

# CONTENTS

Acknowledgments	xiv
Foreword	xv
<b>one Introduction</b>	<b>1</b>
Introduction	1
What Is the DME-C Therapy Approach?	2
How the DME-C Therapy Approach Came About	4
The DME-C Therapy Approach and Its Effectiveness	6
Objectives of the Book	9
Conclusion	10
References	10
<b>two High Learning Potential (HLP)/Giftedness</b>	<b>11</b>
Introduction	11
What Are Children with High Learning Potential Like?	11
Definition	11
Identifying Children with High Learning Potential	14
Numbers of Children with High Learning Potential	15
Characteristics of Children with High Learning Potential	15
Profiles of the Gifted and Talented	22
Asynchronous Development	27
Dabrowski's Overexcitabilities	31
Summary of Needs of Children with High Learning Potential	35
Conclusion	37
Notes	37
References	37
<b>three Dual or Multiple Exceptionality (DME)/Twice Exceptionality (2e)</b>	<b>39</b>
Introduction	39
What Is Dual or Multiple Exceptionality (DME) and Twice Exceptionality (2e)?	39
How Many Children with DME/2e Are There?	42
How to Recognise Children with DME/2e	42
Areas of Difficulty in Children with DME/2e	49
Barriers that Children with DME/2e Face	51
Scenarios of Children with DME/2e	53
Support That Children with DME/2e Need	54
The Portrayal of DME/2e in the Media	57
Well Known People with DME/2e	58
Conclusion	59
Notes	59
References	60

<b>four DME/Twice Exceptionality and Occupational Therapy</b>	<b>61</b>
Introduction	61
The Non-OT Factors	63
A Closer Look at Occupational Therapy for Children in Group 1 - Developmental and Neurological Differences	67
Developmental Coordination Disorder (DCD), Including Dyspraxia	68
Autism or Autistic Spectrum Disorder (ASD)	70
Attention Deficit Hyperactivity Disorder or ADHD	78
Conclusion	83
Notes	83
References	83
<b>five DME/Twice Exceptionality and Sensory Processing Differences</b>	<b>86</b>
Introduction	86
Sensory Processing Differences	86
Sensory Modulation Disorder	91
High Learning Potential and Sensory Processing Differences	93
Sensory Based Motor Disorders	96
Sensory Discrimination Disorder	97
Best Therapy Approach to Help Children with HLP who have Sensory Processing Differences	97
Conclusion	98
References	98
<b>six The DME-C Approach's Foundation: The 10 Golden Nuggets</b>	<b>100</b>
Introduction	100
Questions or Concerns OTs May Have	100
The 10 Golden Nuggets	103
Conclusion	127
Notes	127
References	127
<b>seven The DME-C Approach's Four Walls: The 4 Essential Components</b>	<b>129</b>
Introduction	129
Essential Component 1: Diarise	131
Essential Component 2: Manage transitions	135
Essential Component 3: change the Environment and hElp the senses	139
Essential Component 4: Communicate	152
The 4 Essential Components Working Together	154
Conclusion	154
Notes	155
References	155
<b>eight Making DME/2e Part of Everyday Occupational Therapy Work</b>	<b>156</b>
Introduction	156
Evaluation or Assessment	156
Report Writing	157
Goal Setting	159
Re-evaluation	161
Further Referral	162
Conclusion	163

<b>nine Case Studies</b>	<b>164</b>
Introduction	164
Case Study 1: Sally	167
Case Study 2: Max	170
Case Study 3: Amal	172
Case Study 4: Lloyd	175
Case Study 5: Imogen	180
Case Study 6: Theo	183
Case Study 7: Lucas	186
Case Study 8: Andy	189
Case Study 9: Keli	192
Case Study 10: Marco	195
Conclusion	199
Notes	199
References	199
<b>ten Resources for Further Help</b>	<b>200</b>
Introduction	200
UK-based Organisations	200
Organisations That Are Accessible from Anywhere	204
Organisations in the USA	206
Organisations in Australasia	210
Glossary	213
Index	220