

STRATEGIES FOR SUPPORTING TWICE-EXCEPTIONAL STUDENTS

COURSE INFORMATION & OBJECTIVES

Presented by Emily Kircher-Morris, LPC

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Course Information

ABOUT THE COURSE:

Strategies for Supporting Twice-Exceptional Students is designed for educators in a wide range of settings, with the hope that the information shared will help to bridge the gap between the gifted, general, and special education classrooms. Consisting of six modules, this course covers topics about how to support the needs of twice-exceptional students, from best practices of identification to supporting executive function skills to understanding the needs of the various diagnoses twice-exceptional students may have.

FORMAT:

The course may be used in one of three ways:

- School districts may use the course to facilitate in-house professional development training for teachers. A printable guide provides instructions for a facilitator to conduct the training with a group of educators.
- Alternatively, school districts may purchase a site license for a designated number of teachers to complete the training as a self-study course. Teachers are provided a username/password to work through the course independently and earn a certificate to verify completion of the course.

When offered as an in-person professional development opportunity (Facilitator-Led Model), the completed course offers over 15 hours of professional development. The asynchronous self-study course provides 12 hours of verified professional development. Schools can offer one or both models to their teachers.

INTENDED AUDIENCE:

Any educator who supports twice-exceptional students will benefit from completing modules in this course. It is appropriate for elementary, middle, and high school educators.

- Gifted education classroom teachers
- Special education classroom teachers
- General education classroom teachers
- School counselors
- School psychologists or psychological examiners
- Administrators

Course Information

ABOUT THE PRESENTER:

Driven by her own experiences as a twice-exceptional child, Emily Kircher-Morris has spent her career supporting 2e learners in a range of settings. As a certified educator, Emily worked as a teacher in elementary and gifted education classrooms and as a school counselor. She currently works as a clinical mental health counselor supporting gifted, twice-exceptional, and neurodivergent learners. Emily holds dual master's degrees: an M.A. in Education with Gifted Education Certification (Lindenwood University, 2004) and an M.Ed. in Counseling and Family Therapy (University of Missouri – St. Louis, 2010).

Emily Kircher-Morris is the author of two books related to the development of twice-exceptional children and teens: [*Teaching Twice-Exceptional Learners in Today's Classroom*](#) (Free Spirit Publishing, 2021) and [*Raising Twice-Exceptional Children: A Handbook for Parents of Neurodivergent Gifted Kids*](#) (Routledge, 2022). She is also the host of *The Neurodiversity Podcast*.

MATERIALS:

Other than a computer and reliable internet access, all materials necessary to complete this course are included on the virtual platform. Printable notes and resources are available as PDFs and checks for understanding are integrated into the course.

The course follows the general structure of Emily's book, *Teaching Twice-Exceptional Learners in Today's Classroom*, however, this book is not necessary to complete the training course. This book addresses the topics covered in greater depth and is a good supplement to the course. School districts purchasing any model of the course will be provided with at least one copy of *Teaching Twice-Exceptional Learners in Today's Classroom*; additional copies are available at a 20% discount off the list price.

Course Objectives

MODULE 1: FOUNDATIONS OF TEACHING TWICE-EXCEPTIONAL LEARNERS

- Who are the twice-exceptional students in my school?
- What considerations for culturally diverse, English language learners, or economically disadvantaged twice-exceptional learners should be made?
- What service models can be used to support twice-exceptional learners?
- How can twice-exceptional students be supported through Individualized Education Plans (IEPs) and Section 504 Plans?
- How can we accommodate 2e learners?

MODULE 2: AFFECTIVE NEEDS AND MOTIVATION FOR 2e STUDENTS

- What factors uniquely influence the social and emotional needs of twice-exceptional students?
- How can I help twice-exceptional students learn to self-advocate?
- How can I support the motivation and effort of twice-exceptional students?
- What is the Metacognitive Cycle and how can I use it to help twice-exceptional students reach their goals?

MODULE 3: EXECUTIVE FUNCTIONING FOR TWICE-EXCEPTIONAL STUDENTS

- How are twice-exceptional learners impacted by executive functioning difficulties?
- What skills are included in executive functioning?
- How can I support twice-exceptional learners in building their executive functioning skills?
- What is the Metacognitive Cycle and how can I utilize it to support twice-exceptional learners?

MODULE 4: LEARNING DISABILITIES (DYSLEXIA, DYSGRAPHIA, AND DYSCALCULIA) IN TWICE-EXCEPTIONAL STUDENTS

- How can I bridge the gap between gifted, general, and special education classrooms?
- What are the best practices to identify twice-exceptional students with LDs for gifted and/or special education services?
- What are the signs of a specific learning disability in gifted students?
- How can I accommodate gifted/LD learners in my classroom?

Course Objectives

MODULE 5: NEURODEVELOPMENTAL DIAGNOSES (ADHD AND AUTISM) IN TWICE-EXCEPTIONAL STUDENTS

- What barriers impede the identification of 2e learners with neurodevelopmental diagnoses?
- How do giftedness and ADHD manifest at school? How do they mask each other?
- How can we support and accommodate gifted/ADHD students at school?
- What are Rejection Sensitivity Dysphoria and Oppositional Defiant Disorder and how do they impact gifted/ADHD students?
- How do giftedness and autism manifest at school? How do they mask each other?
- How can we support and accommodate gifted/autistic students at school?
- What is Pathological Demand Avoidance and how does it impact gifted/autistic students?
- How do twice-exceptional students with these diagnoses qualify for Individualized Education Plans (IEPs) or Section 504 Plans?

MODULE 6: ANXIETY, DEPRESSION, AND RELATED DIAGNOSES IN TWICE-EXCEPTIONAL STUDENTS

- How does anxiety impact gifted learners, even when it is at sub-diagnostic levels?
- How can I support gifted students with Generalized Anxiety, Social Anxiety, or Obsessive-Compulsive diagnoses?
- What considerations should be made for a gifted student who has experienced trauma?
- What strategies can I use to help gifted students with anxiety manage their emotions?
- What risk factors do gifted students have related to depression?
- How do I support a twice-exceptional student who is experiencing thoughts of self-injury or suicide?
- How do twice-exceptional students with these diagnoses qualify for Individualized Education Plans (IEPs) or Section 504 Plans?

Frequently Asked Questions

HOW MUCH DOES THE COURSE COST?

Pricing is determined based on the type of model the school is interested in purchasing (Facilitator-Led or Self-Study). The Facilitator-Led course is offered at a flat rate with a one-year license (annual renewal is available for a nominal fee). The Self-Study option offers a tiered pricing model based on the number of "seats" purchased for the course.

Individuals who wish to purchase the course to complete for their own professional development may purchase it [here](#). The cost for the course is \$299.

WHAT IF I ONLY WANT TO TAKE ONE MODULE? WHAT IF WE WANT TO DO ONLY CERTAIN LESSONS IN EACH MODULE?

Schools purchasing the Facilitator-Led Model have flexibility to choose the portions of the course that are most useful for the educators participating in the training.

Educators participating in the Self-Study Model progress through the course asynchronously. They may complete the modules in any order that they prefer. However, in order to complete a module, they must complete each lesson in its entirety before moving onto the next lesson. This allows the teaching platform to offer a certificate for professional development when the teacher completes the course.

HOW DO YOU VERIFY COMPLETION OF THE COURSE/MODULE IN THE SELF-STUDY MODEL?

The system that hosts the course requires that participants watch the videos, complete the activities, and pass the comprehension checks at the end of each module to verify completion. When these items have been finished, a certificate of completion for professional development/continuing education hours is provided.

IS THIS COURSE ACCREDITED FOR CONTINUING EDUCATION HOURS?

Every state and school district is different. It is best for you to check with your individual state or school district to verify that the course meets its requirements for professional development/continuing education hours.

If your state has a specific process that we can go through to accredit the course, we are happy to investigate the process. Please email Dave Morris of the Neurodiversity University at dave@neurodiversitypodcast.com and we will work with you and your state to ensure that the course meets the criteria for continuing education.