



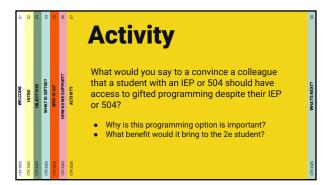
10	02	03	20	0.5	How do we support?	7.0	80
WELCOME	INTRO	OBJECTIVES	WHAT IS GIFTED?	WHO IS 2e?	Recognize their giftedness first, not their disability. Put more emphasis on developing their unique talents than remediating their deficiencies. Give 2e students some control, which can improve engagement, agency, and self-confidence.	ACTIVITY	WHAT'S NEXT?
CTR 2025	CTR 2025	CTR 2025	CTR 2025	CTR 2025	5007 C 1870	CTR 2025	CTR 2025

How do we support? What Strength-Based is NOT: NOT a way to get students to work on their area of weaknesses NOT a way to get students to turn work in or otherwise overcome habits or poor behavior NOT a focus on remediation NOT in the service of the disability

How do we support? 2. Build Relationships / Address social-emotional needs 1. Twice-exceptional children, as with many gifted children, often feel they don't fit in. Finding true peers who share their curiosity, their deep interests, their breadth of knowledge, and their quirky sense of humor can be a challenge for gifted and 2e students. 2. Equally as problematic is finding teachers, coaches, and other adults who understand the unique combination of extreme strengths and limitations typical of gifted and 2e students.







What's Next? What's Next? It depends. It depends.

