



TEACHERS' UNDERSTANDING IN IDENTIFYING TWICE-EXCEPTIONALITY – AN ISSUE ANALYSIS

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ABSTRACT- Gifted students with coexisting disabilities, also known as twice-exceptional (2e), are increasingly recognized in the schools now-a-days, especially at primary and upper primary levels. This increasing awareness needs to be met with equal enthusiasm for empirical investigation into the understanding on the identification and dealing the needs of this group of students. The purpose of this article is to provide a comprehensive summary through a critical analysis of the upper primary school teachers' understanding in identifying twice-exceptionality among their students. A phenomenological approach served as a method of the present investigation with an instrument semi structured interview employed over nine participants handling upper primary classes in Malappuram district, Kerala. The critical analysis on the responses led the researchers to infer themes that indicate the understanding of upper primary teachers from Mankkada educational district of Malappuram district and evolved a model of understanding on the twice-exceptionality. Scholars can extrapolate from this summary a research agenda that will move the field forward in the pursuit of empirically validated identification and intervention techniques with twice-exceptional learners. Educators as well encouraged using this information when developing gifted identification protocols in schools, accommodation plans for twice-exceptional students, and interventions that target specific strength and growth areas. Finally, parents of twice-exceptional learners also can refer the summarized empirical studies like this as they search for research-based approaches which helping their child.

Keywords: Teacher , Understanding, Identifying , Twice-Exceptionality , Analysis

I. INTRODUCTION

Desires and dreams of academic success and achievements are on the minds of most the parents from the instant they enroll their child into pre-kinder or kindergarten (Sara Abi Villanueva & Tonya Huber, 2019). As parents give consent to have their child's intellect be evaluated, it is easy to have hopes rise and fall. As the months go by, the majority of those four- and five-year-old children make their way to kinder graduation because they have satisfied the requirements held by the standard norm and, for the most part, students are quickly screened and identified with disabilities or gifts and given the intervention needed to succeed.

Forlornly, there are students that are unfortunately bypassed for needed screening (Sara Abi Villanueva & Tonya Huber, 2019). For many gifted and talented (GT) students with learning disabilities, more specifically learning disabilities like dyslexia, dyscalculia, and dysgraphia, the disability tends to hide amongst the successes that these students have throughout their first two or three years in school. This is most common with students who exhibit mild forms of the disability, whose giftedness masks the disability, or those who have created compensatory coping skills.

For instance, ascertain that the text in reading assignments and activities are wordier and fewer images are provided per passage, the one strong GT reader begins to reveal issues in reading, issues that were

always there, but easily masked or compensated for by the child's gifts. In chaotic, an assumption will be made based on the reading problems that students with dyslexia have. In such a case, both teachers and parents tend to mistake a difficulty for reading with a lack of interest in the concerned assignment, and confirm that it is a reaction towards more challenging texts, or an overall dislike of reading. For the most part, students with dyslexia are being diagnosed by the end of kindergarten or 1st grade. However, GT students who do not exhibit overt symptoms of reading disabilities tend to slip even the keenest eyes of both advanced and novice teachers and, worst, bypass even the most reliable of screening/evaluation assessments. At epoch, a gifted child with mild dyslexia might not be recommended for evaluation until the later grades in elementary which, in many cases, leads to an apathetic attitude towards or weak skills in reading and literacy and a loss of valuable intervention time. Gaining an insight from the above notions, an endeavour has been taken to explore upper primary school teachers' understanding in identifying twice-exceptionality among their students through phenomenological approach.

AN OVERVIEW OF TWICE-EXCEPTIONALITY IN INDIA

The issue of prevalence is complicated by the fact that there is no clear definition of what does, or does not, constitute twice-exceptionality. Out of the 13 disability categories identified under IDEA (The Individuals with Disabilities Education Act of American legislation, (2004-amendment), and the Every Student Succeeds Act, (2015), one (Mental Retardation) could exist in a cognitively/academically gifted student, but not all exceptionalities are commonly discussed or researched within the context of giftedness.

The person with Disabilities Act (1995) of India provides for both the preventive and promotional aspects of rehabilitation like education, employment and vocational training, reservation, research and manpower development, creation of barrier-free environment, rehabilitation of persons with disability, unemployment allowance for the disabled, special insurance scheme for the disabled employees and establishment of homes for persons with severe disability etc. Since then, India's disability rights framework has also been evolved to enforce obligations under the United Nations Convention on the Rights of Persons with Disabilities. With the passage of the Rights of Persons with Disabilities Act, 2016 (RPWD Act), inclusive education got constitutional support in India. However, even as legal standards that guarantee the right to education for children with disabilities have evolved in India, several inconsistencies exist. As a result of the inconsistencies, there's a lack of clarity in what exactly the term 'inclusion' means in terms of quality education for children with disabilities, leading to challenges in on-ground implementation of the laws.

The RPwD Act, 2016 was enacted on 28.12.2016 which came into force from 19.04.2017. The act defined certain disabilities based on evolving and dynamic concepts such as, Locomotor Disability, Leprosy Cured Person, Cerebral Palsy and Dwarfism under physical disability, and Specific Learning Disabilities, Autism Spectrum Disorder, Mental Behaviour (Mental Illness) under Intellectual Disability. Thus, 21 types of disabilities have been classified under five heads. Although intellectual disabilities identified and classified under three heads, the twice exceptionalism was not found a place denoting that the twice exceptionalism is still not considered as a specific category of exceptionalism. This is not only in the case of India, also in many countries invariably developed and developing countries. Because, the studies (Weinfeld, Barnes-Robinson, Jeweler, & Shevitz, 2002) have interpreted this to mean that the least restrictive environment for a twice-exceptional student would provide services for both disabilities and gifts, yet this approach is not always implemented in schools. Instead, the twice-exceptional learner typically is believed to be succeeding in the educational environment as long as her or his grades are proportionate with her or his peers.

In a country like India with a large and diverse population of over 1.3 billion, which constitute about 10–15 per cent of the gifted population. Of which, the twice exceptional children are estimated to be about 1.2 million in the age group of 3–18 years (Anitha Kurup & Shalini Dixit, 2018). The number of children in this specialised group is large and identifying and providing them with appropriate services required more attention. The twice-exceptional child needs a unique environment that will simultaneously connect his/her gifts and also provide support to overcome the challenges whether they are learning difficulties, developmental disorders, or handicaps of a perceptual, physical, or psychological nature.

This is the case not only observed in India also in other countries especially in USA approximately 3,00,000 twice exceptional students were estimated in school educational system (Baum & Owen, 2004). Despite the twice-exceptionality is being identified, the exact figure is not known for the following reasons

that why scholars and educators are alike and unsure of just how many twice exceptional students exist. The reasons are [1] there is no formal system exists for tracking the prevalence rates of twice-exceptionality in the medical or educational system, [2] twice-exceptional students may be identified for gifted and talented programming, but their disability or diagnosis may not be identified or may be recognized only later on in their development, [3] twice-exceptional students may be identified for special programming or accommodations (i.e., the Individualized Education Plan [IEP]) but might not have their gifts recognized through acceleration or enrichment opportunities, and at last [4], twice-exceptional students may not be identified as gifted or as needing accommodations if they are progressing through school at grade-level expectations such that curriculum-based assessments do not identify their gifts or areas of disability.

REVIEW

The research work (Johnson, Karnes, and Carr, 1997) explained the first book (June Maker’s 1977) which devoted to the gifted students with disabilities provided programs for the Gifted Handicapped. Over the years, a fistful of books have been published, the majority of which focused on learning disabilities (e.g., Learning Disabled Gifted Children by Fox, Brody, & Fabin, 1983; Teaching the Gifted/Learning Disabled Child by Daniels, 1983; and Helping Learning-Disabled Gifted Children Learn through Compensatory Active Play by Humphrey, 1990). The National Education Association, Washington (2006) united with the National Association for Gifted Children (NAGC) to produce an authentic document about twice exceptional for general educators. Gifted education researchers who have focused on gifted students with attention-deficit/hyperactivity disorder (ADHD) (Kaufmann and Castellanos (2000) and Moon, Zentall, Grskovic, Hall, and Starmont (2001). At the same time, other researchers (Gallagher & Gallagher, 2002; Neihart, 2000) focused their efforts on gifted students with an autism spectrum disorder (ASD). Some professionals from the Belin-Blank Center initially entered the field of twice-exceptionality through a descriptive research study (Assouline, Foley Nicpon, & Huber, 2006). More recently, Belin-Blank Center researchers conducted several empirical studies on twice-exceptionality (Assouline, Foley Nicpon, & Doobay, 2009; Assouline, Foley Nicpon, & Whiteman, 2010; Foley Nicpon, Doobay, & Assouline, 2010). Apart from those comparison of gifted children with that of other disabilities, the following research studies reviewed through PRISMA analysis are revealed hereunder.

Table 1. Studies Related to Twice-Exceptionality

Reference	Participants	Methodology	Main Findings
Coman et al., 2013	53 preschool teachers of students with ASD from North Carolina, Colorado, Florida, and Minnesota	Correlational	No difference in burnout found for type of implemented. Teacher Experience, Experience Teaching Students with ASD, and Number of TD Students in Class correlated negatively with burnout. Number of Students with ASD correlated with burnout.
Irvin et al., 2013	21 classroom teachers of students with ASD in preschools in the Southeast Adult Word Count Child Vocalizations Conversational Turns	Correlational	Burnout significantly related with the ratio of adults to students with ASD present, and correlated negatively with AWC
Ruble & McGrew, 2013 (Intervention does not target burnout)	79 SETs responsible for the IEPs of students with ASD in grades 3-8 IEP	Correlational	Teacher EE was inversely correlated with IEP Goal Attainment, Administrative Support, IEP Quality, and Teacher Intervention Adherence. Teacher DP was inversely correlated with Intervention Satisfaction and Coaching Satisfaction. Teacher EE predicted a decrease in IEP

			Goal Attainment.
Crepeau-Hobson and Bianco (2011)	Model of evaluation/identification integrated process to identify children who are gifted and have learning disabilities (LD) that "blends standardized assessment methods with practices consistent with RtI"	Qualitative	Conclude that RtI is not only useful for students with disabilities, but that if integrated with the use of screening assessments would benefit 2e students. However, the researchers would benefit from applying their integrated model.
Lovett and Sparks (2011)	Literature Review of 46 empirical studies	Quantitative Synthesis	Six critical findings were made after synthesizing the studies: (a) there is not enough research literature on the topic of G/LD; (b) there is no "overarching consensus in the G/LD field as to how to identify students who should be classified as G/LD" (p. 312); (c) a problematic and questionable IQ based identification assessment to currently identify G/LD students; (d) there are no requirements of academic impairment found in the existing literature that helps in identifying G/LD; (e) there is no consensus in the required IQ cutoff for gifted identification; and (f) there was an overall lack of academic impairment in the G/LD students studied (pp. 312-313)
Assouline et al. (2010)	14 gifted/SLD students	Quantitative	Use of GAI instead of a Full-Scale IQ may be more appropriate when identifying a gifted/SLD student for services
Hannah and Shore (2008)	12 gifted/SLD students	Quantitative	Twice-exceptional participants used metacognitive skills to monitor, evaluate, and control their reading (high school-level students more than elementary-level students); elementary students more likely to be confident in prior knowledge than high school students
Assouline and Foley Nicpon (2007)	207 classroom teachers, gifted education specialists, school psychologists, and other educators	Quantitative	Large percentage of classroom teachers and school psychologists had a passing familiarity with or were not aware of twice-exceptionality
Huber (2007)	10 intellectually gifted students who were diagnosed with Autistic Disorder, Asperger's syndrome, or Pervasive Development Disorder - Not	Quantitative	Empirical evidence for the twice- exceptional child: Students with very superior verbal and nonverbal reasoning skills also

	Otherwise Specified		demonstrated social and communication skills comparable with children with ASD
Krochak & Ryan (2007)	learning disabled, gifted, gifted/learning disabled, and three types of gifted/learning disabled, and compensation	Qualitative	Conclude that the lack of definitive definitions and identification criteria has led to an “under-represented group in terms” of students who are G/LD (p. 51).
Rizza & Morrison (2007)	Model of identification tool for 2e students and a review of a state-funded identification program - O2E		Present a detailed breakdown of 2e students and a detailed account of “a general toolkit for use in identifying students who are twice-exceptional” (p. 2). Two important aspects are derived from this research: (a) “knowledge acquisition” (p. 6) is vital, and (b) collaboration amongst educational personnel is necessary in the identification of 2e students (p. 7).
Rizza & Morrison (2007)	3 school districts, (Central, urban; Eastern, suburban; and Western, rural)	Model of identification tool for 2e students and a review of Project O2E, “a state-funded collaboration program” (p. 58).	Conclude that professional communication between gifted and special education professionals is needed to ensure smooth planning occurs to address the needs of 2e students. Moreover, there is a need for identification policy changes in adapting multi-faceted approaches.
Chae et al. (2003)	106 gifted children 71 nongifted children	Quantitative	Children identified as gifted made fewer omission and commission errors and responded more consistently on the T.O.V.A. than children with lower intelligence; gifted children with ADHD had fewer omission and commission errors and better response sensitivity than nongifted children with ADHD.

AN INDIVIDUAL WHO IS TWICE-EXCEPTIONAL

Exceptionality is, in and of itself, a complex issue that becomes more complicated when making a diagnosis and implementing services-in schools-on the basis of the diagnosis. The diagnosis typically is

made by a school, counselling, or clinical psychologist using guidelines from the 16 major diagnostic classification of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (4th edition, text revision; DSM-IV-TR; American Psychiatric Association, 2000). When the concept of giftedness is thrown into the mix, the topic becomes multifaceted because, as described by aforementioned studies; there is no absolute or universal definitions of giftedness or system of identification.

Thus, when an individual who is simultaneously attributed both giftedness and a diagnosed disability, the terms giftedness and disability are considered to be mutually exclusive. Adding the punctuation a hyphen between those two adjectives i.e. twice and exceptional forming a compound word, connects the seemingly disparate concepts of giftedness and disability in an important way for researchers and practitioners as proposed by Robinson, Zigler, & Gallagher, (2000) Giftedness and disability represent exceptionalities. Also, giftedness affects disability and vice versa. Nearly after four decades of legislation and advocacy of many nations for the areas of giftedness and disability, both fields are at a historical juncture. Twice-exceptionality is not only recognized, it is a major topic of discussion among educators of gifted students.

GIFTEDNESS

Columbus Group, IEA, (1991) defined Giftedness as a "asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm (Jennifer Kennedy, 2012). The other definition is that "Students with gifts and talents perform - or have the capability to perform - at higher levels compared to others of the same age, experience, and environment in one or more domains" (NAGC). But, they require modification(s) to their educational experience(s) to learn and realize their potential. Educators of gifted students will often state that gifted education in the United States was initiated in 1957 when the Russians launched Sputnik (National Science Board Report, 2010 p. 1). However, as a movement, gifted education was first recognized by Australia in 1972 when Sydney Marland, the then Secretary of Education, was commissioned by the U.S. Congress to write a report on gifted education. Subsequently known as the Marland Report, included a definition of gifted and talented students that served as the foundation for the majority of gifted programs in U.S. schools.

Research on giftedness in India spans across 50 years, but lacks systematic and empirical grounding. Thus, the term "gifted" in the Indian context has not been used till very recently and most of the Indian studies have focused on creativity. Talented children in India are recognized at both homes and schools. But formal identification and nurture of giftedness is erratic and mostly dependent whether the child has been selected for gifted programs which are far and few. The lack of adequate information and database about programs, policies, practices, and outcomes concerned gifted education in India make it impossible for accurate analysis.

DISABILITY

The International Classification of Functioning, Disability and Health (2001), also known as ICF, defined disability as "a condition or function judged to be significantly impaired relative to the usual standard of an individual or group". The term is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment, mental illness, and various types of chronic disease too (ICF)". There may be effects on organs or body parts, and there may be effects on a person's participation in areas of life. Respectively, three dimensions of disability are recognized in ICF namely [1] Body structure and function (and impairment thereof), [2] Activity (and activity restrictions) and [3] Participation (and participation restrictions). The most recent reauthorization of IDEA (The Individuals with Disabilities Education Act by USA congress, 2004) offered some important changes that would eventually affect the disability category Specific Learning Disability (SLD). Although the number of disability categories (13) has remained largely unreceptive, since 1990 there were general changes took place related to improving services (e.g., offering early intervention, ensuring that teachers are highly qualified, and meeting accessibility standards). Other changes were more nuanced yet seemed to have a greater effect. In particular, the definition of the disability known as SLD did not change from previous authorizations; though, a seemingly slight change in the SLD identification requirements has resulted in significant controversy among professionals concerning best practice for children with learning disabilities as well as for gifted children who have learning difficulties (Hale et al., 2010).

MASKING EFFECTS ON IDENTIFICATION OF 2E

The masking some times said to be compensation in the special education context, especially with the concept of twice-exceptionality. The National Education Association (NEA) (2006) and the International Dyslexia Association (IDA) (2019) explored a breakdown of the types of 2e students and the difficulty that comes with identifying them is stressed (Sara Abi Villanueva and Tonya Huber(2019). There are three types of 2e students: [1]the first type of 2e student is one who is “formally identified as gifted but not having an identified disability giftedness masks disability”; [2]the second one is, “formally identified as having a disability but not gifted disability masks giftedness”; and [3]the third one, “is not formally identified as gifted or disabled components mask one another giftedness and the disability not readily apparent” (Baum, 1990, in NEA, 2006). IDA (2019) states that “dyslexia may mask giftedness, and giftedness may mask dyslexia” (pp. 1-2). The irony behind it all is that a 2e student’s own gift(s) is what likely keeps professionals from referring that child for RtI services, even more so for special education screening. Throughout the literature, authors mention the terms masking and compensating when discussing the characteristics of 2e students. The ability of a gifted child to create skills to compensate for the symptoms of their disability, most specifically for a learning disability like dyslexia, is quite remarkable. Unfortunately, it is because of their ability to compensate, allowing their gifts to mask their disability, that many students are diagnosed late in their elementary worse, not at all. Crepeau-Hobson and Bianco’s (2011) work adds to the notion of masking and ties in the issues previously mentioned with RtI and validity of current screening assessments. They write that “since a student’s superior intellectual abilities may mask his or her Learning Disabilities(GD), and vice versa, twice-exceptional students appear to have average abilities and achievement” (p. 104). The researchers also agree “gifted students with learning disabilities (GLD) often use their intellectual abilities to compensate for problematic weaknesses” (Baum and Owen, 2004, in Dare and Nowicki, 2015). As much as parents and educators applaud 2e students rising above the limitations and barriers of their disability, masking besets the work of diagnosticians and education professionals. Children, who mask their disability, whether subconsciously or consciously, might be setting themselves up for difficulties or even failure in the future when the much more complicated world of high school and college comes around. In most of the literature which reviewed for the present research, the authors make mention of 2e students’ abilities to mask their disability.

DISABILITY, GIFTEDNESS, AND TWICE-EXCEPTIONALITY

From the aforementioned discussion with the concepts and background, the Giftedness, and by alliance, twiceexceptionality, are considered to be secondary to the broad and important special education. Up till now, all three areas are rooted in the psychoeducational concept of individual differences (Robinson, 2006; Robinson et al., 2000), which require that educators and psychologists have a realistic picture of the variations among the individuals in each of these populations. Such differences may manifest in multiple areas of development, including physical, cognitive, and social-emotional functioning.

DISABILITY THEORIES AND TWICE-EXCEPTIONALITY MODEL

The literature encompassing disability dialogue abounds with discussions about varying ways of comprehending disability and impairment (French & Swain, 2008a). Priestley (2003) described four dominant models of disability such as [1] The individual / medical model of disability, [2] the tragedy model of disability, [3] the social model of disability, and the [4] affirmative / non tragedy model of disability (Michelle Ronksley-Pavia1,2015). French and Swain, (2008) contested that these are models of “the problem” rather than models of professional intervention; however, they form useful structures in which to discuss and situate the developing model of twice-exceptionality.

THE EVOLVING MODEL OF TWICE-EXCEPTIONALITY

M Ronksley- Pavia,(2015) justified the evolved twice-exceptional models out of disability theories. The rationale for developing a model to explain twice-exceptionality lies in the circumstances explained hereunder. The acknowledgment and identification of twice-exceptional learners has been, and continues to be, hindered by the misperception that being gifted means being an academic high achiever (Silverman, 2003). While educators find it hard to reconcile the apparent paradox between being gifted, and disabled (implying being un-able in some way)(Silverman, 2003), this model intends to endeavour to reconcile this. Tannenbaum and Baldwin (1983) state that the apparent contradiction has been, and arguably still is, viewed as “entirely incompatible and irreconcilable in any single child, yet it exists” (p.12), and arguably still does today (Foley-Nicpon et al., 2011; Silverman, 2005). There is a discord between the way we define

and understand these terms within and beyond academic world, even though, this model aims to contribute to defining and understanding twice-exceptionality.

Inadequately defining or failing to define twice-exceptionality makes it problematic to acknowledge and consider their educational needs related to their distinctiveness. Recognition of their exceptionality and daily lived-experiences of impairment and giftedness, can lead to better understanding by educators, parents/carers and the children themselves, a visual model can assist in articulating twice-exceptionality. According to Foley-Nicpon et al. (2011) the lack of a definition impedes research in this area. In using the medical and affirmative models of disability to frame the development of a twice-exceptional model, it is anticipated that the resulting form will focus on the individual child who is twice-exceptional. Additionally, affirming that a person who is twice-exceptional has an identity which is not solely defined as being 'a dis-abled, gifted person' but is multi-faceted and contributes to their uniqueness as an individual.

THE QUESTIONABLE VALIDITY IN THE IDENTIFICATION AND ASSESSMENTS OF 2E

The researcher one who involve in research in special education must envisage the difficulties that appear when using these tiered systems when identifying GT students with a disability (Sara Abi Villanueva and Tonya Huber, 2019). It is important to note that the "awareness of the unique educational needs of GT students who also have a disability has increased considerably in recent years (Morrison and Rizza, 2007, in McKenzie, 2010). Thus, the issue of identifying these students has increased as well. If RTI was created to identify struggling students with learning disabilities, how does it help to identify gifted students who mask or compensate for their disabilities is a great provoking. This is what the leading argument for many researchers and education professionals, especially in primary and upper primary education. It is not a matter which model that the special teachers and parents use, besides, it is up to the school system to implement the model as they perceive whether model fit to be or not. This issue makes researchers question the validity of the methods in current 2e identification assessments, especially those based on identifying giftedness by an intelligence quotient (IQ). From the literature scanning, researchers claim that issues with using IQ testing to identify 2e students lie within the results of above-average individuals whose struggles are not initially apparent in assessment results. Morrison and Rizzo (2007) argue that though "intelligence tests can provide the practitioner with valuable information, its value needs to be viewed as limited for the twice-exceptional student" because "average achievement may not constitute a problem for most students, but, for [2e students] who have the potential to score significantly higher, the problem should be clear" (p. 60). In other words, IQ tests might not notice the area[s] of struggle for a gifted student with a disability. The child's own giftedness might keep them from falling two standard deviations below, which would thus keep gifted coordinators and diagnosticians from providing them the much-needed special education services. Keeping the information of above stated empirical researches, the questions for the semi structured interview were meticulously framed although the questions are not much technical.

Studies within the literature show attempts at finding even more ways in identifying 2e students. The researchers conclude: (a) some identification tools and assessments are not sensitive enough to pick over through a 2e's masking and compensation skills, (b) screenings might appear to be one dimensional as far as the amount of data and the point of view that it shows, and (c) how most screening assessments were created as a "one-size fits all" when dealing with disabilities. Morrison and Rizza, (2007) again claim, "that traditional use of standardized tests is not sensitive enough to measure nuances inherent in a proper identification" (p. 72). Moreover, the quantitative study conducted by McCallum, Bell, Coles, Miller, Hopkins, and Hilton-Prillhart, (2013), researchers concluded that screening assessments are insensitive to the discrepancies found in gifted students with disabilities. The fact that it is so difficult to distinguish a gifted student struggling because of a lack of educational resources or that of content compared to a gifted student struggling because of a disability is what brings to question the validity of many identification assessments. Though the authors give details about the instruments used in their study to show their reliability and validity, McCallum et al. (2013) expand on Lovett and Sparks (2011) review findings that there is no consensus in assessments to identify 2e students. The points which discussed above lead the professionals to wonder whether the tools and assessments they employ in screening for 2e students are truly valid, do the systems in place really measure what they should measure, and for whom they should measure?

RECOMMENDED BEST PRACTICES FOR 2E

An empirical research (Foley Nicpon, Allmon, Sieck, & Stinson, 2011; Robinson, 2006) in the area of twice-exceptionality believes that the tremendous need that twice-exceptional individuals have to (a)

be recognized and (b) receive professional services, including psycho educational assessment that guide recommendations for academic and behavioral interventions. However, many school teachers are not comfortable with their level of knowledge about giftedness and/or twice-exceptionality (Assouline & Foley Nicpon, 2007). Foley Nicpon et al. (2011) analyzed the quantity of research over a 20-year period for each of the three disorders discussed earlier and identified a total of 43 articles that empirically looked at giftedness and disability. The majority of articles (21) were about gifted students with learning disabilities, 17 articles were about gifted students with ADHD, and there were only 5 articles that empirically investigated gifted students with ASD. In addition, there are more articles and chapters than these 43 empirical publications that are related to twice-exceptionality and these also have contributed to increased visibility of the topic. However, the importance of the role of empirical research in furthering our understanding of this unique population of students cannot be overstated.

Out of those stated review, one of studies titled “Twice-exceptionality: Implications for school psychologists” (S. G. Assouline and C. S. Whiteman, 2011) the researchers have formulated the following recommendations as the best practices in the area of twice-exceptionality which conceived as the base for preparing teachers and parents to be aware of dealing those children. The points discussed above also used for preparing questions of semi structured interview.

1. A comprehensive evaluation is essential to fully understand the intellectual, academic, and psychosocial characteristics of the students.
2. Classroom behaviours and academic performance must be considered within the broader context of the individual's overall ability.
3. Grade-level assessments will not provide a complete picture of a gifted student's aptitude and need for additional challenge.
4. Anecdotally, academic acceleration can be an effective intervention for gifted students, including gifted students with a disability.
5. Students who are ready for advanced academic work should not be denied access to those opportunities because of behavioral or socialization issues; rather, these issues should be addressed within the plan for advanced work.
6. Psychoeducational reports from clinical settings are often used by parents to advocate for their child; therefore, when there is evidence of outstanding cognitive ability or talent (e.g., IQ is two or more standard deviations above the mean) the report must include information about giftedness as well as the disability.
7. Parents who obtain evaluations from professionals outside of the K-12 setting should be encouraged to share the information with their child's educators.
8. A comprehensive evaluation to determine the presence of an ASD should include measures of IQ and achievement from individually administered tests, an assessment of day-to-day adaptive functioning, and student- and parent-focused interviews with reputable instruments such as the Autism Diagnostic Observation Schedule and the Autism Diagnostic Interview-Revised, respectively. When used together, the Autism Diagnostic Observation Schedule and Autism Diagnostic Interview-Revised provide a comprehensive system for diagnosing ASD (Risi et al., 2006).
9. Just as the disability component of twice-exceptionality requires continuous monitoring for the need for accommodations, the giftedness component requires provision of continuous and systematic challenge through a combination of enrichment and acceleration activities.

10. Careful attention to differential diagnosis between the characteristics of a disability and those characteristics and behaviours that are unique to gifted individuals is a critical component of the evaluation process.

II. METHODOLOGY

A phenomenological research is a descriptive method that tries to understand the lived experiences of the people who were involved with the issue that is being researched (Maypole and Davies, 2001). From the view of Kafle, (2013), Phenomenology has obtained an international interest and is considered as one of the most preferred and debated topics of interest over the century. The phenomenological approach must be clearly distinguished from the phenomenographic approach. Although they seem to be related other based on the term “phenomenon”, which means “to bring to light”. Nevertheless, phenomenography and phenomenology have many similarities since they have different aims, methods and goals, and even different results. Phenomenography refers to a research approach aiming at describing the different ways a group of people understand a phenomenon (Larsson & Holmström, 2007). Besides, it aims to document the range and variety of experiences informants bring to the topic of interest. Whereas in contrast, phenomenological approach aims to clarify the structure and meaning of a phenomenon. Following are the phenomenological study captures what Husserl (2014) referred to as “essential characteristic” (p. 68) of the experience through the eyes of the teachers. Hence, Phenomenology is an appropriate research method to discover as Husserl called the teachers' lived

experiences. Manen (2016) affirmed that phenomenological questions can be asked whenever we go through an experience that causes us to pause and reflect on what happened. The experience can be any situation that is compatible to almost any moment of our daily living, even if it is categorized as the ‘most ordinary experience’. An example is when we unexpectedly think back to an event that happened to us in the past some question come to our minds such as ‘What is this experience like? How does the meaning of this experience arise? How do we live through an experience like this?’(p.37).Manen(2016) also added that Phenomenology is not only about posing a question to be answered or a problem to be resolved, a well-written phenomenological study at most times commences with wonder or a contains the element of wonder. In view of the above, this study followed a phenomenological approach, with the aim of answering seven research questions.

THE EXPLICITATION OF THE DATA

Hycner (1985), suggested a notion on the explicitation of data versus an analysis is necessary in a phenomenological research. The word analysis implies breaking something into parts and consequently a loss of the whole phenomena, while explicitation looks at all the constituents of the phenomena, keeping the whole in context by applying, six steps. At the beginning of each interview, participants were given an idea about the research study. Then, they were asked some questions related to their previous experience and the number of times they had used the discussion forums while dealing and interacting with their students. Following that, the interview was started by asking the participants to relate their experiences in using the discussion forum.

BRACKETING AND PHENOMENOLOGICAL REDUCTION

From the suggestions of Gearing (2004), bracketing defined as a “scientific process in which a researcher suspends or holds in remission his or her presuppositions, biases, assumptions, theories, or previous experiences to see and describe the phenomenon” (p. 1430). This particular definition was used to in the study to avoid improper subjective judgment and to allow for the phenomena to emerge fully and holistically from the interviews.

LISTENING TO THE INTERVIEW REPEATEDLY

As advised by Creswell (2012) and Manen (2016), the interviews in this research were listened to repeatedly to allow the researcher to develop a holistic sense of the phenomenon. By conceiving an idea, a semi structured interview with seven major issues was planned and collected data using the following participants.

Table 2. Demographics of the participants

Participants	Teaching Experience
Participant-A (R1)	- 18 years
Participant-B (R2)	- 8 years
Participant-C (R3)	- 26 years
Participant-D (R4)	- 16 years
Participant-E (R5)	- 14 years
Participant-F (R6)	- 11 years
Participant-G (R7)	- 05 years
Participant-H (R8)	- 06 years
Participant- I (R9)	- 13 years

Table 3. A Model of Analysis arriving Codes and Themes

Meaning Unit	Condensed Meaning Unit	Code	Sub Theme	Theme
<p>• 1. In twice - exceptionality (2e), Is the giftedness be acquired only with intellectually disability? What is / are your perspective(s)?</p> <p>R1. "the twice -exceptionality is just a combinational of any two disability"</p> <p>R2. "the concept of giftedness and disability are different each other. How they could go together? "</p> <p>R3. " by the term twice - exceptionality, I deem it that oneability appears in a twofold"</p> <p>R4. " in twice -exceptionality, there is a chance of one type of giftedness will integrate with any other kind of giftedness only"</p> <p>R5. "in twice -exceptionality, the giftedness will never exist along with disability"</p> <p>R6. "I have seen that some children possessing the characters of both giftedness and physical disability only"</p> <p>R7. "I don't think so that Giftedness will be existed with any disability because giftedness is always exclusive"</p> <p>R8. " there will be a chance of existing giftedness along with any type of disability"</p> <p>R9. "I don't even know the characteristics of intellectual disability. Whereas, I could find the giftedness through my students academic performance"</p> <p>R10. "I have sensitized more than one type of disability i.e. multiple disability. I didn't not even sensitize that giftedness co- exist along with disability"</p> <p>•</p>	<p>Twice exceptionality is two exceptionality</p> <p>The two exceptionality will either be giftedness or disability</p> <p>Twice-exceptionality will be possible only within disability types</p> <p>Twice-exceptionality just means the two co existing disabilities such as deaf and dumb.</p>	<p>No chance of co-existing one ability and one disability</p> <p>Even there is a chance of giftedness co-existing with one disability, that will be possible only with intellectual disability</p> <p>There is a chance of giftedness co-existing with any other disability such as VI,</p>	<p>Problem lies in the knowledge level of the upper primary teachers in understanding twice-exceptionality.</p> <p>Although the teachers are able to sensitize the characteristics of twice-exceptionality, they are not oriented towards identifying 2e among their students.</p>	<p>Unaware</p>

		HI and crippled etc.		
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Table 4. Item wise Codes and Themes

Items	Codes	Themes
Do you have any idea that giftedness and disability go together in a child?	<ul style="list-style-type: none"> • “no chance of co-existing one ability and one disability” • “even there is a chance of giftedness co-existing with one disability, that will be possible only with intellectual disability” <ul style="list-style-type: none"> ○ <ul style="list-style-type: none"> • “there is a chance of giftedness co-existing with any other disability such as VI, HI and crippled etc”. 	Unaware
Do you think that giftedness and disability equally proportionate each other?	<ul style="list-style-type: none"> • “the giftedness might be dominating over disability” • “ even if disability exist in a child, the giftedness will ignore those disability • The giftedness in a child makes her/ him not to express the characteristics of disability under social settings” 	Non-scientific
In twice-exceptionality, the giftedness is to be acquired only with intellectual disability”. What is / are your perspective(s)?	<ul style="list-style-type: none"> • “giftedness will never coexist with disability” • “ as far as the intellectual of a child is concerned, either giftedness or disability any one will exist” • “even giftedness has a chance of co existence, it will exist with Visual-Impairment” 	Unenlightment
What makes you come to infer that some children are twice-exceptional?	<ul style="list-style-type: none"> • “based on the performance of academically bright children in a co curricular activities” • “academically gifted child is also good at sports” • “ academically gifted child is good at social skills” 	Field Irrational
What are the alternative characteristics made you to identify one as a twice-exceptional?	<ul style="list-style-type: none"> • “problem solving skills” • “ the science practical skills such as modeling, demonstration and experimentation” • “attention problems and repetition of same doubt” 	Uniqueness
Is disability consistently	<ul style="list-style-type: none"> • “giftedness may exist 	

existing with giftedness?	<p>with disability, but not consistent”</p> <ul style="list-style-type: none"> • “giftedness may consistently occur with intellectual disability, but not with any other disabilities” • “all gifted people are somehow possess characteristics of disability too in one or other way” 	Non-empirical
Under which circumstances you are able to identify twice-exceptionality in your children?	<ul style="list-style-type: none"> • “scholastic achievement” • “co-curricular activities” • “ classroom interaction” 	Academic Ambience

III. DISCUSSION

Infact the definitions are non overlapping interms of Twice-Exceptionality is a coexistence of academically Gifted Students with Specific Learning Disability (SLD).The researchers, teachers and special educators are left with only a hazy,and inadequate understanding of what a gifted child along with SLD may look like (Baum & Owen, 1988; McCoach, Kehle, Bray, & Siegle, 2001). Even the participants of the present research also reported that they could not even identify that a child will have both a giftedness and disability. The inadequacy of background information on the identification of 2e children is one of the main reasonsresult complications in conducting research because of the lack of sample standardization. However, there has been more empirical investigation of gifted students with SLD than any other area of twice -exceptionality but what we need is the teachers are to be made aware of since they are unaware of coexistence of gifted and disability in twice-exceptionality.

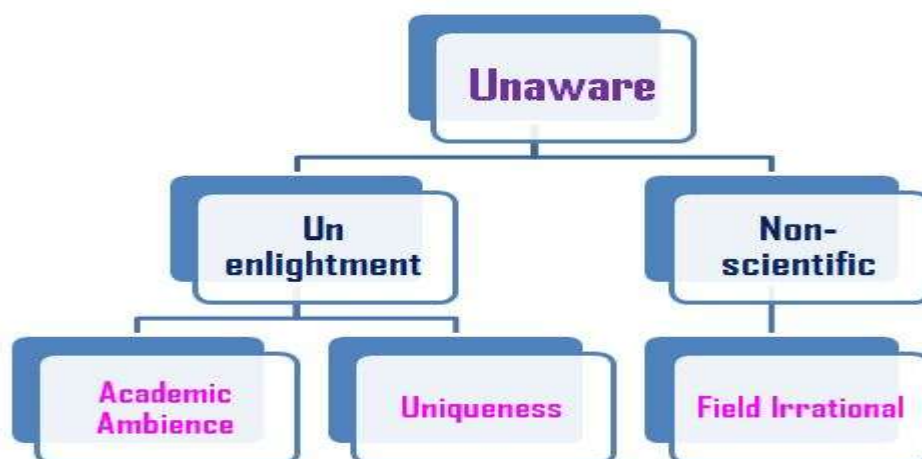
Although the premise that children can have coexisting gifts and learning disabilities generally has been accepted within the field of gifted education (Assouline, Foley Nicpon, & Whiteman, 2010; Baum, 1984; Baum & Owen, 1988; Brody & Mills, 1997; Neihart, 2008; Nielsen, 2002), gifted students with SLD are difficult to recognize because there is no concrete definition of how these dual “labels” manifest in one child. For instance, one of the questions of the semi structured interview i.e.,“do you think that giftedness and disability equally proportionate each other” the participants responses were non scientific since they donot have adequate knowledge on the concept of coexistence of gifted with disability. Inspite the U.S. Department of Education has defined both “gifted” and “learning disabled” but has not addressed how they intersect each other. As identified by the No Child Left Behind Act (2002), one of the acts of America for the elementary education, the federal government defined gifted learners as those who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities. (p. 1959)

For a question of the semi structured interview i.e. “in twice-exceptionality, the giftedness is to be acquired only with intellectual disability What is / are your perspective(s)? ”.The responses from the participants integrately denotes that they were not enlightened. But, it is well documented that academically gifted students can have coexisting disability like ADHD (Cramond, 1995; Reis & Mc Coach, 2002; Webb & Latimer, 1993), which is one of the most commonly diagnosed (Barkley & Mash, 2003) and extensively researched (Brassett- Harknett & Butler, 2007) in childhood conditions. Current conceptualization of the disorder is that it is a developmental condition that manifests both cognitively (e.g., executive functioning, memory, planning) and behaviorally (e.g., impulsivity, hyperactivity, distractibility) and that these symptoms exist on a continuum of severity (Brassett-Harknett & Butler, 2007). The etiology i.e. identifying causes of ADHD is quite complex because of the heterogeneous nature of the disorder, but mounting genetic and neurological evidence suggests a clear genetic component (Hill & Taylor, 2001)., along with the influences such as (and less researched) biomedical, psychosocial, and environmental(Brassett-Harknett & Butler, 2007). Inturn, complicating the diagnosis of ADHD is the high

rate of comorbidity with additional learning, mood, and behavioral disorders (Braslett-Harknett & Butler, 2007; Cantwell, 1996). Scholars who excel in particular field have identified characteristics of giftedness that overlap with ADHD symptomology, which sometimes increase the risk for misdiagnosis (Chae, Ji-Hye, & Kyung-Sun, 2003; Hartnett, Nelson, & Rinn, 2004; Reis & McCoach, 2002). For instance, hyperactivity could exist in students with academic giftedness or ADHD yet manifest differently (e.g., high but focused energy levels, which are direct and intense in the gifted child, or constant motion, diffusion of random energy, and restlessness in the child with ADHD). Symptom overlap is one of the many factors (i.e., arising from comorbidity, the environment, context, etc.) complicating the empirical investigation of gifted students with ADHD. From the review of the literature examining ADHD (Kaufmann, Kalbfleisch, and Castellanos's, 2000) among gifted students exemplified the complexity of this type of twice-exceptionality behavioral intervention was described as an effective treatment for students with ADHD; yet what reinforces a gifted student with ADHD may be much different from what reinforces other students with ADHD. At the same time, other characteristics associated with ADHD can be problematic for the student, such as remaining focused during transitions, staying organized, and sustaining attention during less motivating activities. Thus, it is sensitised that although the teachers don't aware of twice exceptionality may have a chance of giftedness coexisting with ADHD, they could understand that there will be a chance of attention problem to some of the gifted students.

Respondents do not know the alternative characters of twice exceptionality. But, the studies confirmed that just like any other student, gifted students may also suffer acute psychological conditions, owing to underachievement, lack of suitable peers, boredom, and frustration. It is important for teachers and student counsellors to remain aware of distress among students and attend to any alarming situation (Reis & McCoach, 2002). These students can experience mixed feelings about their ability and disability leading to confusion, anger, frustration, and isolation. These mild or severe psychological conditions may give rise to inconsistent achievement and behaviour patterns, hostility, withdrawal, and impulsive behaviour (McEachern & Bornot, 2001). There are misconceptions among the teachers and parents of special children that giftedness may have a chance of coexistence only with intellectual disabilities not with any other disabilities. The participants of the study also revealed the same. But, studies say that children may show lag in academic achievement of up to five years (Reis & McCoach, 2012). As far as the students with either hearing or visual disability show an accelerated ability on the other intact modality. If a student is visually-impaired and is gifted she/he may show advanced hearing skills and concentration. On the other hand, a hearing-impaired child may show sharp visual abilities and visual attention (Willad-holt, 1999).

Fig.1. Issues in Identifying Twice-Exceptionality arrived



From the above stated figure, it can be sensitised that the issues identified through the themes of analysis denote that 'unaware' is the main issue that prevail in identifying twice -exceptionality in children of upper primary level. The issue 'unaware' leads the understanding that teachers are ready to aware, but they were not been enlightened i.e. 'un enlightenment'. The issue 'un enlightenment' has some connection to the other theme i.e. 'uniqueness' because the teachers are able to sensitise some of the

characters of the twice-exceptionality children although they were not academically trained in the field concern. Besides the theme 'un enlightenment', there is a connection of other theme 'academic ambience'. The theme identified from the perspectives of the teachers that they try to establish the ambience in the environment where they deal those group of children. For the questions asked related to the scientific domains involved identifying twice-exceptionality, the issue lies in the theme of 'non-scientific" which further leads to open an another theme ' field irrational'. Thus the themes identified through the phenomenological approach and they made the researchers arrive at such authentic themes as an issues related to identifying twice-exceptionality.

IV. RECOMMENDATIONS FOR FUTURE RESEARCH

The results of an analysis and a scanning of reviews of twice-exceptional research lead to contribute several recommendations for future investigators (Megan Foley Nicpon, Allison Allmon, Barbara Sieck, and Rebecca D. Stinson, 2011). Based on the suggestions given by the aforementioned researchers are quite appropriate in the field concerned, the recommendations of the present investigation also pipelined through same canal. [1]The first and most crucial recommendation is to conceptualize a research agenda within the context of the larger body of educational literature examining the identified disability and talent domain. For instance, before a researcher designs a social skills intervention study for gifted students with ASD, he or she must first thoroughly study the existing social skills intervention literature to determine what has already been deemed effective with high-functioning students with ASD. [2] A second recommendation for twice-exceptionality researchers is to examine each diagnosis or exceptionality individually. This clearly is no easy task given the high rate of co morbidity among various diagnoses, but investigating "twice-exceptionality" in general misses the vast differences between the disabilities. Effective diagnostic practices and intervention strategies will vary depending on the diagnosis. [3]Third, what constitutes "giftedness" needs to be operational zed. There is nothing simple about this recommendation given that no consistent definition exists within the field. Thus, without standardization of what it means to be academically or cognitively gifted with or without a coexisting disability, it is very difficult to generalize findings and thus construct the body of empirical work. [4]A fourth, and related, recommendation is to consider studying twice-exceptionality among various types of giftedness. As is the case with diagnoses, there are many varieties of giftedness, and the response to intervention may vary depending on the area of student strength. For example, a visually creative student with ADHD likely would respond differently to an intervention than a student who is talented in verbal based domains. [5] Fifth, there are needs to be further exploration into the "masking" phenomenon to verify its existence(Baum & Olenchak, 2002). [6]Sixth, is considering the increaseof the sample size because this is too difficult given that the prevalence of twice-exceptionality is relatively low and identification is complex, but increased sample sizes would make analyses more powerful and results more influential for states or districts planning to enact positive change in their schools. [7]Seventh, professional training programs must be includedin education about high-ability students and twice exceptionality, specifically how high-ability students can and do manifest various diagnoses. [8]At last, eighth, longitudinal studies may be conducted to understand the further outcomes for children with various forms of twice-exceptionality (Antshel et al., 2007; Antshel et al., 2008).

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