

Mapping Ikigai:

A Compass for Navigating 2e Students' Educational Journeys

DR. CLAIRE HUGHES

CLEVELAND STATE UNIVERSITY

2E@CSUOHIO.EDU



A JAPANESE CONCEPT MEANING "A REASON FOR BEING"



Focus

What is missing?



What is there?

Goals for this Session: *(with some fun)*



1. "Strengths-based"; Ikigai



2. Teaching Twice-Exceptional



3. Resources and Tools- AI and others

What do you see as the issue(s) and what approaches would you recommend for



4 MINUTE MARK



8 MINUTES



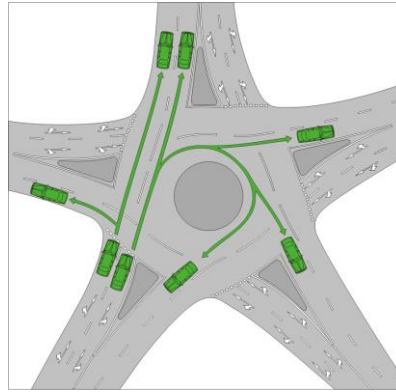
Adaptation by:
The Association
for the Gifted,
Council for
Exceptional
Children [CEC-
TAG], 2021

Twice exceptional (2e) individuals evidence exceptional ability and disability, which results in a unique set of circumstances.

Their exceptional ability may dominate, hiding their disability; their disability may dominate, hiding their exceptional ability; each may mask the other so that neither is recognized nor addressed.

Additionally, twice-exceptional individuals come from- and are impacted- by neurological, linguistic, socio-economic, individual, and cultural diversity.

- Intersections of systems
- A complicated math/chemistry problem
- An endangered/mysterious animal
- Mythological creature of two different parts (Sphinx, Hydra...)
- A “dramedy”/
- Other



Choose your analogy

Twice-Exceptional Kids are like...



*"It ain't easy being green" -
Susan Baum (2015)*



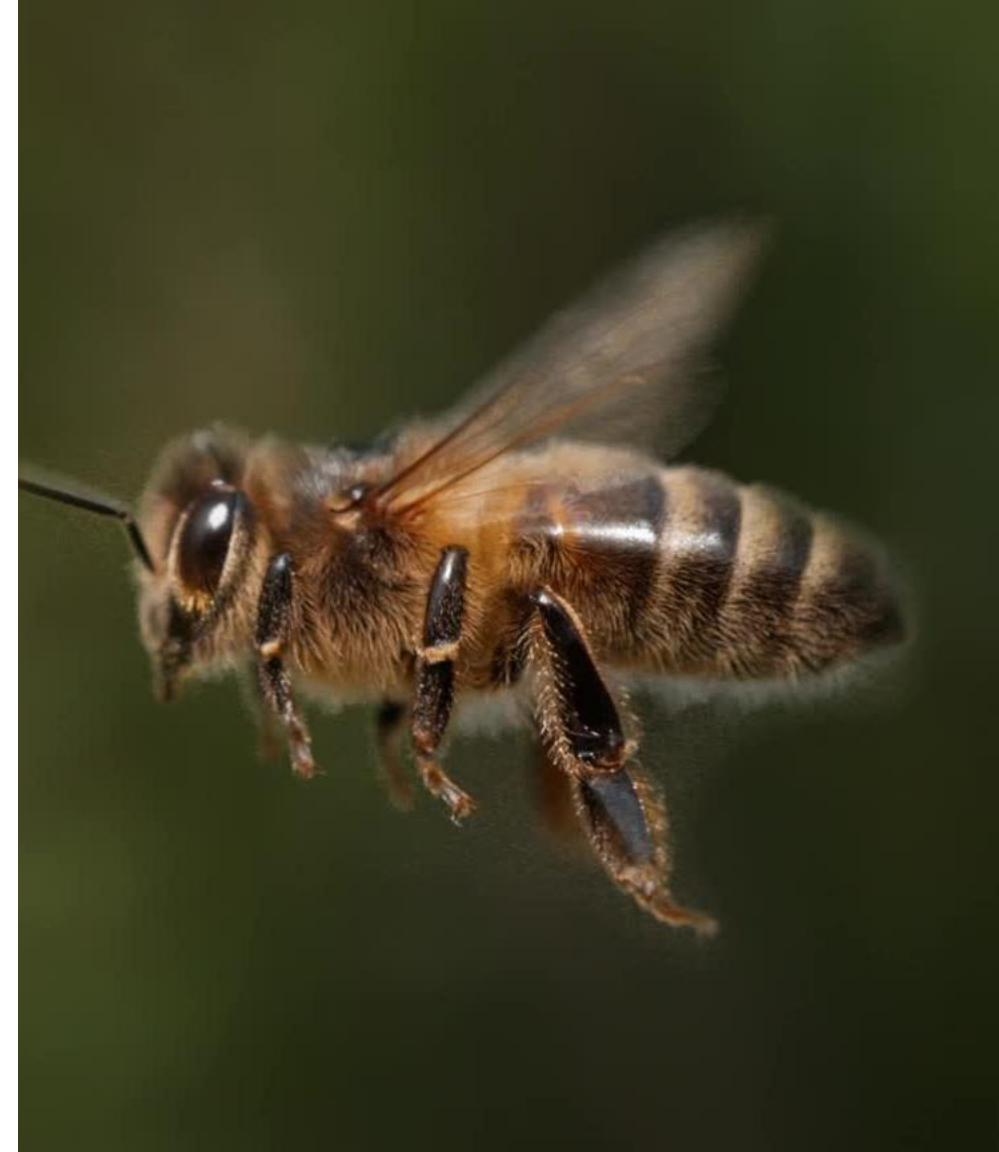
1+1=3
(VAN GURVEN, 2018)



Bees and Flight

- August Magnan, a French entomologist in the 1930's stated that bee flight was "aerodynamically impossible"
- The Bee Movie- *"According to all known laws of aviation, there is no way that a bee should be able to fly. Its wings are too small to get its fat little body off the ground. The bee, of course, flies anyways. Because bees don't care what humans think is impossible"*-
- 2004- CalTech scientists found that bees do not follow aviation rules- they follow their own.

They "spin" their wings, creating vortices, or small hurricanes. It is not the most efficient way to fly, but they do.



2e@csuohio.edu

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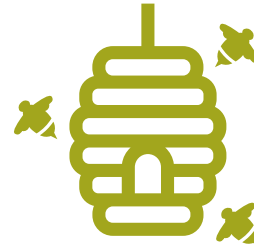
Bees Are 2e



Bees are “disabled”

Wings too short

Body too big



Bees are also gifted

Wings flap very fast

Wings spin- creating disturbances in the air

2e CoP National Definition

- Enriched/advanced educational opportunities that develop the child's interests, gifts and talents while also meeting the child's learning needs

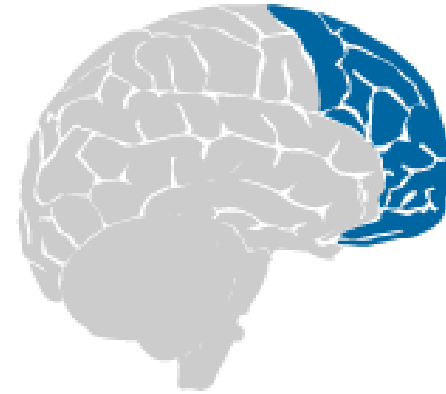
Goal



The End of Average



Elements of Instruction (UDL) Multiple means of:



- Engagement- Why
- Representation- What
- Expression- How

Two Systems



Special
Education



Gifted
Education



Conflicts

- Gifted

Goal is to move away from typical

Strengths-based focus

History of inclusion

Under-representation

Language

- **Acceleration**
- **Compacting**
- **Differentiation**



- Special Education

Goal is to bring closer to typical

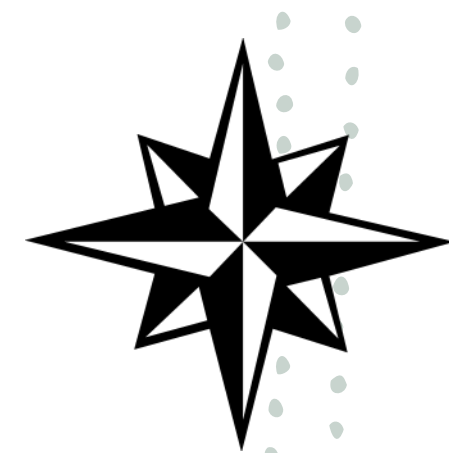
Deficit-based focus

History of exclusion

Over-representation

Language

- **Acceleration**
- **Compacting**
- **Differentiation**



Paradox Programming

- **Gifted Education**

May not qualify

Lowered IQ- masking effect

Fast-paced

Too little structure

Demands skills child doesn't have

- **Special Education**

May not qualify

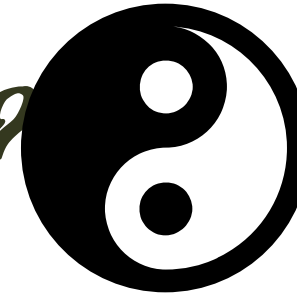
Academics not "low enough"

Slow-paced

Overly structured

Doesn't't allow child to use talents

What Does Each System Bring?



■ Gifted Education

■ Curriculum

- Critical thinking
- Creative thinking
- Acceleration/
Enrichment
- Complexity

Assessment

- Identification
- Instructional
Placement

Social Emotional/ Behavior

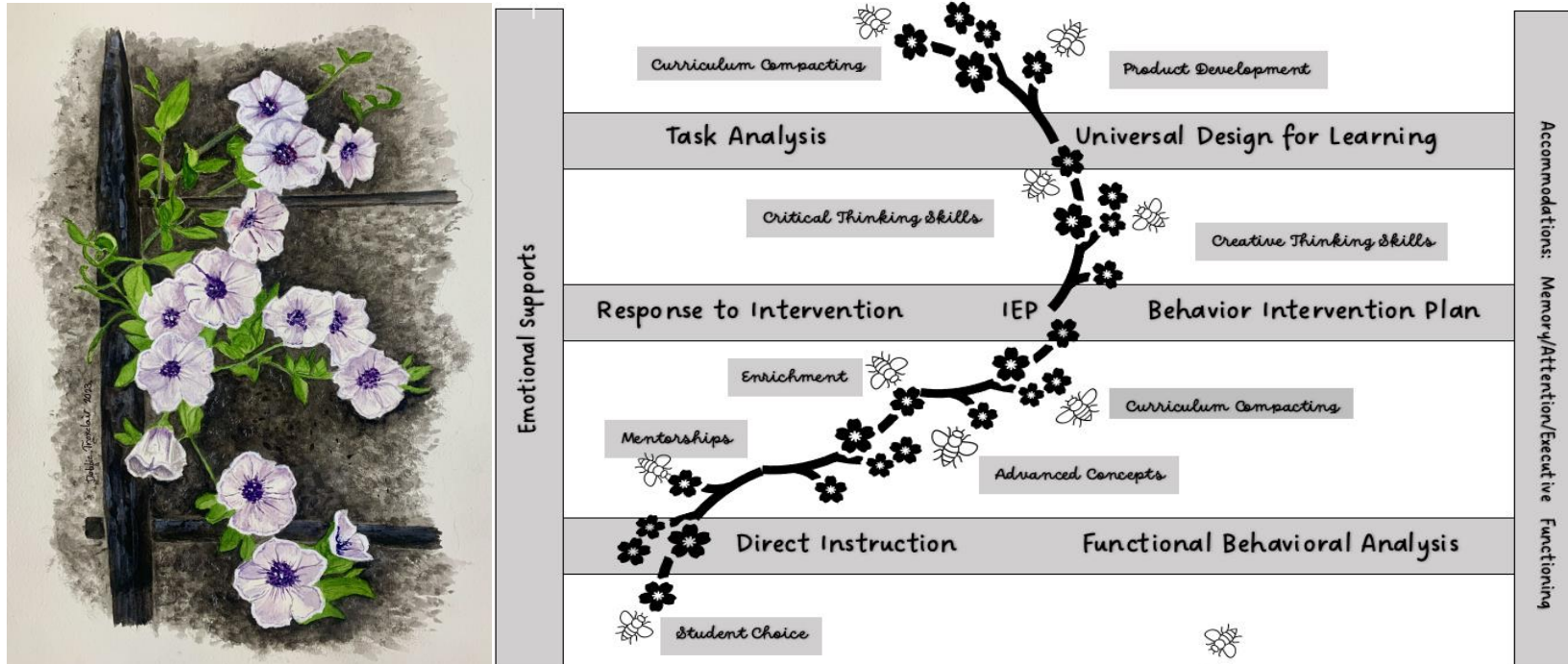
- Management/
Regulation
- Environmental/
Cognitive

Individual Differences/ Educational Emphasis

• Special Education

- Access- UDL
 - Multi-sensory
 - Choice
- Support- Strategies
 - Memory
 - Behavior
 - Processing time
- Processes- HLPs
 - Collaboration
 - IEPs/ 504s





Trellis & Blooms

The trellis represents the foundational structure provided by pedagogy from the field of special education and the blooms provide nectar for nourishment from the strategies of the field of gifted education that allow the 2e learners to blossom.

TWICE-EXCEPTIONAL EDUCATION TRELLIS AND BLOOMS CONCEPTUAL FRAMEWORK

HUGHES, TROXCLAIR & BEHRENS (2023)

Lesson Plan Model

California Standard of Learning

Lesson Objective

	Activity	Strategies to Increase difficulty/ promote area of strength	Strategies to Increase access, support
Opening/ Beginning. Engagement			
Middle/ Instruction/ Connection/ Representation			
Middle/ Student Work focus Expression			
Closing/ Ending/			

Strengths-Based

Gifted Education

- Identifying and Developing Strengths
- Removing barriers to development of these strengths (2e, special pops)

Special Education

- Using Strengths to work on Weaknesses (Kettler & Sulak, 2022)

Multi-Lingual Learning

- Assets-Based Approach
- Shifts the focus to multilingual learners' strengths and capabilities, rather than fixating on the challenges they face (Weeks, 2023).



Practice- Seeing One Way

The student often asks questions unrelated to the lesson

- Strength-Based Approach
- Deficit Approach

The student exhibits a great deal of energy

- Strength-Based Approach
- Deficit Approach

The student tends to work alone

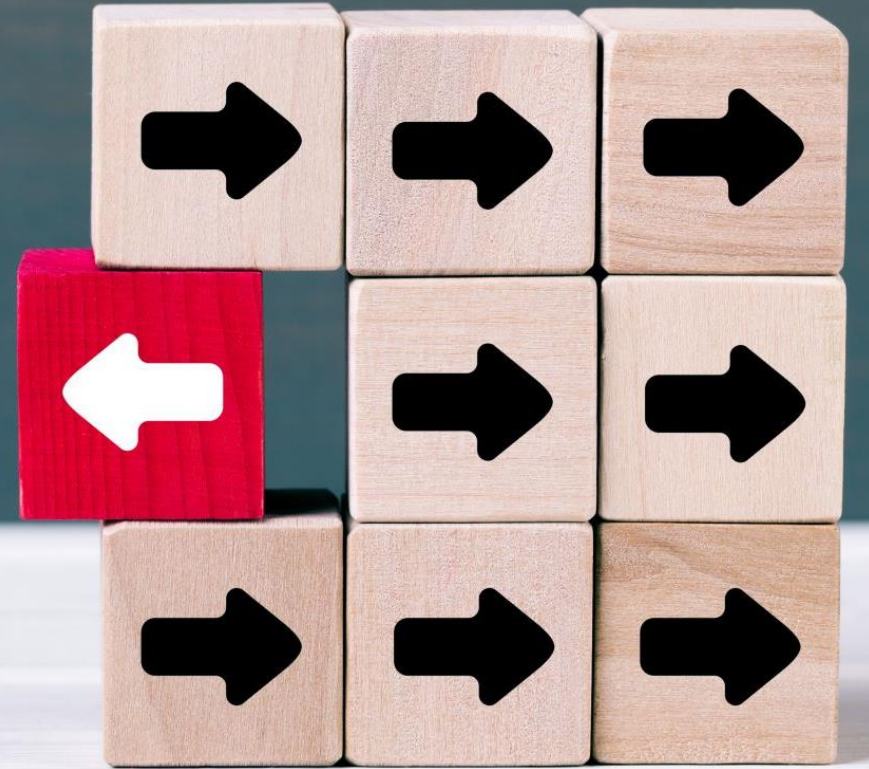
- Strength-Based Approach
- Deficit Approach

The student frequently debates and challenges the teacher

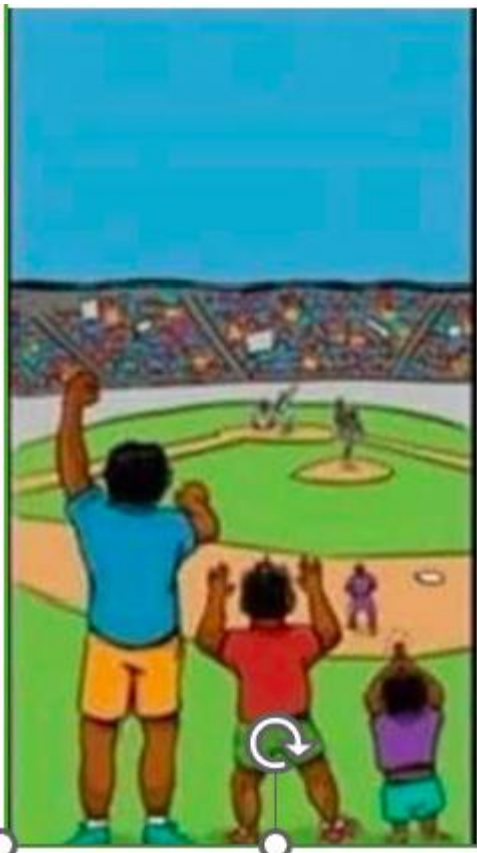
- Strength-Based Approach
- Deficit Approach

Difference between: Strengths-Focus and Narcissism

- Self-awareness vs. Self-absorption
- Growth Mindset vs. Fixed Self-Image
- Humility vs. Arrogance
- Constructive vs. Destructive Relationships
- Mental Growth v. Mental State



Reducing Barriers/ Increasing Support



Memory Strategies



Positive Behavior Strategies/ Structured Social Engagement



Visual Supports



Reading/ Language Challenges



Physical Mobility/ Opportunities for Movement



Hands-on, Active Learning



Choices (UDL)

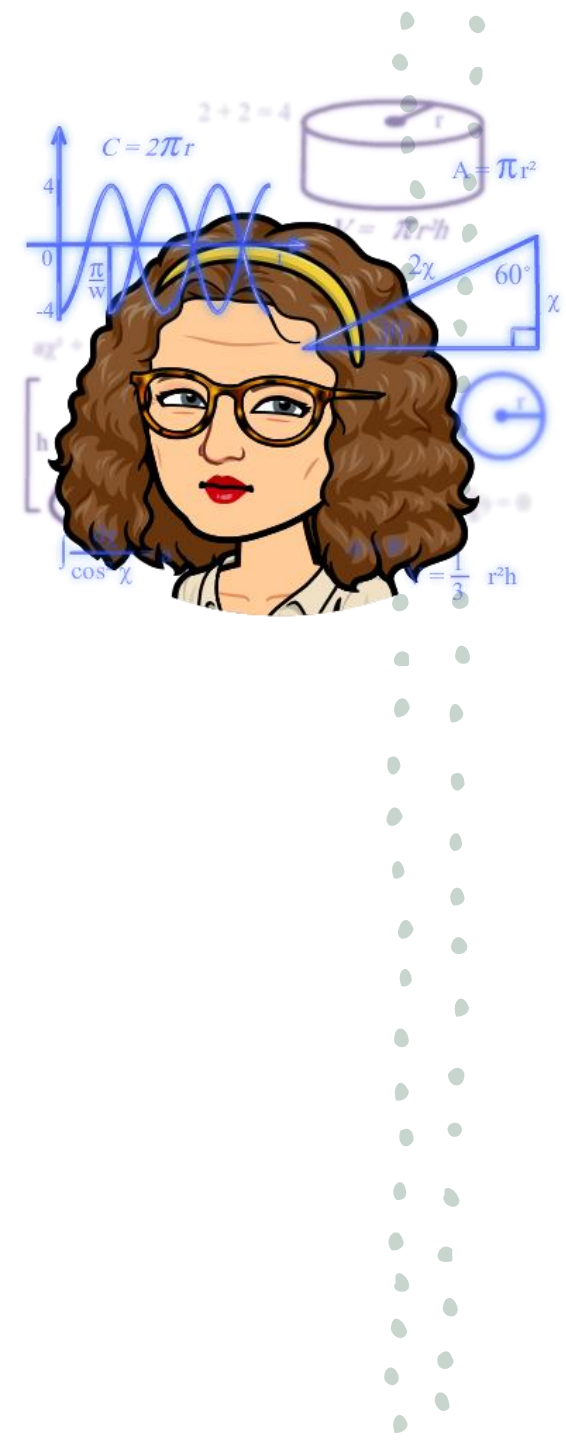
AI FOR Teaching

- Magic School AI
- SchoolAI
- ChatGPT
- CoPilot
- Apple Intelligence
- DiffIt
-



Prompt Engineering

- I need a lesson for 5th grade ELA using a State of Hawaii Standard that is differentiated to include memory supports, positive behavior support, visual supports, opportunities for movement, a range of reading levels provided, critical thinking and creativity, be active and engaging, and provide choices through UDL. Provide an explanation of what is occurring.*



SELIGMAN'S THREE TYPES OF HAPPINESS (2011)

Type of happiness	Feedback	Focus
The Pleasant Life	<ul style="list-style-type: none">• Short, needs small bursts of repetition• Sensory	Personal, narcissistic
The Good Life	<ul style="list-style-type: none">• Personal responsibility• Needs moderate amounts of positive feedback; moderate goals	Family, friends
• The Meaningful Life	<ul style="list-style-type: none">• Need a vision and movement towards goal;• can handle a significant amount of resistance	The “Work”; Creativity

GT/ASD Archetypes (Michaelson, 2021)

the
engineer

the
polymath

the bard
or artist

the
performer

the writer

the "non-
geek"

Questions:

What are you most passionate about and why?

What are you particularly good at?

What does the world need that you feel compelled to provide?

How do you feel about the work you currently do? Does it fulfill you?

Can you think of a time when you felt your work had a meaningful impact on others?

What common elements exist in activities that make you lose track of time?

How could you combine your skills and passions to create something valuable for others?

What are the barriers preventing you from pursuing your ikigai, and how might you overcome them?

In what ways can you start small in aligning your life more closely with your ikigai?

Who is a role model that embodies their ikigai in your view, and what can you learn from them?

Shameless Plug...



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CLEVELAND STATE UNIVERSITY

- 2e Graduate Certificate Program (13-15 credits)
- Educational Technology Certificate (9-12 credits)
- **Part of the online Master's in Curriculum and Instruction**

Twice-Exceptional Teacher Education Conference

September 19-20, 2024

Hybrid- Online and Cleveland, OH



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