

## Ryan's Chronology

Table 2 demonstrates the chronology of Ryan's life.

Table 2

### *Chronology of Ryan's Life*

Year	Event
1995	Ryan is born.
1998	Ryan demonstrates he has taught himself to read.
1999-2000	Kindergarten. Testing reveals Ryan reading at 2 <sup>nd</sup> grade level. By the end of the academic year, he is tested at the 5 <sup>th</sup> grade level. Ryan reports he is given an individual education plan (IEP). This report was not confirmed by others or through artifacts.
2000-2001	First grade. By the middle of the year, Ryan is moved into 2 <sup>nd</sup> grade math.
2001-2004	First through the middle of fourth grades, Ryan takes part in weekly gifted class.
2005	In the middle of fourth grade, Ryan moves to a new state. He is not given an IEP and he is not placed in gifted classes, although he continues to work one year ahead in math.
2005-2008	Ryan finishes elementary school and enters middle school without an IEP or gifted classes.

2009	Ryan is assessed and identified with dysgraphia. According to one report, Ryan was given a 504 plan and sent to a special resource room for one class period three times a week.
2010	Ryan is diagnosed as bi-polar. Ryan is given special permission to leave the classroom if he is under stress. For quiet, he spends time in the library
2012	Ryan graduates from high school.
Fall 2012	Ryan enrolls in a college in a different part of the state.
Spring 2013	Ryan enrolls in his current university.

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Table 3

*Themes, Categories, and Coding*

Themes	Categories	Coding
Psychosocial Challenges	Negative school experiences.	Acting out from boredom. Not being able to write as well as others. Considered lazy and defiant.
		New school did not offer gifted program. Felt teacher sent him to special education class because she was angry. Being bullied
	Feelings of failure, worthlessness, and low self-esteem.	Feeling or being called “dumb”; feeling different; feeling unsure; not asking for help, acting out in class, needing to escape the classroom. Always wanted to help others. Hard to trust others.
		Feelings of depression, anger, frustration
		Felt like an outcast or an oddball. Spent most of his free time alone in the library.

	Social isolation	Good social interactions in elementary school replaced by bullying. Moved into special education instead of gifted program – loss of status. Break downs, crying, fighting.
Delayed Identification	Lack of assessment	Two teachers and a counselor determine giftedness. “Not sure of the test.” “Didn’t know he was testing me.” Referred to psychiatrist and diagnosed with bi-polar disorder. Not officially put in special education classes after identifying possible learning disability. No assessments for twice-exceptionality. Few assessments overall.
	Formal assessments	Two high school teachers and university professors recognized the co-occurrence of strengths and challenges, but Ryan was not formally identified as twice-exceptional. Ryan learns about twice-exceptionality while studying to become a teacher.
Masking Effect and School Achievement	Academic achievement and behavior	Other than reading and math, struggling to keep up with other students. Average grades, thinks other students work faster and do better. Placed in special education out of frustration by one teacher.  Felt teacher thought he was dumb. Passed on to the next grade by another teacher after making him retake math for no apparent reason.
	Effect of labeling	High school teacher recognizes discrepancy. Grades and extracurricular activities improve.
Importance of Support	Positive identify formation	Mother is a strong advocate throughout Ryan’s life. Demands some assessment and support for giftedness.  Some teachers supportive of Ryan’s struggles and some teachers not supportive.
	Self-advocacy	Strong support from mother and a few teachers helped him develop better self-image.
	Self-determination	Recognizes challenge in asking for help and learns how to change that. Is determined to continue education and career goals.

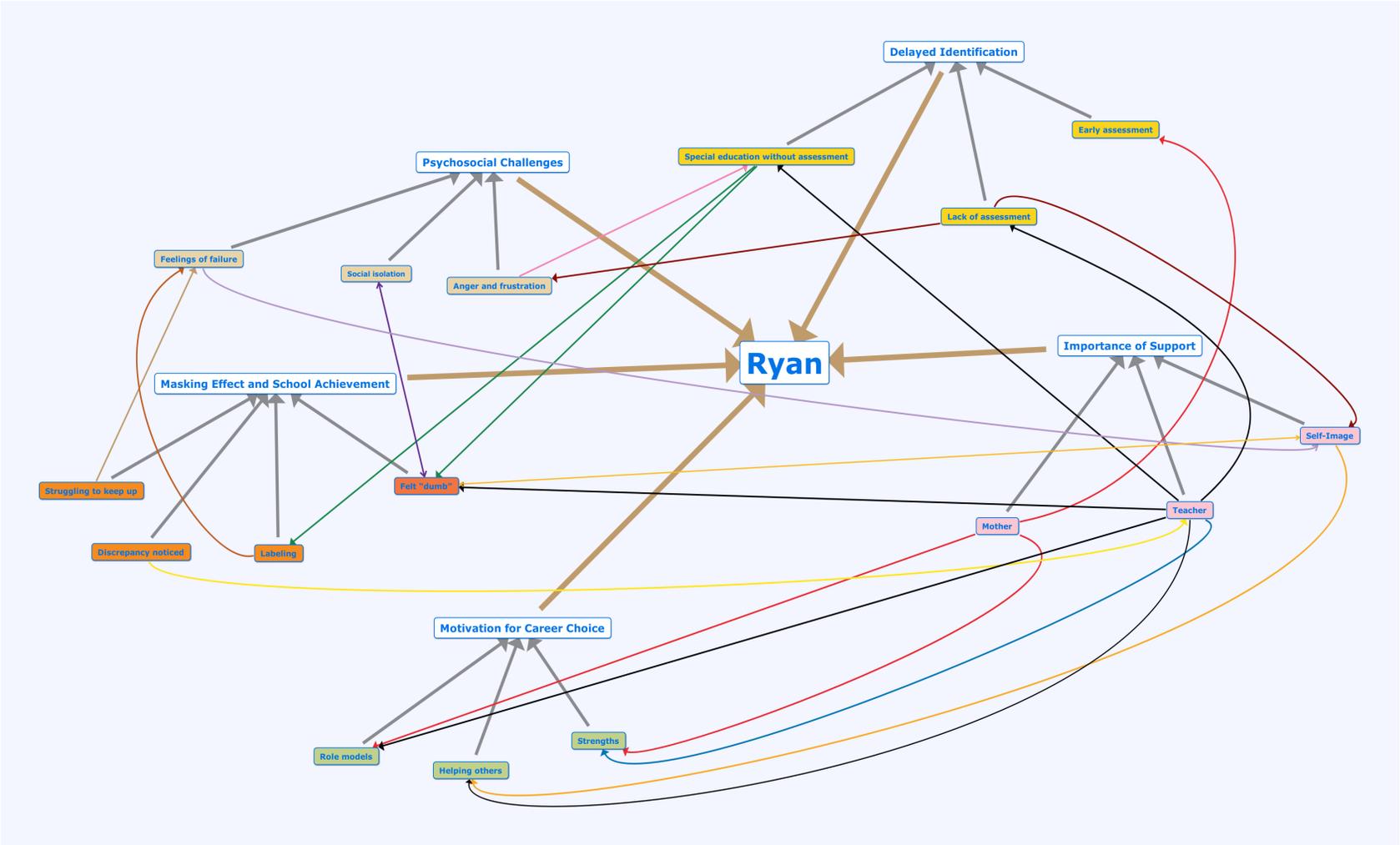
Table 3 continued

Themes	Categories	Coding
Motivation for Career Choice	Helping others	Always wanted to be a teacher. Always wanted to help others. Practice through tutoring and visiting a school.

Teachers as role models

Wants to be like teachers he admires. Understands what happens when students' issues are not recognized. Recognizes his own strengths

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*Figure 1.* Themes concept map.