

BEING TWICE EXCEPTIONAL

A CASE STUDY EXPLORATION



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GROUNDING

LAND ACKNOWLEDGEMENT

MNI SOTA MAKOCE ~ THE LAND WHERE THE WATER REFLECTS THE SKY



FOUR AGREEMENTS

1. Stay engaged.
2. Speak your truth.
3. Experience discomfort.
4. Expect & accept non-closure.

FROM GLENN SINGLETON'S COURAGEOUS CONVERSATIONS

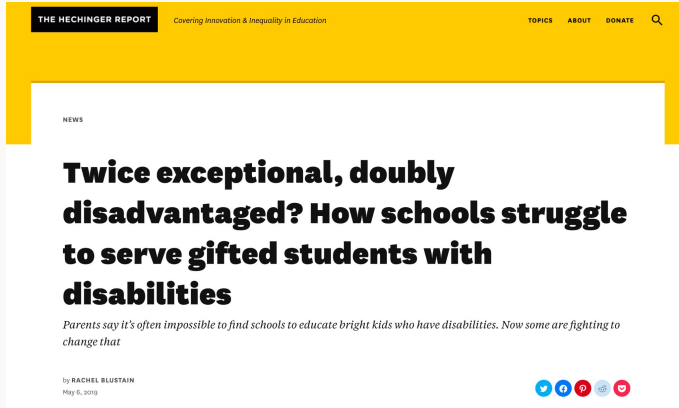


GROUNDING



[What is 2e?](#)

CASE STUDY



Santiago and Choi Families

IDENTIFY BIASES OR INEQUITIES

BIPOC Equity In Education

Providing Services

- Currently, 28 states have law requiring schools to provide gifted and talented education; only 6 states have full funding
- Most states defined giftedness based on the Javits Gifted and Talented Act
- IDEA does not require states to provide services
- More girls than boys
- Underrepresentation of students from diverse backgrounds, low SES, and with other disabilities

Twice exceptional students are at risk for academic underachievement.

*Underidentified

*Underserved

*Usually have to choose between services



Great Public Schools for Every Student

TAKE STOCK OF VARIOUS PERSPECTIVES



**Families and
Students**



Costs



**Teachers
Staffing &
Resources**

CONSIDER POSSIBLE CHALLENGES AND OPPORTUNITIES



IMAGINE EQUITABLE AND JUST OUTCOMES






**Access to Resources and Support
PreK - Higher Ed**

**Cultural Responsiveness
and barrier removal**

Meet learners where they are at

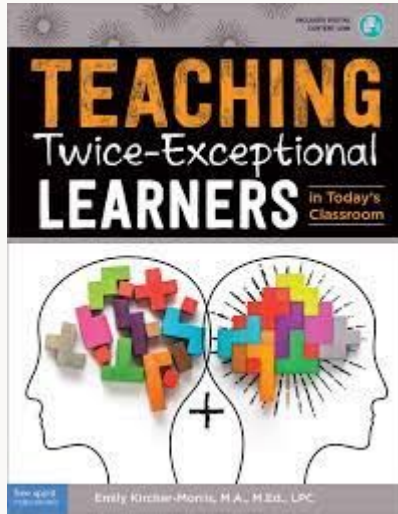
BRAINSTORM IMMEDIATE-TERM SOLUTIONS



Planning 	Organization 	Self-Control 
Task Initiation 	Executive Functioning Skills <small>www.brainiacworksheets.com</small>	
Time Management 	Metacognition 	Working Memory 
Attention 	Flexibility 	Perseverance 

*“Teachers need to be trained to recognize and understand children who are 2e. They need to try to remove the stigma that kids who have a disability cannot be smart.”
-Jennifer Choi*

LONG-TERM SOLUTIONS



Professional
Development

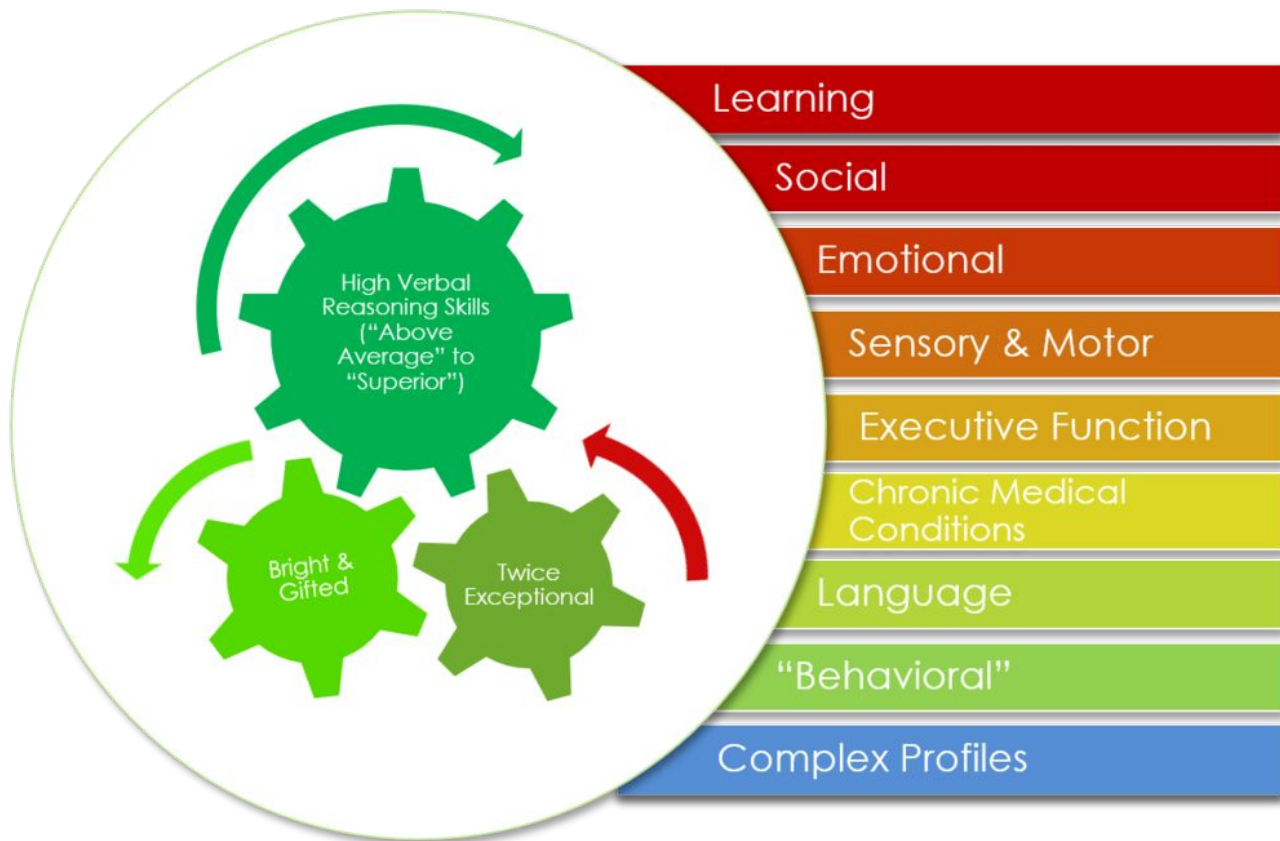


Support and Awareness



Collaboration

LONG-TERM SOLUTIONS



Whole-Child strengths-based or asset approach



ACTION PLAN

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