching partners to guide each other through this work.

# Session 13: Cluster Grouping for All Students

## To be completed before session 13:

- Read pages 83–84 in *Teaching Kids with LD* and pages 194–198 in *Teaching Gifted Kids*.
- Use slides 50–56 from the PDF presentation for this session.

**Facilitator’s Note:** For access to research results for the cluster grouping model, please contact Susan Winebrenner, Dina Brulles, or Lisa Kiss through their publisher at [www.freespirit.com](http://www.freespirit.com), and they will be able to share that data with you.

1. Using slide 50, read and discuss the definition of cluster grouping so all participants understand this concept.
2. Using the chart on slide 51, discuss the composition of the Schoolwide Cluster Grouping Model (SCGM). Refer to page 194 in *Teaching Gifted Kids*.
3. The perfect placement of 2/multiX students is in a classroom that has a cluster of gifted students. Discuss the key points shared on slides 52–54 in job-alike table groups.
4. Using slides 55–56, discuss the advantages and challenges of cluster grouping for 2/multiX students.
5. End the meeting by having participants fill out a new line on the SIP for a strategy related to cluster grouping.

# Session 14: Culminating Activities

## To be completed before session 14:

- Use slides 57–61 from the PDF presentation for this session.

1. Form job-alike table groups. Ask groups to synthesize the content they have learned by making a table group list of “teacher characteristics that can help twice/multi-exceptional students experience learning success.”
2. Display the information on slides 57–60. Ask if group members want to discuss any particular points on those slides.
3. Ask participants to describe three techniques or practices that should be *avoided* when teaching 2/multiX students.
4. Lead a short discussion of the two statements on slide 61. Assess the value of sharing the statements with other colleagues at your site.
5. Conduct a culminating activity, such as the following.

## Suggested Culminating Activity

**Note:** This activity may be completed using the hardcopy chart (provided on page 22 of this guide) along with scissors and tape, or completed digitally by re-creating the chart as a simple table in a word processing program.

- Explain that all of the people named in the chart are known to be twice/multi-exceptional learners. The names are in random order.
- Agree on three headings for the columns into which all the people in the above chart would fall when discussing their learning challenges and gifted capacities.
- Place these headings in the shaded cells at the top of each column.
- Cut out the names in the chart and place each name in the column that best describes his or her twice/multi-exceptionality. If someone’s name fits in more than one category, print it in all the appropriate columns.
- Add more celebrity names to the chart if you wish.

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**6.** Do a final TOTD as a culminating feedback instrument for the entire group experience. Have participants provide:

- Three techniques I have used because of this group study
- Two techniques I want to learn more about
- One suggestion for improving this group study
- Rank the entire experience as follows:
  - 5 = Excellent and very helpful
  - 4 = Very good
  - 3 = Good
  - 2 = Not very helpful
  - 1 = Poor

## Well-Known Twice/Multi-Exceptional People

Jim Carrey	Steven Spielberg	Walt Disney
Satoshi Tajiri	Robin Williams	Thomas Edison
Tom Cruise	Henry Winkler	Eleanor Roosevelt
Jay Leno	Whoopi Goldberg	Cher
Bill Gates	Temple Grandin	Daryl Hannah
Vernon Smith		



# About the Authors



**Susan Winebrenner** has an M.S. in curriculum and instruction and a B.S. in education. A former classroom teacher and gifted-program coordinator, Susan is an internationally recognized leader in the field of gifted education. Through her consulting and workshop business, Education Consulting Service, Susan presents seminars nationally and internationally, helping educators translate education research into classroom practice. She has contributed articles to various educational publications and served on the faculty of New Leaders for New Schools. She lives in San Diego, California. Visit Susan's website at [susanwinebrenner.com](http://susanwinebrenner.com).

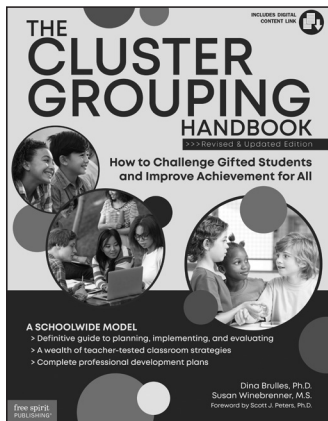


**Lisa M. Kiss, M.Ed.**, is the director of special education at Tulpehocken School District in Berks County, Pennsylvania. Previously, she taught in special education and gifted education for over twenty years. She has supervised numerous student teachers and has presented at several state conferences on the topics of cluster grouping and inclusion to help all students be successful. She lives in Lebanon, Pennsylvania.



**Dina Brulles, Ph.D.**, is a school administrator and the gifted-education director for Arizona's Paradise Valley Unified School District. Recognized for her expertise in creating and supervising schoolwide cluster grouping, she also assists districts throughout the United States in developing gifted-education programs, including those districts serving culturally and linguistically diverse gifted students. She holds a Ph.D. in gifted education and an M.S. in curriculum and instruction and serves on the faculty of the Graduate College of Education at Arizona State University. Prior to becoming an administrator, Dina was an elementary classroom teacher, a bilingual teacher, an ESL teacher, and a gifted-cluster teacher. She lives in Peoria, Arizona. Visit Dina's website at [giftededucationconsultants.com](http://giftededucationconsultants.com).

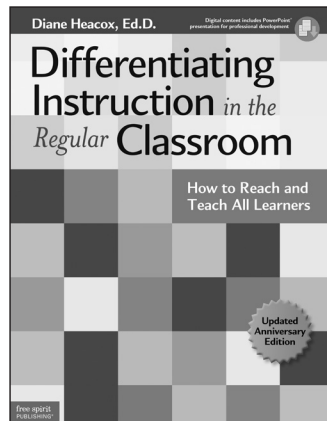
# Books from Free Spirit Publishing



## The Cluster Grouping Handbook: A Schoolwide Model

**How to Challenge Gifted Students and Improve Achievement for All**  
by Susan Winebrenner, M.S.,  
and Dina Brulles, Ph.D.

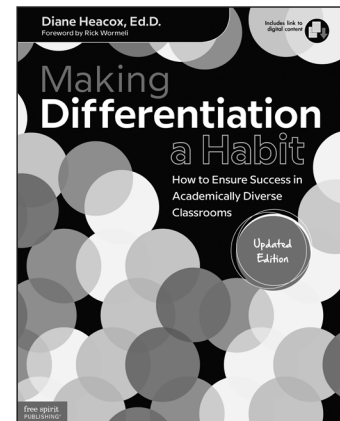
272 pp., PB, 8½" x 11". Teachers and administrators, grades K-8. Includes digital content.



## Differentiating Instruction in the Regular Classroom

**How to Reach and Teach All Learners (Updated Anniversary Edition)**

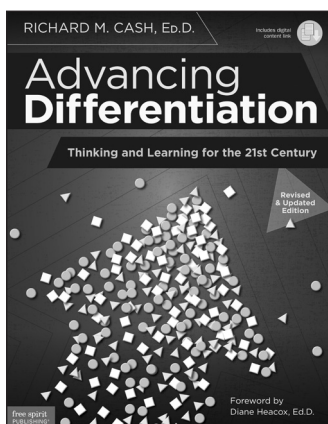
by Diane Heacox, Ed.D.  
176 pp., PB, 8½" x 11". Teachers and administrators, grades K-12. Includes digital content.



## Making Differentiation a Habit

**How to Ensure Success in Academically Diverse Classrooms**

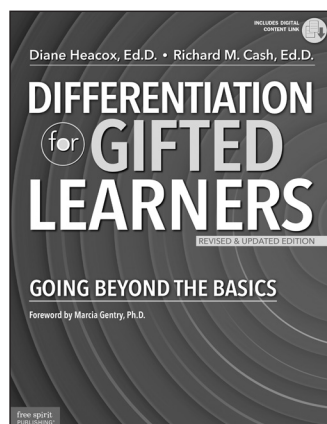
by Diane Heacox, Ed.D.  
192 pp., PB, 8½" x 11". Teachers and administrators, grades K-12. Includes digital content.



## Advancing Differentiation

**Thinking and Learning for the 21st Century (Revised and Updated Edition)**

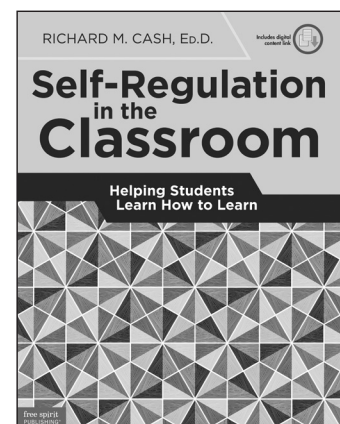
by Richard M. Cash, Ed.D.  
240 pp., PB, 8½" x 11". Teachers and administrators, grades K-12. Includes digital content.



## Differentiation for Gifted Learners

**Going Beyond the Basics**

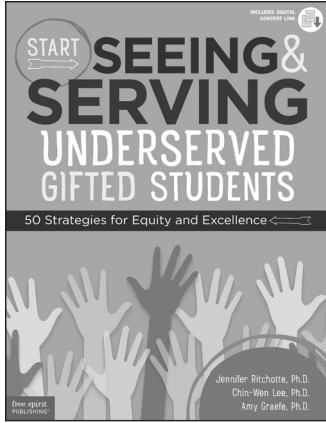
by Diane Heacox, Ed.D.,  
and Richard M. Cash, Ed.D.  
264 pp., PB, 8½" x 11". Teachers and administrators, grades K-12. Includes digital content.



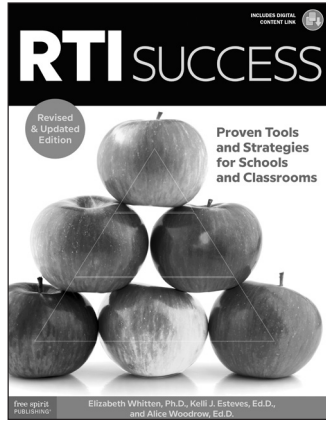
## Self-Regulation in the Classroom

**Helping Students Learn How to Learn**

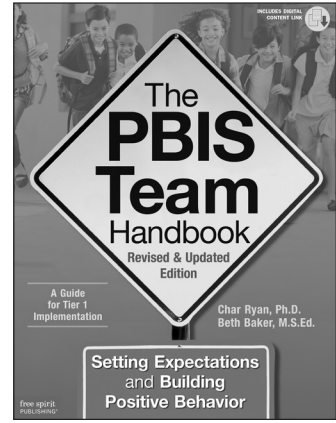
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