

# INCLUSION OF GIFTED STUDENTS WITH ANXIETY DISORDER - INCLUSION PERSPECTIVE IN PRACTICE: TEACHING GIFTED STUDENTS WITH LEARNING DISABILITIES IN AN INCLUSIVE SCHOOL

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## ABSTRACT

This study concerns the special education approach to the inclusion of twice-exceptional students (hereby 2XE students) – gifted students with special needs. In this article, we will present what we perceive as a conceptual contribution to inclusive education. The inclusion process is perceived here as a targeted knowledge that promotes new development, learning and understanding in inclusive education (inclusive school), and that requires dialogue about new perspective. Our aim is to contribute to continuous dialogue in relation to special education and inclusive education. Issues discussed in this study are: special educational practice according to 2XE students, activity and strategies in inclusion work with twice exceptional students (2XE), inclusion of twice-exceptional students (2XE) – implications and applications, and challenges that teacher, special educators and therapists have in relation to the inclusion of these students. This study is our contribution to trends in inclusive education such as to renew previous theories and approaches in inclusive schools by implementing today's current issues. We argue that, if inclusive education is to develop as a new and sustainable educational area, it requires the inclusion of new groups of students (e.g. "Twice Exceptional Students") in regular classes, based on recent research and practice.

**Keywords:** Twice-exceptional learners, gifted students with anxiety disorder, special education, inclusive education.

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## INTRODUCTION

This article has a theoretical and practical character and is intended as a contribution to a debate about the inclusion of gifted students with special needs – a field that has not yet been extensively researched.

The issue the article deals with is in a special educational and educational-psychological field and has "inclusion" as a common denominator. Furthermore, the article is about the inclusion of twice-exceptional students, where students identified as having anxiety disorder are used as an illustration. This is intended as our contribution to the development of the special education field with a focus on a different content than the traditional special education field.

The term "inclusion" is simply defined as the practice of educating all students, including those with severe and multiple disabilities, in the neighborhood, at school, and in general education (1). In this article, we are talking about inclusion in the educational process, which is not only about including students with special needs, but also about including all students who are different in some way, e.g. twice-exceptional students. And which also includes teachers in pedagogical work in collaboration with parents.

In this article, inclusion is defined as a purposeful, continuous process of knowledge growth and change. Central aspects of including 2XE students in a classroom are to make this student group feel part of the classroom community and the inclusive school that promotes cooperation, equality, positive attitude and diversity. Inclusive school increases autonomy (to preserve one's integrity), community, participation (to have

opportunities for individual participation in the inclusive class) and democratization (to have the opportunity to influence matters that concern one's own education) and provides benefits (2). The aforementioned dimensions give direction to the inclusion process that we outline in this chapter.

Purpose of this article is that 2XE students get realistic opportunities for academic and social development within the ordinary class. And in this context, we make some suggestions about how we can create an inclusive classroom with curricula and instruction that are responsive to the diverse needs of these students. The aim is also to outline possibilities for the inclusion of 2XE students with anxiety in an inclusive school – to present various ways to help these students to be included organizationally, socially and academically based on their own abilities and prerequisites.

## BACKGROUND CONTEXT

There is limited educational literature providing comprehensive theory and strategies understand the duality of 2XE student's needs. There is also a lack of literature on their academic, social and emotional needs in relation to inclusion in the ordinary class.

### Twice-exceptional students – What does it mean?

Gifted students who have coexisting difficulties in emotional, social, and cognitive development are most often called twice-exceptional. These students are gifted, very mature and have skills, knowledge or abilities beyond their age, but they also have certain difficulties. For illustration, see example in Figure 1.



**Figure 1.** *The 2e (2XE) Center for Research and Professional Development – SENG (3).*

Green is a combination of yellow and blue. In this figure, the gold color represents characteristics that indicate giftedness, and the blue color represents learning, attention or behavioral challenges or other types of disorder. The figure clearly shows that the 2XE students cannot be sorted under "yellow" or "blue" fields. They are shades of green (3, 4). Bourne (5) describe those students as learners with superior intellectual ability who exhibits a significant discrepancy in their level of performance in a particular academic area. And Mendaglio (4) claims that twice-

exceptional students display amazing gifts, talents, or potential in some areas while also being challenged in other areas with learning differences, such as ADHD, Asperger’s or autism spectrum disorder, sensory issues, and more.

According to Lie (6), twice-exceptional students (2XE) with learning challenges or disabilities have neurobiological problems and disorders that can interfere with their academic, social and emotional development. (Cf. table below.)

**Table 1.** *Relationship between two dimensions of twice exceptionality*

Exceptionality 1: the areas of strength	Exceptionality 2: difficulties in various aspects of learning, behavior, and emotion.
High abilities and/or potential in one or more areas, e.g. advanced cognitive and intellectual abilities	<ul style="list-style-type: none"> <li>• SLD – specific learning disability</li> <li>• ODD – oppositional deficit disorder</li> <li>• ADHD – Attention deficit hyperactivity disorder</li> <li>• GAD – general anxiety disorder</li> <li>• ASD – autism spectrum disorder</li> </ul>

*Source: The 2e (2XE) Center for Research and Professional Development – SENG (3).*

Table 1 portrays that 2XE students have high abilities in some domains and at the same time academic social, emotional and behavioral challenges. And their learning needs are at odds with traditional educational methods. Each of these characteristics cannot be separated from each other, because if one is

neglected, it can be harmful to their learning and development (7, 8).

Various studies show that only difficulties are noticed in 2XE students and not giftedness. And because their difficulties manifest themselves as distractibility, lack of behavioral control, weak perception, etc., they are defined only as students with special needs.

### **Gifted students with anxiety disorder**

As mentioned, 2XE students are those with high potential and one or more disabilities such as e.g. anxiety disorder.

The Diagnostic and Statistical Manual (DSM 5) and the American Psychological Association (APA) operate with a major group of anxiety disorders that includes disorders related to generalized anxiety disorder, stress, panic, specific phobia, social anxiety disorder, and separation anxiety disorder. We must make a limitation and therefore decided to consider only 2XE students with anxiety disorders (specifically with generalized anxiety disorder - GAD). In the following, we will illustrate how 2XE students with GAD can be part of an inclusive school/class.

The general form of anxiety disorders includes diffuse mental disorders, which are defined as excessive worry and behavioral disturbances. It is believed that children with GAD have a genetic predisposition to anxiety. Generalized Anxiety Disorder (GAD) manifests itself in the form of physiological symptoms such as fatigue, fidgetiness, restlessness, lack of concentration, irritation, sleep disturbance and muscle tension. 2XE students with GAD are tense, worried about school subjects (achievements), family, own health and in communication with peers. They also show physical symptoms such as nail biting and nervous tics, (8, 9). In summary: Lie (11) noted that children who experience anxiety have an increased risk of psychopathology in adulthood. This should be seen as an important argument that we need more research on this topic. In our further presentation, we will explore the effects of anxiety in gifted students, and identify some strategies that may be useful within the classroom practices and activities – in relation to their difficulties.

### **TEACHING 2XE STUDENTS WITH ANXIETY DISORDERS – AN INCLUSIVE APPROACH**

Twice-exceptional students – gifted with learning challenges, have distinctive patterns of characteristics that influence their learning and behavior and distinguish them from other groups of students. This requires a special adapted pedagogical approach to inclusion.

In this part, we want to show what special educational practice in the regular class for 2XE students entails, so that we can achieve real inclusion for these students. We will clarify the inclusion of 2XE students in the educational-psychological context and based on the academic perspectives we find in recent literature in this area.

Inclusive educational practice implies a special emphasis on giftedness and not weaknesses, and involves two approaches: individual approach (the emphasis is on individual pupils' special needs and learning requirements, and inclusive approach (the emphasis is on strengthening communities for students with different learning backgrounds).

Both approaches are important elements for inclusive practice in relation to 2XE students. In this context, the school can create an individually adapted teaching plan that is in agreement with the class plan. This job is collaboration between parents, the class's head teacher, a special education teacher and a teacher with special expertise in twice exceptional students.

An important prerequisite for getting a better inclusive education for 2XE pupils will be extensive research and expansion of the special education competence. This involves the implementation of relevant measures and strategies.

Fugate et al. (3) claims that teachers need to know how 2XE students learn in order to help them. For those with learning and behavioral differences compared to other students, a special educational approach is required. In other words, 2XE students require

intellectually stimulating curriculum and educational approach that includes special educational support. This is because their difficulties have an impact on their giftedness and vice versa. For example, 2XE students have problems learning what they are not interested in therefore they should be given individual tasks combined with tasks that they work on in the community (theme teaching, project work, etc.).

The teaching of 2XE students requires the application of different working methods and teaching aids that are in accordance with their duality – development and strengthening of giftedness and support in relation to their special educational needs.

They must be given a flexible timetable that includes tasks adapted to the 2XE students' high requirements in areas of giftedness. This is to be able to utilize the potential of the students' giftedness. They must have also freedom within the class's teaching plan. Emphasis is placed on challenging and motivating tasks and varying ways of teaching in relation to their special educational needs.

Teachers (together in teamwork) select tasks and activities that can be developed and practiced in relation to inclusion work in the classroom. All teachers who teach 2XE students collaborate on the adequate teaching plan. They coordinate the tasks and class activities in relation to inclusive teaching, e.g. tasks that the whole class works on, 2XE students can work on based on their own abilities.

### CONCRETIZATION OF INCLUSIVE EDUCATIONAL-PSYCHOLOGICAL PRACTICE

In any program for 2XE there will be a wide variety of educational levels because significant differences within these students. The following table (below) adapted from Boatman & Boatman (8), indicates some interventions and strategies that include knowledge and classroom prevention strategies that are applicable to 2XE students with anxiety.

**Table 2.** *The example of interventions and strategies inclusive educational-psychological practice*

<ul style="list-style-type: none"> <li>• Establish transition routines for 2XE students at the beginning of the lesson.</li> <li>• Create a "space-room" where the student with anxiety can calm down.</li> <li>• Create an overview plan that shows what will happen tomorrow in the class/school.</li> <li>• Preparing students for activities, assignments, tests, etc. which comes.</li> <li>• Have an overview of which students need support and help from teachers (if needed).</li> <li>• Follow signals that students with anxiety send, in order to be able to intervene in time.</li> <li>• Creating a safe classroom climate.</li> <li>• Use a few minutes for breathing exercises and/or quiet reflection during class.</li> <li>• The student can write an e-mail and the teacher's reply can neutralize the students' anxious thinking.</li> <li>• The student with anxiety receives individual praise (not in front of the whole class).</li> <li>• Gives questions/topics (written and oral) to be worked on in class the following day.</li> <li>• The student writes down what she/he is afraid of and about general experiences in the class or at school. They talk about that with the teacher during guidance time.</li> <li>• Work in short steps. Teach 10 minutes and ask questions. This is how the teacher works during the lesson.</li> </ul>
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2XE students have to deal with their anxiety, which entails particular challenges for their academic and social development, but also for their identity formation. The teacher's role is to encourage students to work collaboratively, helping one another to review and develop their school practices.

### Special educational activity and strategies in inclusion work with twice exceptional students (2XE)

Recent research indicates that gifted students with learning challenges (those who think differently) are often not identified and therefore misunderstood and undervalued, and

they do not receive the necessary educational support they need for either their learning problems or their giftedness.

If 2XE students do not achieve satisfactory results from regular education, i.e. that which all other students achieve in the regular class, they have the right to special education. 2XE students with anxiety disorders can receive help as part of adapted special education, since the principle of adapted education applies to both regular education and special education. This right is linked to this special education that the student receives on the basis of a special decision, which is the result of an expert assessment.

2XE students with anxiety come with a certain set of needs. It is challenging to identify students with anxiety disorders who are also gifted. Identifying these students is a complex task, and the researchers agree that a multi-identification approach is essential (5, 6, 10).

Inclusion of 2XE pupils requires a double diagnosis and the identification of these students requires a comprehensive assessment of both areas (giftedness and functional impairment). It should be carried out by professionals who are specialists in both areas in close collaboration with teachers at the school. This is to be able to detect contributing comorbidity in both areas in diagnostic assessment and investigation (6, 7).

It also requires two assessments of whether 2XE students need special educational instruction in relation to their duality. In short, it requires mapping the students' gifted potential using tests, screening tests, diagnostic materials, interviews, etc. And it requires mapping the students' difficulties (in this case, identification and diagnosis of anxiety disorder).

We can conclude that mapping and assessing 2XE students requires: identifying students' gifted potential early and often, using valid and reliable measurement instruments, using authentic and adequate testing tools that are

consistent with the students' dual exceptionality.

### Identifying giftedness in 2XE students

According to research, the best way to identify the intellectual giftedness of 2XE students is to use individual intelligence tests (IQ tests) such as the WISC-V (Wechsler Intelligence Scale for Children, Fifth Edition), as they provide the most information about children's general abilities. IQ test scores are used, which is one of the psychometric criteria for determining the level of giftedness of students. However, the use of IQ tests can be problematic – 2XE students' profiles in IQ- testing can be uneven, and thus the results are not correct in certain areas. The result is that the full-scale score will be lower. Considering this, the use of one of six extended index scores is recommended. This is justified on the grounds that since gifted students are often asynchronous, alternative index scores are less biased and better able to document the strengths of all gifted students (11).

However, not all gifted students can be measured with these tests, and thus they are not relevant. Moreover, it is not only the cognitive abilities that one wants to measure, but also other aspects that giftedness consists of. IQ tests cannot measure all forms of giftedness, such as creativity, social skills, initiative, artistic and musical abilities, etc., which requires other types of measuring instruments (12).

### Identification of difficulties in 2XE students

Mapping, diagnosing and treating 2XE students with anxiety and anxiety-based disorders can be extraordinarily difficult because of the individual's ability to compensate (5, 9).

Teachers (both head teacher and special education teacher/therapist) are confronted

with a number of challenges when dealing with twice exceptional students.

When some 2XE students achieve high grades in some subjects, they do not meet the requirements for specially adapted teaching. This is very unfortunate because when some specific learning difficulties show up (usually in higher class) they can experience academic coping problems, be anxious and develop anxiety and depression and school phobia. And this can lead to them giving up school (7, 9, 10, 15).

Furthermore, teachers' perceptions of students' giftedness based on their academic performance may be misleading. Because some 2XE students have advanced vocabulary but have writing problems and thus achieve poor grades. There are also cases where some intellectually gifted students get bored (because they know a lot about the subject or the task is too easy) and then they are unable to sit still in class. Their behavioral problems are often perceived as attention deficit or oppositional behavior (7, 15).

Identification and diagnosis of this student group require an assessment and diagnosis of how serious and extensive the difficulties and disorders are. For this purpose, it is recommended to use standardized psychological tests (IQ tests), neuropsychological assessment, personality tests, and standardized rating scales, formal and informal tests/exams and educational normed tests/screening tests.

Since we do not have specific measurement instruments that can be used diagnostically to identify 2XE students, these can be used to identify their functional profile, cognitive and academic abilities, general intellectual abilities, and various difficulties. Attention must be directed to the assessment of learning difficulties in a context of giftedness.

We can conclude that identification and diagnosis of 2XE is challenging due to their duality. It requires a non-traditional approach to assess both their giftedness and at the same

time help them with their challenges (difficulties). Using the traditional assessment and diagnosis can result in misdiagnosis or that only one area is identified (usually difficulties) (6, 9, 11).

Many teachers have a mistaken belief that gifted students always manage and that they do not need special adapted teaching or measures. But, despite his high intellectual and creative abilities, 2XE cannot cope in a regular classroom, without support. There are several reasons for this, e.g. social and emotional difficulties and characteristic features of 2XE students. Below we present briefly their personal characteristics which can be a challenge for teachers in relation to the inclusion of these students.

Asynchronous development is an uneven development of the cognitive, emotional and physical characteristics, i.e. that some intellectual abilities are highly developed, while others (e.g. motor and social abilities) are less developed. This development increases with higher intellectual capacity, and is a cause of the 2XE students' hypersensitivity and problems both socially and emotionally (6, 11, 13).

Perfectionism is a particular characteristic of 2XE students. It is setting high standards and striving for flawlessness combined with self-criticism. Those who are perfectionists can develop stress and school anxiety because they are in a constant state of frustration due to the mismatch between their self-imposed high ambitions and their performance (9, 14).

According to Inglés et al. (16) self-oriented perfectionism is positively associated with diverse psychopathological variables such as anxiety, depression, eating disorders, a tendency toward shame and guilt, school anxiety, and somatic symptoms.

Underachievement (underperformance) is, generally speaking, defined as a deviation between the opportunity and expected performance. 2XE students who perform below their ability are termed underachievers.

The research indicates that in spite of 2XE students' high intellectual ability such students remain underachievement. They not achieve their potential because their educational needs are not recognized (6, 11).

Montgomery (17) claims that many students become underachievers because the usual teaching is not a sufficient challenge so that they can be motivated for long enough. This can be explained by the fact that a lack of cognitive challenges at school and inadequate teaching can understimulate the cognitive abilities of both gifted students and gifted students with learning difficulties.

According to Montgomery (17), traditional IQ tests are not suitable or good enough to identify students with 2XE who perform poorly (underachievers). She further argues that gifted students with learning disabilities compensate for their problems with other forms of giftedness. Therefore, we should have a different way of teaching these students.

Overexcitabilities (overintensity) involves (according to Dabrowski's "Theory of Positive Disintegration") (18) 5 domains that describe response to stimuli. The intellectual overintensity manifests itself in the strong need to seek understanding and truth, to acquire knowledge, and to analyze and synthesize facts and information. The emotional overintensity manifests itself in high, intense and extremely complex emotions, identification with the feelings of others, and strong affective expressions. Students with the emotional intensity may also have physical reactions such as stomach ache, easy blushing or strong worry about and brooding over death. The imaginative overintensity means that the children have a rich and vivid imagination and an unusual ability to visualize. They think in images, and therefore it can be difficult for them to express their thoughts in writing. They have overintense imagination, and they show their sensory impressions in the form of ingenuity, visualization and the use of images

and metaphors in spoken language. Psychomotor overintensity - children with psychomotor oversensitivity have boundless physical and verbal strength and activity, which means that others around them perceive them as overwhelming. They are almost never able to be quiet, neither in the school or at home, and they can talk all the time so that they can influence other children to do something against their will. Gifted children with sensual overintensity have a high experience of sensual pleasures or are sensitive to visual experiences, smell, touch, taste and auditory impulses. And they have more intense and richer experiences of sensual input than the average person. This results in them also being overstimulated, and the sensory impressions becoming burdensome (3, 11).

We end this section by saying that gifted learners with learning disabilities need advanced teaching and support in the form of specially adapted teaching for their learning challenges.

They should have differentiated teaching, curriculum and guidance (with modifications), acceleration opportunities for gifted development and a special education approach, in relation to their dual diagnosis.

Furthermore, 2XE students should have their own individualized curriculum that includes goals and strategies for reaching the level consistent with their gifted abilities. That is, gifted development, and compensatory skills and strategies to meet their social and emotional and functional difficulties (6, 11, 19).

### **INCLUSION OF TWICE-EXCEPTIONAL STUDENTS (2XE) – IMPLICATIONS AND APPLICATIONS**

An inclusive approach means that 2XE students have opportunities to participate in teaching in various ways. It is combined with individual tasks and group tasks – an

interaction between the individual student and the class community.

The aim is to redefine and adapt the usual teaching practice to an inclusive educational practice that applies to 2XE students. What is challenging in this context is how teachers get 2XE students to participate in the regular class and how they can be taught without disrupting the class schedule. The inclusive class assumes that 2XE students must be part of the community where they can develop their gifted potential and get help for their difficulties.

Further, the school challenge is to create an inclusive learning environment where 2XE students can develop in an equal way and with an experience of belonging and recognition. The inclusion of 2XE students must be seen

from the point of view of both the realization possibilities that exist at the school, and based on school's limitations.

Teachers in the inclusive classroom are faced with understanding the complex profile of 2XE students and their learning needs within a strengths-based giftedness-focused curriculum. The diverse learning abilities of 2XE students can also lead to a lot of stress and frustration for teachers.

It is important that the school takes into account the needs of 2XE students with anxiety by creating appropriate learning opportunities for them. For example, requirements for their academic progression can be solved by using adequate books and using digital teaching aids.

**Figure 2.** *An example of extended inclusion perspective*



Figure 2, developed by Branca Lie, portrays an example of the application of a different - educational psychological approach. The optimal goal is to include all 2XE students, but if that is not possible, teaching in classes/schools for gifted students is an alternative. Pedagogical provisions of special classes for 2XE students are appropriate when the school cannot offer the training that is consistent with their exceptional abilities. This requires a professional assessment by competent professionals who can identify the students' duality – high intellectual abilities and difficulties. That is because gifts and disabilities of students may actually mask each other.

2XE students can be taught inside the class and partly outside the class (the class for gifted

students). Here we discuss teaching models and programs that are adequate for these students.

With reference to inclusion principles of being a full member of the community and belonging in the classroom and the school, 2XE students should receive that offer as a supplementary need. This is to gain community and the academic and social affiliation with other students who are in a similar situation. It requires flexibility according to both the academic content of the teaching plan and the organization of the teaching (6).

The inclusive school is constantly changing and thus faces new challenges. It requires cooperation between the school and parents and cooperation between all employees at the school.

Results from several of the studies show that everyone who is involved and has something to do with 2XE students have certain challenges that they have to deal with. Parents are concerned about whether professionals correctly understand their 2XE child and whether this school fits their child's duality. Classroom educators need to know how to help 2XE students grow academically, emotionally, and socially. They must ensure an appropriate teaching program that includes both intellectual stimulation in areas of strength and supporting the problematic areas that they need help with in a respectful and recognized way. Special education teacher (therapists) must understand the strengths and abilities associated with a particular diagnosis and use this understanding to provide special education support to these students.

Inclusive schools require an inclusive learning environment, which in turn requires competent teachers. The teaching and guidance of 2XE students requires also a specific teacher's competence as well as a pedagogical and special educational background.

In other words, an important prerequisite for providing better inclusive education is competence development for teachers. The teachers' competence is defined here as their functional competence – it includes knowledge, skills and attitudes that are significant for special educational/psychological practice, such as e.g. diagnosis, mapping, organization, planning of measures and consultations.

In summary, then the inclusion of 2XE in ordinary classrooms can take place under certain conditions, such as:

- Use of suitable methods for identification that provide possible interactions between the 2XE students' dual characteristics.
- Adapted teaching that provides opportunities for the development of their interests, giftedness and at the same time fulfills their learning needs.

- Help and support that ensures their academic and social progress.
- Teachers must have continuous professional development.
- Use of appropriately accelerated and enriched curriculum and seek out unusual educational opportunities.

Further, inclusion of 2XE students requires an appropriate education. It includes certain premises such as:

The teacher must adapt the curriculum to the student's ability to learn, so that 2XE students can benefit from the teaching. Because if the 2XE student is placed in classrooms where the learning situations are below his/her ability level, they become frustrated due to adjustment difficulties, they get bored and eventually they drop out. If it happens continuously and over a long period of time, they will refuse to go to school.

To provide gifted students with special educational programs and to have them integrated into mainstream classes while providing enrichment experiences.

Using special teaching measures that improve 2XE students' self-concept and self-esteem. Researchers claim that dually exceptional students have lower academic self-esteem and lower self-esteem than their peers who have learning disabilities but are not gifted.

## CONCLUSION

With this article, we have intended to influence and support inclusive thinking and practice in relation to 2XE students in the field of inclusive education. We argued in this study that the inclusion of 2XE students with anxiety disorders is particularly useful for developing theories about how educational practice can become more inclusive for gifted learners with disabilities in general.

In order to include 2XE students in the mainstream class, teachers must understand the academic and social development of these students. It is necessary to understand their

different skill levels, both in intellect and other domains. It is also necessary to identify levels of their anxiety disorder and how this duality interacts with the need for changes in education

The topics discussed in this study are: special education practices towards dually exceptional students, activities and strategies in inclusive work with dually exceptional students, inclusion of dually exceptional students – implications and applications, and challenges faced by teachers, special educators and therapists in relation to the inclusion of these students. With this argument in mind, we can argue that including 2XE students requires that the school identify their exceptional abilities and create development opportunities for them.

Finally, this study suggests that inclusion requires that 2XE students participate in the learning environment and that they have the right to be different. And inclusion requires that the school has a positive attitude that “difference” is worthy of the individual 2XE student, both in general education and special education.

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## UKLJUČIVANJE DAROVITIH UČENIKA S ANKSIOZNI POREMEĆAJEM - PERSPEKTIVA INKLUZIJE U PRAKSI: POUČAVANJE DAROVITIH UČENIKA S TEŠKOĆAMA U UČENJU U INKLUZIVNOJ ŠKOLI

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### SAŽETAK

Ova studija prikazuje jedan oblik posebnog obrazovanja, tj. uključivanje (inkluziju) dvostruko iznimnih učenika – darovitih učenika s izvjesnim poremećajima i posebnim potrebama. Proces uključivanja ovdje shvaćamo kao svrsishodno znanje koje potiče novi razvoj, učenje i razumijevanje u inkluzivnom obrazovanju (inkluzivnoj školi) i koje zahtijeva dijalog o novoj perspektivi na ovom znanstvenom polju.

Članak je zamišljen kao konceptualni doprinos inkluzivnom obrazovanju, s ciljem doprinijeti kontinuiranom dijalogu u vezi sa posebnim obrazovanjem i inkluzivnim obrazovanjem. Isto tako kao i doprinos trendovima u inkluzivnom obrazovanju, kao što je obnavljanje prethodnih teorija i pristupa u inkluzivnim školama primjenom danas aktualnih problema.

Teme o kojima se raspravlja u ovoj studiji su: praksa posebnog obrazovanja prema učenicima/studentima s dvostrukim iznimnim sposobnostima, aktivnosti i strategije u inkluzivnom radu s dvostruko iznimnim učenicima/studentima, inkluzija dvostruko iznimnih učenika/studenata – implikacije i primjena, te izazovi s kojima se učitelji/profesori, specijalni edukatori i terapeuti suočavaju u vezi s inkluzijom ovih učenika/studenata.

Tvrdimo da, ako se inkluzivno obrazovanje želi razviti kao novo i održivo obrazovno područje, ono zahtijeva inkluzivnu praksu novih skupina učenika (npr. 2XE – "Dvostruko iznimni učenici"), u redovnu nastavu i to na temelju novijih istraživanja i prakse.

Zaključno, ova studija sugerira da inkluzija zahtijeva sudjelovanje 2XE učenika u obrazovnom okruženju i pravo na različitost. Inkluzija također zahtijeva da škola ima pozitivan stav kako je "različitost" vrijedna pojedinog 2XE učenika, kako u općem tako i u posebnom obrazovanju.

**Ključne riječi:** dvostruko iznimni učenici, daroviti učenici s anksioznim poremećajem, posebno obrazovanje, inkluzivno obrazovanje.

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