

Welcome

Educators and Parents,

Welcome to the first annual 2e at William & Mary:

Twice Exceptional Conference, hosted by the Center for Gifted Education. This conference is a passion project that was born out of my years of teaching special education, gifted education, and the most eyeopening, raising a 2e child.

The goal of this conference is to bring people together to share and learn from each other in order to better serve the students that just don't fit into any one mold. They are truly exceptional and each requires their own unique learning experiences to thrive. Most importantly, they need people like you to be their champion, their advocate, and to see their greatness.

We are so happy to welcome our keynote speakers, Dr. Susan Baum and Dr. C. Matthew Fugate each morning in Matoka. Following the keynote, you will have the opportunity to choose from several options at each breakout session throughout the day. Make sure to stop by the Exhibit Hall, get some coffee, and meet someone new at lunch.

Thank you for coming,

Ashley Carpenter



Dr. Ashley Y. Carpenter

*2e @ W&M Conference Coordinator
Director of Professional
Development
Center for Gifted Education
William & Mary*



WILLIAM & MARY

CENTER FOR GIFTED EDUCATION

FOCUSING ON THE FUTURE

A career and academic planning experience for high-ability students (grades 6-12), their parents, and their counselors.

Purpose:

- To expose high-ability learners to career opportunities related to the arts, humanities and sciences.
- To inform parents and counselors of considerations and guidelines for effective career and academic planning.

SATURDAY, JANUARY 30, 2021

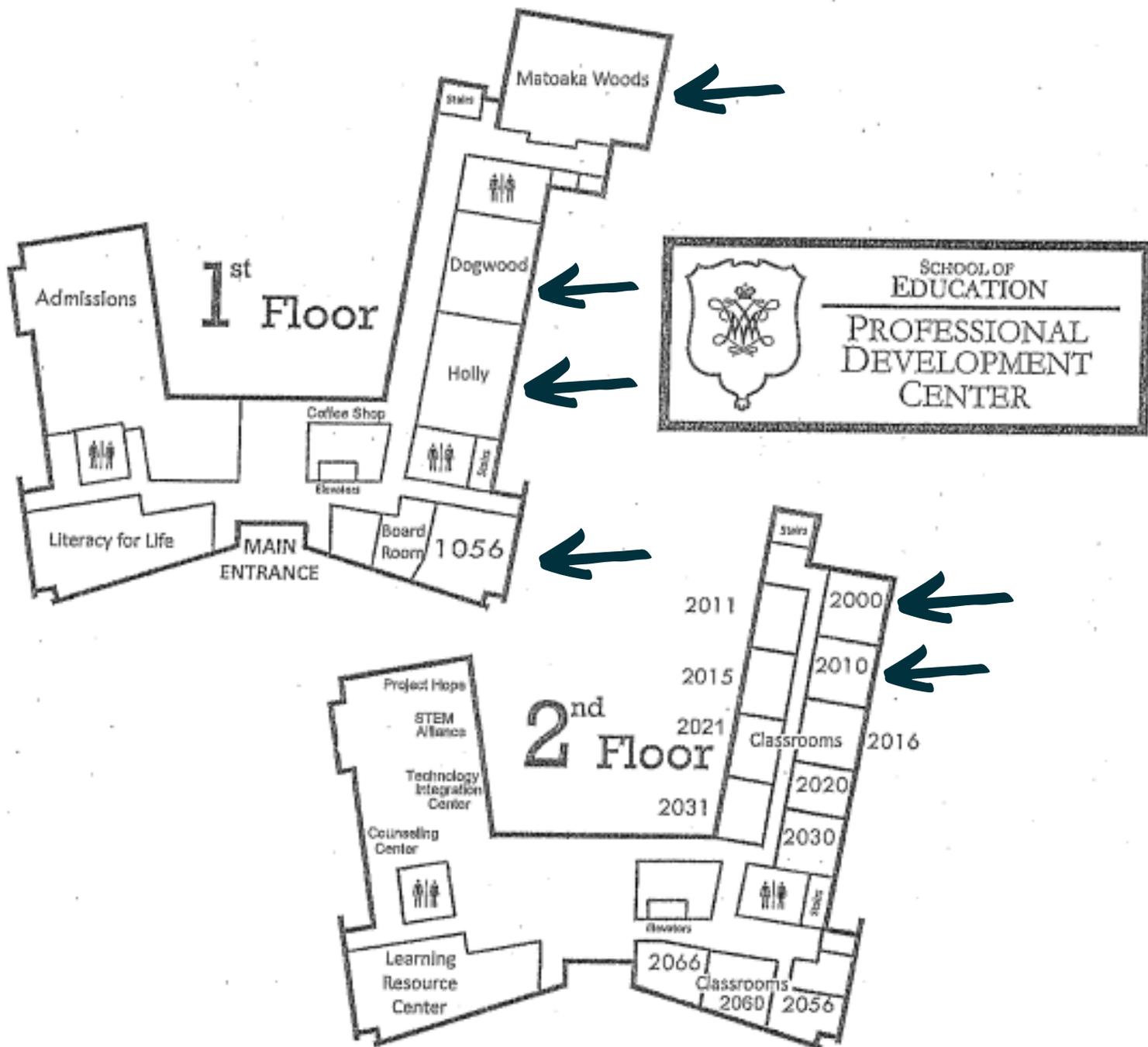
8:45 AM TO 3:00 PM

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1. Choose **WM-Welcome**
2. Open a web browser, you will be automatically directed to the network authentication page (connect.wm.edu).
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4. Pick **additional access** with a W&M sponsor.
5. Enter **pdc@wm.edu**
6. Click Submit



Schedule at a Glance

8:00 - 8:45 a.m. - Registration & Check-in

9:00 - 10:00 a.m. - Welcome & Keynote

10:00 - 10:15 a.m. - Coffee Break Friday

10:15 - 11:00 a.m. - Session 1

11:00 - 11:15 a.m. - Coffee Break Saturday

11:15 - 12:00 p.m. - Session 2

12:00 - 12:45 p.m. - Lunch (provided)

1:00 - 1:45 p.m. - Session 3

1:45 - 2:00 p.m. - Coffee Break & Exhibit Hall

2:00 - 2:45 p.m. - Session 4

3:00 - 3:45 p.m. - Session 5


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Exhibit Hall - Matoka

Friday, 2/28: 8:30 a.m. – 4:00 p.m.

Saturday, 2/29: 8:30 a.m. – 3:00 p.m

Exhibitor Tables

1. Bridges Education Group
2. The Quad Preparatory School
3. Chesapeake Bay Academy
4. One Child Center for Autism
5. T/TAC @ W&M
6. Williamsburg Drug Company
7. W&M New Horizons Counseling Center
8. Supporting Transformative Autism Research (STAR) - UVA
9. Special Education Advocacy Law PELE Clinic

Because not all great minds think alike

Bridges Graduate School of Cognitive Diversity in Education

Three Programs

- Certificate in Twice-Exceptional (2e) Education
- Master of Education (M.Ed.) in Cognitive Diversity
- Doctor of Education (Ed.D.) in Cognitive Diversity



learning disabled

out-of-the-box

autism spectrum

struggling

cognitively diverse

Bridges Graduate School inspires and develops innovative leaders of positive change.

The majority of courses are completed online, with in-person summer residencies on the Bridges Academy campus in Studio City, CA.

Faculty are scholars, researchers, authors, experienced teachers, and professionals in gifted and special education, psychology, talent development, creativity, neuroscience, and leadership.

For more information, visit graduateschool.bridges.edu
Questions? Email gradschoolinfo@bridges.edu



bright

talented

dyslexic

2e
twice exceptional

ADHD

gifted



Friday Overview

Friday, February 28, 2020

Welcome & Keynote

9 – 10 a.m.

Dr. Susan Baum - 2e: It's all about green

Coffee Break & Exhibit Hall 10 – 10:15 a.m. **Matoka**

Room	Matoka	Dogwood	Holly	1056	2000	2010
Session						
Session 1 10:15 - 11:00 a.m.	Exhibit Hall & Networking	2e2 Documentary Showing	High Leverage Practices for Special Educators: Collaboration and Instruction	Finding the Fit: Establishing Cluster Grouping to Meet the Needs of 2e Middle School Students	Teaching Executive Function Skills: Bridging the Gap Between Theory and Implementation with 2e Learners	Immersive and Integrated Clinical Services for Twice-Exceptional Students in School-Based Settings
Session 2 11:15 a.m. - 12 p.m.	Exhibit Hall & Networking		Brains wired differently: Teaching gifted students with ADHD, ASD, and Dyslexia	Get it Right for 2e Learners and You Get it Right For All: A model for teaching twice-exceptional children	Twice-Exceptional 102: The Social-Emotional Needs of 2E Kids	ADHD and Other Health Concerns in Young Gifted Children

Lunch 12:00 - 1:00 pm - **Matoka** with additional seating in Holly and outside.

Session 3 1:00 - 1:45 p.m.	Exhibit Hall & Networking	Panel Discussion: Parents of 2E Students at Home, Educators at Work	Round Table: Ask an Educational Expert	Classroom Supports for 2e Students	Why Enrichment Programs?	
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Coffee Break & Exhibit Hall 1:45 – 2:00 p.m. **Matoka**

Session 4 2:00 - 2:45 p.m.	Exhibit Hall & Networking	Top 10 Strategies for Successful Communication Between Parents and Educators of 2e Students	Valuing Differences - Twice Exceptional in the Regular Classroom	Simple Strategies for Creating 2e-Friendly Classrooms	Social Emotional Learning In Action: Highly Engaging Lessons and Activities for 2e Student Groups	Peer Relationships Among Twice Exceptional Students
Session 5 3:00 - 3:45 p.m.	Exhibit Hall & Networking	Addressing the Reading Difficulties with Twice Exceptional Learners in the Classroom	Supporting Students with Autism in the Classroom	Academic Coaching & Assistive Technology Accommodations for 2e Students	The Twice-Exceptional Learner: Systematic Dilemmas and Solutions for Public School Teachers and Parents	



Friday Keynote - 9:00 - 10:00 a.m.



Susan Baum, Ph.D.

***Director of 2e Center for Research & Professional Development, Bridges Academy
Provost for the Bridges Graduate School of Cognitive Diversity in Education.***

2e: It's all about green

Who are 2e students? How does the combination of high ability with disability create a unique and complex profile, which impacts these students cognitively and emotionally? Their profile of dualities, of what they can and cannot do make them hard to identify and serve appropriately. This keynote will provide a window into their paradoxical world with guidelines for helping them to succeed in school and at home.

Susan Baum, Ph.D. is the Director of the 2e Center for Research and Professional Development at Bridges Academy, a school for twice exceptional and Provost for the Bridges Graduate School of Cognitive Diversity in Education. She is the 2010 recipient of the Life Time Achievement Award granted by the Weinfeld Group, for her contributions to the field of the education of twice exceptional learners, 2011 recipient of the Connecticut Association for the Gifted "Friend of the Gifted Award: and the 2015 Distinguish Professional Alumni Award from the Neag School of Education for her work with twice exceptional students and the Lifetime Achievement Award from AEGUS and the 2e Newsletter in 2017. In addition the seminal book now in its third edition, *To be gifted and learning disabled: Strength-based strategies for helping twice exceptional students with LD, ADHD, ASD, and more* (Baum, Schader, & Owen) was awarded the won the book of the year NAGC Book of the Year award in 1918.

Professor Emeritus from The College of New Rochelle, Dr. Baum is widely published in the areas of differentiated instruction, twice exceptional students, primary-aged gifted students, and social and emotional factors affecting gifted students. A popular speaker and workshop presenter, she as traveled worldwide teaching about creativity, education of the gifted and talented and twice exceptionality. She currently is a frequent presenter at Bright and Quirky—an online summit for supporting twice exceptionality.

Dr. Baum has served on the Board of Directors of the National Association for Gifted Students, Smart Kids with 2e, and is the past president and founder of the Association for the Education of Gifted Underachieving Students (AEGUS).



Coffee Break 10:00 - 10:15 a.m.

Room: Matoka

**This Coffee Break is
Sponsored By:
Quad Preparatory
School
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Friday Session 1 - 10:15 - 11:00 a.m.

Immersive and Integrated Clinical Services for Twice-Exceptional Students in School-Based Settings

Room: 2010

- **Michelle Hickey, Senior Occupational Therapist, The Quad Preparatory School**
- **Bari Schwartz, Psy.D., Senior Psychologist, The Quad Preparatory School**
- **Carly Rossman, M.S., CCC-SLP, Senior Speech-language Pathologist, The Quad Preparatory School**

The term twice exceptional (2e) is being used to describe an increasing number of school-age students who demonstrate both areas of giftedness and learning differences or disabilities. Given the various profiles that fit within the definition of 2e learners, providing appropriate clinical services for this population within the school setting requires a variety of converging and individualistic factors that should be considered. For this unique population, integrated therapy provides the opportunity to target similar goals from multiple perspectives, which can be effective in enabling student success in daily life activities and generalization of skills across multiple contexts.

Target Audience: Teachers, Counselors, School Psychologists



Friday Session 1 - 10:15 - 11:00 a.m.

2e2 Documentary Showing

Room: Dogwood

How does your brain work? Thomas Ropelewski's 2e2: Teaching the Twice Exceptional, the sequel to his award-winning 2e: Twice Exceptional, follows the teachers of Bridges Academy, a school in Los Angeles dedicated exclusively to educating highly gifted students with learning disabilities or differences, as they develop creative techniques and strategies to prepare these unique minds to find their places in the world. This session is a screening of the film (77 minutes) and a discussion to follow.

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists, Parents

High Leverage Practices for Special Educators: Collaboration and Instruction

Room: Holly

- *Dr. Teresa Lee, VDOE Special Education, Virginia Department of Education*
- *Mary Murray Stowe, M.Ed., Program Specialist and VA Coordinator of Specialized Reading Instruction, VDOE*
- *Kim Bausum-Brown, Dyslexia and Specialized Reading Specialist, VDOE*

The Council for Exceptional Children with the CEEDAR Center have developed a set of High Leverage Practices for special educators. The practices are organized around collaboration, assessment, social/emotional/behavioral, and instruction. This session will focus upon collaboration and instruction, two areas critical to success for the twice exceptional student. (<https://highleveragepractices.org/>)

Target Audience: Teachers, Coordinators

Finding the Fit: Establishing Cluster Grouping to Meet the Needs of 2e Middle School Students

Room: 1056

- *Misty Burkhart, Gifted Education Coordinator, Douglas County School District Re1*
- *Laurie Penzenstahl, Gifted Education Facilitator & Assistant Principal, Douglas County School District Re1*
- *Kim Bertha, Special Education & 504 Coordinator, Douglas County School District Re1*

Implementing a sustainable gifted/talented (GT) program can be difficult at the secondary level. Courses, schedules, teaming, and time all contribute to the bigger picture. Finding time to meet the social/emotional and executive functioning needs of twice exceptional students is an additional challenge. Participants will explore one middle school's progress through a multi year plan to implement gifted programming using the Schoolwide Cluster Grouping Model and creating a twice-exceptional cluster group that meets the social/emotional needs of this often overlooked and misunderstood population.

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists

Teaching Executive Function Skills: Bridging the Gap Between Theory and Implementation with 2e Learners

Room: 2000

- *Ley-Anne Folks, Learning Strategist, Westmount Charter School*
- *Heather Lai, Teacher, Westmount Charter School*

This workshop focuses on the process and results of an action research project based on promoting the development of Executive Function (EF) skills in a school for gifted and twice-exceptional learners. While we discuss EF skills and related academic supports, our primary focus is on strategies to help bridge the gap between learning and independently applying these skills. We will share our program implementation and methodology with participants providing an in-depth view of the process.

Target Audience: Teachers, Coordinators, Administrators, Counselors



Friday Session 2 - 11:15 - 12:00 p.m.

Brains wired differently: Teaching gifted students with ADHD, ASD, and Dyslexia

Room: Holly

- **Dr. Susan Baum, Provost for Academics, Bridges Graduate School**

In this session we will examine the different learning characteristics of ADHD, ASD, and Dyslexic twice-exceptional students. Through an interactive discussion led by the founder of Bridges Academy, Dr. Susan Baum, the participants will understand the need for dual differentiation and how to create a 2e friendly environment so these students can thrive.

Target Audience: Teachers, Coordinators, Administrators

Get it Right for 2e Learners and You Get it Right For All: A model for teaching twice-exceptional children

Room: 1056

- **Kimberly Busi, MD, Founder and Head of School, The Quad Preparatory School**

Dr. Busi will describe the innovative features of a new way of teaching Twice-Exceptional learners in the model she created for The Quad Preparatory School. The Quad Prep model incorporates personalized learning; fully integrated clinical and educational practice; flexible grouping, spaces, and schedules; authentic collaboration with parents and outside providers; and real-world opportunities using the riches of New York City. The impact of these features and practices could be adapted and serve as a catalyst for educational reform of all learners.

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists, Parents

Twice-Exceptional 102: The Social-Emotional Needs of 2E Kids

Room: 2000

- **Sarah Jackson, Twice Exceptional Instructional Specialist, Montgomery County Public Schools**

As one of the few public school systems in the country to offer a continuum of services for twice-exceptional students, Montgomery County Public Schools (MD) works hard to ensure our offerings meet the diverse and developing needs of our students. As the school system has implemented a new wellness program, the Division of Accelerated and Enriched Instruction saw an opportunity to implement a social-emotional learning curriculum within our GT/LD elementary program. In this session, we will discuss the evolution of our learners from a restricted Gifted and Talented/Learning Disabled population to a more inclusive Twice-Exceptional population has brought on new challenges to the learning environment.

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists

ADHD and Other Health Concerns in Young Gifted Children

Room: 2010

- **Dr. Hope E Wilson, Associate Professor, University of North Florida, Department of Teaching, Learning, and Curriculum**

Using a national representative database, our research found that children with ADHD-like symptoms were much less likely to be in the top 5% of math and reading achievement entering kindergarten. This potentially indicates that early preschool programs are not meeting the needs of twice-exceptional gifted children through developmentally supportive practices. Additionally, we found that young, academically advanced children were not more likely to have allergies, asthma, or respiratory illness, contrary to popular notions of increased sensitivities among gifted children. Based upon these data, future recommendations include the increased need for differentiation in early childhood settings and dissemination of research-based findings among parent and teacher forums.

Target Audience: Coordinators, Administrators, School Psychologists



Friday Session 3 - 1:00 - 1:45 p.m.

Panel Discussion: Parents of 2E Students at Home, Educators at Work

Room: Dogwood

- **Dr. Ashley Carpenter, Dr. Patty Costis, Dr. Claire Hughes, Erika LaBella**

This session will be a panel discussion with educators that are also parents of twice-exceptional children. They share their unique stories, perspectives, and insight into their children and what it is like to be both an educator and a parent to a 2e child. The panel includes: Dr. Ashley Carpenter, a former special education teacher, gifted teacher, and current Assistant Professor at William & Mary. Erika LaBella, a kindergarten teacher in Connecticut and mother of four with twins. Dr. Patty Costis, gifted teacher in Norfolk, VA and adjunct professor for William & Mary. Dr. Claire Hughes, Associate Professor, College of Coastal Georgia and author of *Teaching Children with High-Functioning Autism* and *Children with High-Functioning Autism: A Parent's Guide* (Prufrock Press).

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists

Round Table: Ask an Educational Expert

Room: Holly

- **Dr. Tracy L. Cross, Dr. Jennifer R. Cross, Dr. Hope E. Wilson, Dr. Theresa Lee**

A variety of educational experts in gifted education and special education will be available to answer your questions at roundtables. Participants will have the opportunity to move from table to table throughout the session. Experts include: Tracy L. Cross, Ph.D., Executive Director of the Center for Gifted Education - William & Mary, Jennifer Riedl Cross, Ph.D., Director of Research at the Center for Gifted Education - William & Mary, Theresa S. Lee, Ed.D., Educational Coordinator of Special Education Services, Virginia Department of Education, and Hope E. Wilson, Ph.D., Assistant Professor, University of North Florida.

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists, Parents

Classroom Supports for 2e Students

Room: 1056

- **Hillary L Koning, Teacher, SLP, and Student Advocacy Lead, Midtown International School**

Twice-exceptional students demonstrate high potential, while simultaneously struggling with academic tasks. In this session, we explore research- and practice-driven methods to work with these students within the academic and home environment. Participants will learn strategies to target executive function, social skills, language learning, and processing speed in students with ADHD, ASD, dyslexia, and other language-based learning challenges.

Target Audience: Teachers, Administrators, Parents

Why Enrichment Programs?

Room: 2000

- **Dr. Mihyeon Kim, Director, Pre-collegiate Learner Programs, William & Mary**

Enrichment programs are considered as valuable programs enhancing students' academic achievement and supporting gifted students socio-emotional development. This session provides evidence of effects of enrichment programs and introduces diverse enrichment programs to support gifted students.

Target Audience: Teachers, Coordinators, Administrators, Counselors, Parents

Friday Session 4 - 2:00 - 2:45 p.m.



Top 10 Strategies for Successful Communication Between Parents and Educators of 2e Students

Room: Dogwood

- **Julie Fay Skolnick, Founder/President, With Understanding Comes Calm**

Educators and parents often struggle with twice-exceptional children. Frustrated teachers and parents experience self-doubt and their self-confidence is often compromised. Emotions and ego can get in the way of collaborative communication and effective strategies. This session provides the top 10 strategies that encourage meaningful interactions for educators and parents of 2e students.

Target Audience: Teachers, Coordinators, Administrators, Counselors, Parents

Valuing Differences - Twice Exceptional in the Regular Classroom

Room: Holly

- **Erika N. LaBella, Kindergarten Teacher, Southeast Elementary, Mansfield, CT**
- **Ashley Rancourt, 1st Grade Teacher, Southeast Elementary, Mansfield, CT**
- **Lisa Cackowski, 2nd Grade Teacher, Southeast Elementary, Mansfield, CT**

Through various workshop activities participants will gain an understanding of the importance of valuing the differences of ALL students. Differentiated instruction that incorporates play, student centered learning and community building will be emphasized. Our presentation will give participants a window into our classrooms where twice-exceptional students have successfully grown academically, behaviorally, socially, and emotionally. Presenters will share strategies, materials, activities and also speak to the importance of adult collaboration when focused on recognizing neurodiversity in a classroom.

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists, Parents

Simple Strategies for Creating 2e-Friendly Classrooms

Room: 1056

- **Edee Burke**

Many 2e students need adaptations to the environment to make their day (and yours) go more smoothly. We will work together to identify common obstacles that impede student learning, discuss why students may have difficulties in certain areas, and through guided brainstorming, determine what simple changes can be made to make the classroom 2e friendly. This workshop will offer numerous ways you can use inexpensive everyday items to meet the needs of your students and stay within your budget! Learn to make kinetic sand, sensory bottles, as well as a variety of manipulatives that you can personalized to individual students. Some of them the students can create themselves!

Target Audience: Teachers, Coordinators, Administrators



William & Mary School of Education



Training & Technical Assistance Center (T/TAC)

The Training and Technical Assistance Center (T/TAC) at William & Mary is part of a statewide network funded through the Virginia Department of Education with funds from the Individuals with Disabilities Education Act (IDEA). T/TAC staff members provide a variety of professional development services for educators in Eastern Virginia. Services are tailored to meet identified needs and include workshops, action planning with progress monitoring, a lending library and website, newsletters, coaching, and ongoing support. These services are designed to facilitate use of research-based practices and increase capacity to improve outcomes for students with mild to moderate disabilities.



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Friday Session 5- 3:00 - 3:45 p.m.

Addressing the Reading Difficulties with Twice Exceptional Learners in the Classroom

Room: Dogwood

- **Teresa Lee, Ed.D. VDOE Special Education, Virginia Department of Education**
- **Mary Murray Stowe, TTAC WM Program Specialist and VA Coordinator of Specialized Reading Instruction**
- **Kim Bausum-Brown, VDOE Dyslexia and Specialized Reading Specialist**

With a focus on accommodations and instructional materials, consideration of how to address the reading needs of twice-exceptional learners will be addressed within this session. Twice-exceptional learners in the area of reading may have phonological deficits that lead to basic decoding issues which may require auditory learning, while other 2E learners may have comprehending challenges and may require other forms of support to assist with comprehending the text.

Target Audience: Teachers, Coordinators, Administrators, Parents

Supporting Students with Autism in the Classroom

Room: Holly

- **Rose Nevill, PhD, BCBA, Assistant Professor, UVA Curry School of Education and Human Development**

This presentation will provide a brief overview of autism spectrum disorder (ASD) and how ASD impacts learning and behavior in the classroom. Given the challenges associated with effectively supporting students on the spectrum in schools, proactive and reactive strategies for promoting student success in academics, behavior, and social skills will be described. Finally, an overview of services and research opportunities offered by the University of Virginia Supporting Transformative Autism Research Initiative will be shared.

Target Audience: Teacher, Coordinators, Administrators, Counselors, School Psychologists, Parents

Academic Coaching & Assistive Technology Accommodations for 2e Students

Room: 1056

- **Melissa Malen, Ph.D., Owner & Lead Academic Coach, AxyLu Academics,**

Many 2e students become eligible for 504 plans and have the opportunity to request accommodations to support learning. In this session, assistive technology accommodations will be discussed and a variety of technology tools will be shared and demonstrated. Parents and students will be able to develop practical knowledge of how assistive technology can support 2e students.

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists, Parents

The Twice-Exceptional Learner: Systematic Dilemmas and Solutions for Public School Teachers and Parents

Room: 2000

- **Dr. Kimberly A. Hopwood, Educator, Santa Ana Unified School District**

While awareness and training about twice-exceptionality have been gradually increasing among gifted and special educators, the dissemination of information throughout public education has been sporadic and slow. Given the majority of twice-exceptional students outwardly present as typical, their first educational placement is usually in a general education classroom with teachers who are not aware or trained to identify the unique educational and social-emotional needs of twice-exceptional students. This session will explore recent data collected from public school teachers regarding their awareness and training levels, some fundamental systemic issues confronting public schools when attempting to meet the needs of 2e learners and offer some realistic solutions for public school teachers.

Target Audience: Teachers, Coordinators, Administrators, Parents



Saturday Keynote - 9:00 - 10:00 a.m.

There are 2E's in CrEative: Attention Divergent Hyperactive Giftedness

Room: Matoka

There is increased understanding of the importance of creativity in education for both the individual and society as a whole. In order to nurture creativity in the classroom, educators must approach education from a strength-based perspective. This is especially beneficial for gifted students with ADHD.

C. Matthew Fugate, Ph.D., received his doctorate in Gifted, Creative, and Talented Studies at Purdue University. Prior to this, he worked as an elementary teacher in the Houston Independent School District where he also served as a Gifted Coordinator and Magnet Coordinator. His research on twice-exceptional students has examined the relationship between working memory and levels of creativity in gifted students who also have characteristics related to ADHD, as well as the coping mechanisms of twice-exceptional girls in secondary school as they navigate both their academic studies and interpersonal relationships. He has presented to parents, teachers, and schools across the United States and in Kuwait on topics such as creativity, curriculum compacting, identification, twice exceptionality, underserved populations, and Total School Cluster Grouping.



C. Matthew Fugate, Ph.D.

*Assistant Professor
University of Houston, Downtown*



**All Session Presenter
Biographies Can Be
Found on our Website
cfge.wm.edu**



SCAN ME



Saturday Session 1 - 10:15 - 11:00 a.m.

The Virtue of Curricular Extensions: A Student's Introduction to the Real World

Room: 2000

- *Lisa Marfleet, Director of Talent Development & College Counseling, Upper School Coordinator for Community Partnerships, The Quad Preparatory School*

The goal of any worthwhile curricular extension program is to balance a student's academic acceleration with an expansion "sideways" with the intent of broadening a student's interests and experiences. This attempt to widen their choices and their focus helps lead to a more organic well-roundedness rooted in experiential learning, as opposed to, for example, just a superficial effort to strategize college admissions. To expand broadly helps to balance the burnout factor that can occur when accelerating too rapidly on a linear path.

Target Audience: Teachers, Administrators, Counselors, School Psychologists, Parents

Building Bridges between School and Home with Executive Function Strategies

Room: 2010

- *Ley-Anne Folks, Learning Strategist, Westmount Charter School*
- *Heather Lai, Teacher, Westmount Charter School*

Executive Function (EF) skills are critical in both home and school environments. We invite you to join us and learn about different EF skills and their role in home and school. Add to your toolbox as we share strategies for supporting and developing (EF) skills at home.

Target Audience: Teachers, Counselors, Parents



Coffee Break - 11:00 - 11:15 a.m.

Room: Matoka

This Coffee Break

Sponsored By:

Williamsburg Drug Co.





Saturday Session 2 - 11:15 - 12:00 p.m.

Normal is a Dryer Setting: Parenting 2e Children

Room: Matoka

- **Dr. Patricia Costis, Gifted Educator, Norfolk Public Schools**

Parenting is probably the most thankless job on the planet. Parenting a gifted child with a disability can be overwhelming on good days, and on not-so-good days, isolating, frustrating, and even heartbreaking. Dr. Patricia Costis shares her experiences as a twice-exceptional parent of twice-exceptional children. Participants in this workshop will engage in discussion about strategies for advocating for 2e children in school and increasing social and emotional support at home. Self-care strategies for parents will also be discussed.

Target Audience: Teachers, Counselors, Parents

Writing and the 2e learner: A bad combination

Room: Dogwood

- **Dr. Susan Baum, Provost for Academics, Bridges Graduate School**

A major issue facing the 2e students is their inability to produce work especially if it involves writing. In this interactive workshop the underlying causes of this problem will be explored and strategies provided to help them become more productive and enable them to begin to put their ideas on paper.

Target Audience: Teachers, Coordinators, Counselors, Parents

Successfully Creating School Accommodations for 2e Students, Using 504 Law

Room: Holly

- **Dr. Terence Paul Friedrichs, Director, Friedrichs Education**

Many 2e students need adaptations to the environment to make their day (and yours) go more smoothly. We will work together to identify common obstacles that impede student learning, discuss why students may have difficulties in certain areas, and through guided brainstorming, determine what simple changes can be made to make the classroom 2e friendly. This workshop will offer numerous ways you can use inexpensive everyday items to meet the needs of your students and stay within your budget! Learn to make kinetic sand, sensory bottles, as well as a variety of manipulatives that you can personalized to individual students. Some of them the students can create themselves!

Target Audience: Teachers, Coordinators, Administrators, Parents

Everything You Have Ever Wanted to Know About Psychological Testing (in a nutshell)

Room: 1056

- **Cynthia Kirschenbaum, School Psychology Supervisor, Region 4**
- **Alexis Melendez, School Psychology Intern, Fairfax County Public Schools**

This session will introduce participants to the different types of psychological tests and interpretation considerations for 2e students. Participants will have an opportunity to ask questions and gain a better understanding of what the tests measure and how those results can be used for program planning.

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists, Parents

Saturday Session 2 - 11:15 - 12:00 p.m.

A Continuum of Twice-Exceptional Services in a Public School District

Room: 2000

- **Sarah Jackson, Twice Exceptional Instructional Specialist, Montgomery County Public Schools**

Since the mid-1980s, Montgomery County Public Schools in Maryland has provided services for twice-exceptional learners. What began as a single elementary school classroom has evolved into a continuum of services for gifted students with different needs. Now, our program includes consulting services for teams that serve 2e students in grades K-12, a mentor program, and special education programming for students in grades 3-12. In this session we will describe our services plan, inter-departmental support across central office services and our relationship with the families that we serve.

Target Audience: Coordinators, Administrators, Parents

Supporting Gifted and Talented Students who are Visually Impaired, Orthopedically Impaired, and Hearing Impaired

Room: 2010

- **Janice L. Lichtenstein EdD**

Students who are Visually Impaired, Orthopedically Impaired, and Hearing Impaired are included in the Low Incidence population of Special Education. They are few in number and demonstrate diverse characteristics in different school settings. The purpose of this presentation is to identify the educational needs of these students. Issues addressed will include their learning style and effect on literacy and classroom placement. Identifying these students as gifted is a difficult process because of the lack of validity and reliability of most assessments used to identify the gifted and talented. Service personnel usually are not trained to work with these students and have challenges differentiating instruction appropriately. Specialized teachers are hard to find because of limited opportunities for training. To address some of these issues, this session will identify a special skills curriculum used by the specialized teachers to enhance academic development, social development, self-determination, the use of adaptive technology, and other developmental skills that will encourage the assets of these gifted students for independence and successful transition to life after high school.

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists, Parents

Saturday Lunch - 12:00 - 1:00 p.m.

THE CENTER FOR GIFTED EDUCATION AT WILLIAM & MARY PRESENTS

National Curriculum Network Conference

March 26-27, 2020

NCNC 2020



Dr. Todd Kettler



Dr. Karen Rogers



Saturday Session 3 - 1:00 - 1:45 p.m.

Panel Discussion: Medical, Mental Health, and Therapy Practitioners

Room: Matoka

- *Sinclair McCracken, MD*
- *Peter Wilcox, DO*
- *T. W. Taylor, Pharmacist*
- *Laura Beth Meyer, OTR/L*
- *Dr. Carrie Lynn Bailey NCC, LPSC, LPC*
- *Lizzie Kostyk M.A.Ed., LBA, BCBA*
- *Sherry Gentile SLP*

A variety of practitioners will describe their specialty, when a family should seek out their services, what to expect at the appointments, and what the timeline is for treatment. Participants will have the opportunity to ask questions.

Target Audience: Administrators, Counselors, School Psychologists, Parents

Understanding and Addressing Emotion Regulation in 2e Children

Room: Dogwood

- *Julie F. Skolnick, Founder/President, With Understanding Comes Calm, LLC*

Emotion regulation is often a challenge for twice exceptional children. Grappling with intensities (overexcitabilities), a strong sense of justice, frequently challenged with output and frustrated by a lack of social nuance, our 2e children can act out in ways that seem out of sync for what is frustrating them at a particular moment. It is imperative to understand what lies behind behavior and to consider that seemingly severe responses may be triggered by environments where they feel repeatedly misunderstood. In this session, learn how to consider what might lie beneath your child's/student's behavior and best ways to respond, in order to stop or shorten the downward cycle.

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists, Parents

The Quad Prep Model in Action

Room: 1056

- *Isaac Gamboa, Upper School Integration Coordinator, The Quad Preparatory School*
- *Eric Donley, Upper School History Department Head*

Meeting the needs of twice-exceptional children - gifted and high-potential learners with learning differences - is particularly challenging in most traditional educational settings. With cornerstones of clinically informed social-emotional learning (SEL) and academic integration, personalized learning, parent and outside-support network for real school partnerships, and systems optimized for flexible adaptation, The Quad Preparatory Schools model enthusiastically seeks to break professional silos in order to best serve twice-exceptional children. A Quad Prep academic/psychosocial dyad will present this model in the context of a lesson, with opportunity for Q&A.

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists

Multi-perspective Approach to Educating Twice Exceptional Students

Room: 2010

- *Patricia Costis, Ph.D., Gifted Educator, Norfolk Public Schools*

Twice-exceptional (2e) students possess unique and heterogeneous needs. However, services for 2e students have historically addressed only their disabilities, largely ignoring development of their talents. Participants in this workshop will learn strategies for collaboration, differentiation, and instruction from both special and gifted education, using a multidisciplinary team approach; with the overarching objective of developing talents while mediating challenges.

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists, Parents



Saturday Session 3 - 1:00 - 1:45 p.m.

Supporting Executive Function At Home

Room: 2000

- **Hillary L. Koning, Teacher, SLP, and Student Advocacy Lead, Midtown International School**

Are you a parent that often frustrated by your smart, but scattered learner? Are you looking for ways to make remembering tasks and assignments easier at home? Join us as we share tools and strategies for supporting your child's executive function skills at home and school. Parents will examine brain research about our gifted learners and engage in discussions about supporting their work habits. Participants will leave with handouts and resources to use with elementary, middle, and high school students.

Target Audience: Parents



Coffee Break - 1:45 - 2:00 p.m.

Room: Matoka

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Saturday Session 4 - 2:00 - 2:45 p.m.

2e2 Documentary Showing

Room: 2010

How does your brain work? Thomas Ropelewski's 2e2: Teaching the Twice Exceptional, the sequel to his award-winning 2e: Twice Exceptional, follows the teachers of Bridges Academy, a school in Los Angeles dedicated exclusively to educating highly gifted students with learning disabilities or differences, as they develop creative techniques and strategies to prepare these unique minds to find their places in the world. This session is a screening of the film (77 minutes) and a discussion to follow. This session will go from 2:00 - 3:30 p.m.

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists, Parents

A Functional Medicine Approach to 2e

Room: Dogwood

- **Sinclair McCracken, MD, IFMCP, Owner, Sinclair Health - Functional Medicine & Bioenergetic Wellness**

Functional Medicine looks at the root cause of illness and takes into account the whole person - body, mind and spirit - to restore balance and wellness. It looks at genetics, environment and history as a timeline and how it affects the patient where they are now in their health and wellness journey. In "A Functional Medicine Approach to 2e," we will explore some of these aspects to provide a framework on which to build a resilient foundation, broaden individual perspective and give deeper insight into some of the nuances of enhancing the 2e experience.

Target Audience: Counselors, Parents

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Saturday Session 5 - 3:00 - 3:45 p.m.

Resources to Support Twice-Exceptional Learners in a Public School District: 2e Handbook

Room: Dogwood

- **Cynthia Kirschenbaum, School Psychology Supervisor, Region 4,**
- **Beth Baldwin, Gifted Education Specialist, Twice Exceptional Instructional Specialist, Fairfax County Public Schools**

Twice-exceptional (2e) learners have exceptional strengths and exceptional learning challenges that both must be addressed. In this session, participants will explore the 2e resources developed by the Fairfax County Public Schools 2e project team to provide schools and families with insight and guidance to support the identification, instruction, and social-emotional wellness of 2e students.

Target Audience: Teachers, Coordinators, Administrators, Counselors, School Psychologists, Parents

Integrative Alternatives to Enhance Neuro-Ocular and Metabolic Performance for the 2e Students

Room: 1056

- **Dr. Peter E. Wilcox OD, FIAOMC Owner, Wilcox Eye Center and i-EnerGenetics Wellness Consulting**
- **T.W. Taylor, Owner & Compounding Pharmacist and National Speaker on Integrative Medicine and CBD**

Though the 2e students are each unique into themselves, this population has an array of sensory processing disorders, lower triggering thresholds and inclinations toward metabolic deficiencies. As members of the Integrative Medical Arts Group, IMAG, T.W.Taylor, RPh and Peter E. Wilcox OD, FIAOMC will present actionable logic, tools and practices which benefit the 2e student, including: bolstering deficiencies in the metabolic pathways, mitochondrial resuscitation, oxidative stress and support, autonomic nervous system resetting, addressing ocular motility disorders and their linked trigeminal dysphoria with an introduction into neuronal remapping.

Target Audience: Counselors, Parents

Academic Coaching for 2e Students with ADHD

Room: 2000

- **Melissa Malen, Ph.D., Owner & Lead Academic Coach, AxyLu Academics**

Gifted students who also have ADHD need an advocate while they are in school in order to bridge the gap between their high capacity for learning and creativity, and inconsistent focus and distractible behavior. Parent advocates are confronted with many challenges, the primary being the daunting, often solitary task of advocating for a child who is often viewed by teachers and peers as very intelligent yet choosing to behave in an unruly, disrespectful and underachieving manner. In this session Melissa Malen's research on parent advocates of students with ADHD will be discussed: 1) Identifying and Treating ADHD in the School Context, 2) ADHD Advocates Need more Support from Schools, 3) Advocate Experience with the School is a Swinging Pendulum and 4) Advocates Struggle to Pave a Path for Success.

Target Audience: Parents

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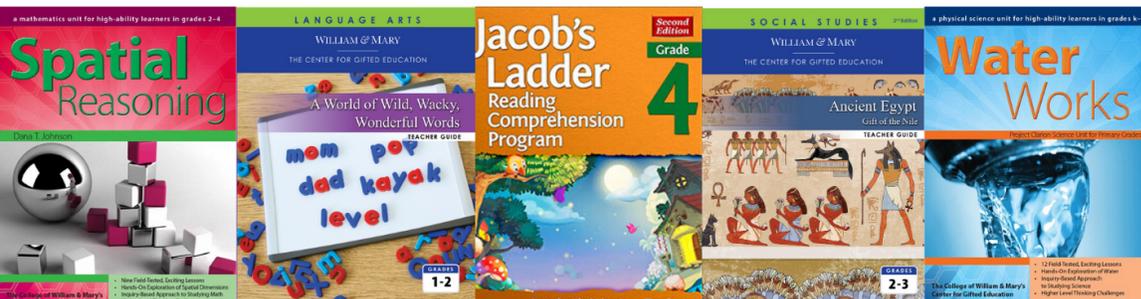
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- French Language & Culture
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- US Government & Politics
- World History
- Computer Science A
- English Language & Composition
- English Literature & Composition
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- AP Coordinator Training (one day)

Week 3: July 21-24

- Biology
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- Art History
- Calculus BC
- Government & Politics: Comparative
- Statistics
- English Literature & Composition
- English Language & Composition
- US History