

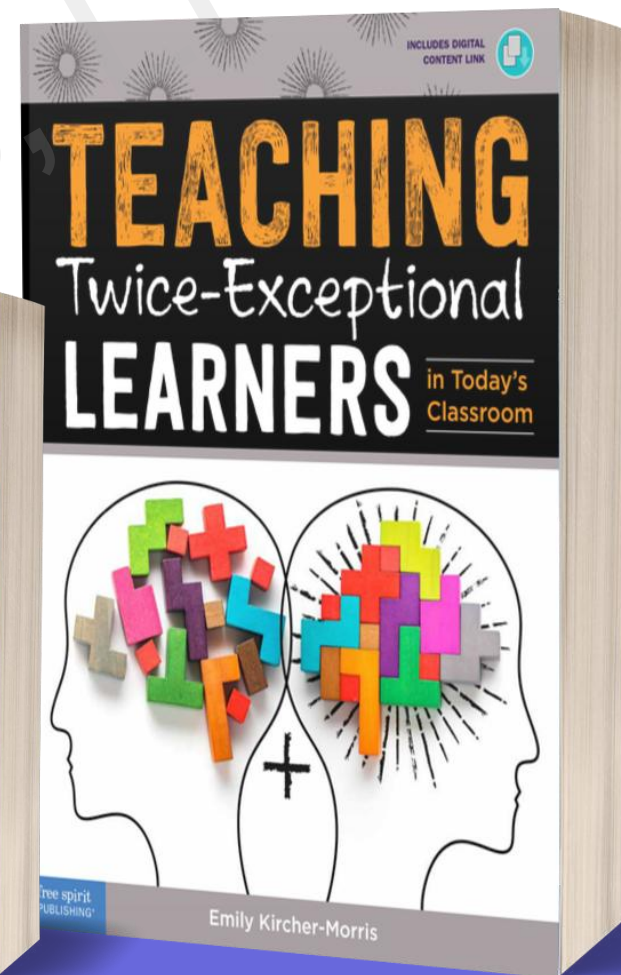
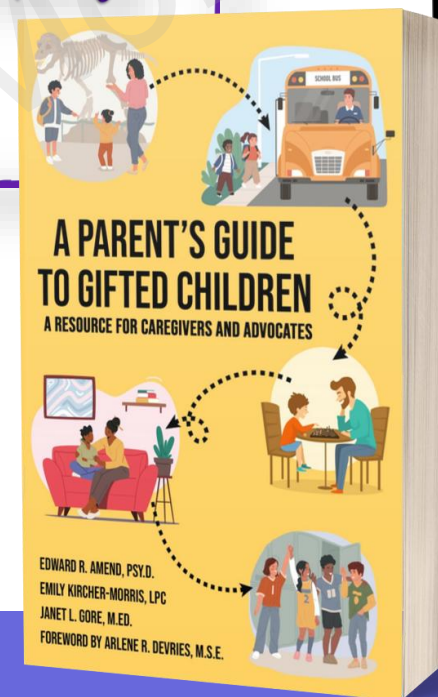
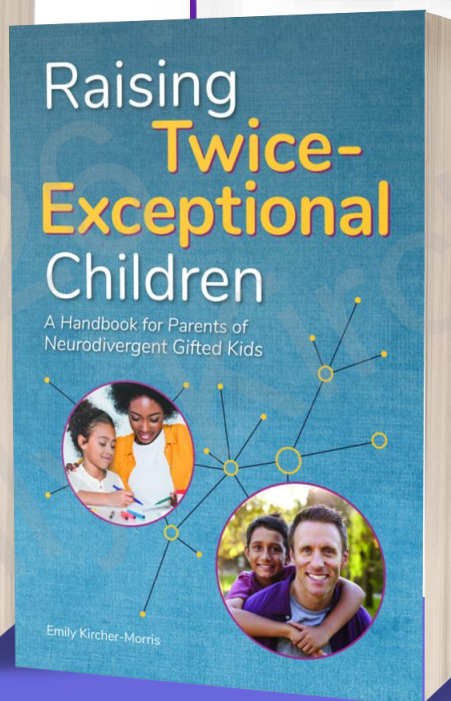
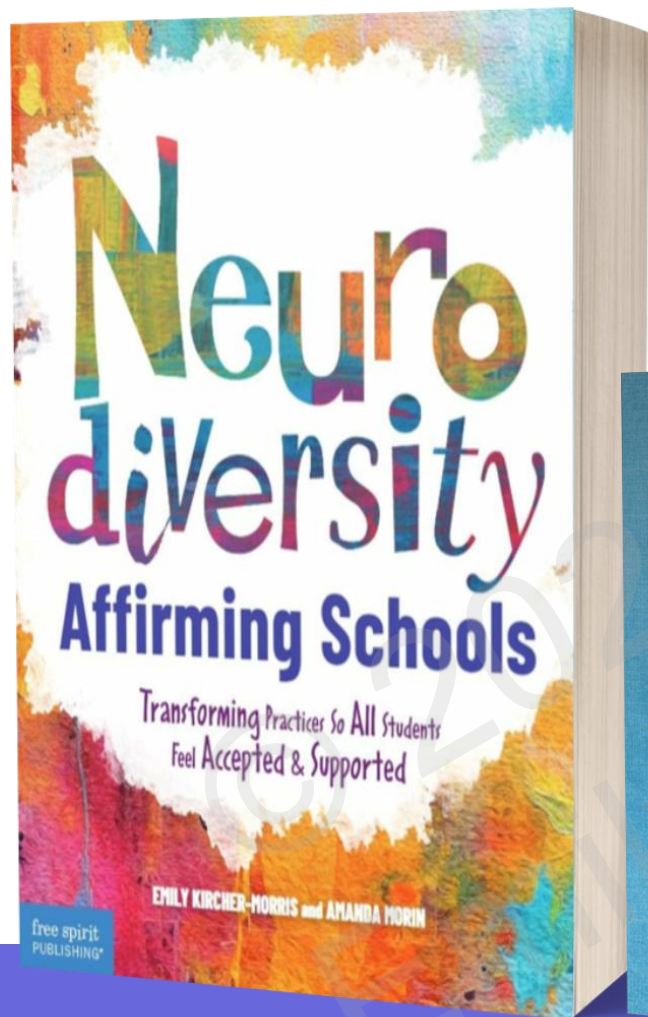
A vertical decorative bar on the left side of the slide, composed of a grid of squares. Each square contains a different geometric pattern or solid color. The colors used are red, blue, yellow, and cyan. Patterns include concentric circles, concentric squares, solid colors, and various line art designs like concentric arcs and radial lines.

Twice-Exceptional Learners 101

Presented by Emily Kircher-Morris, LPC
The Neurodiversity Podcast

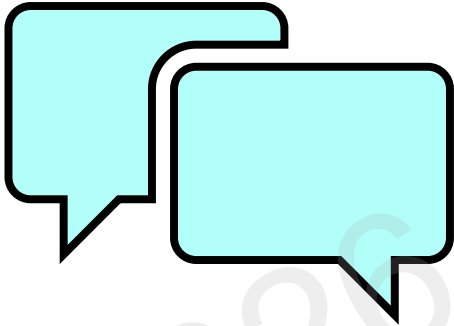
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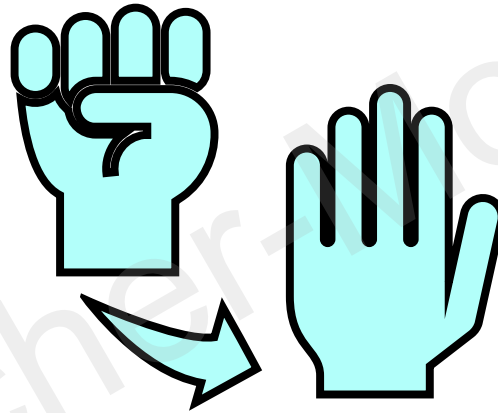


| Session Cues

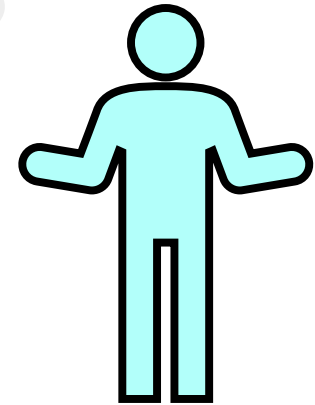
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Understanding Language and Labels

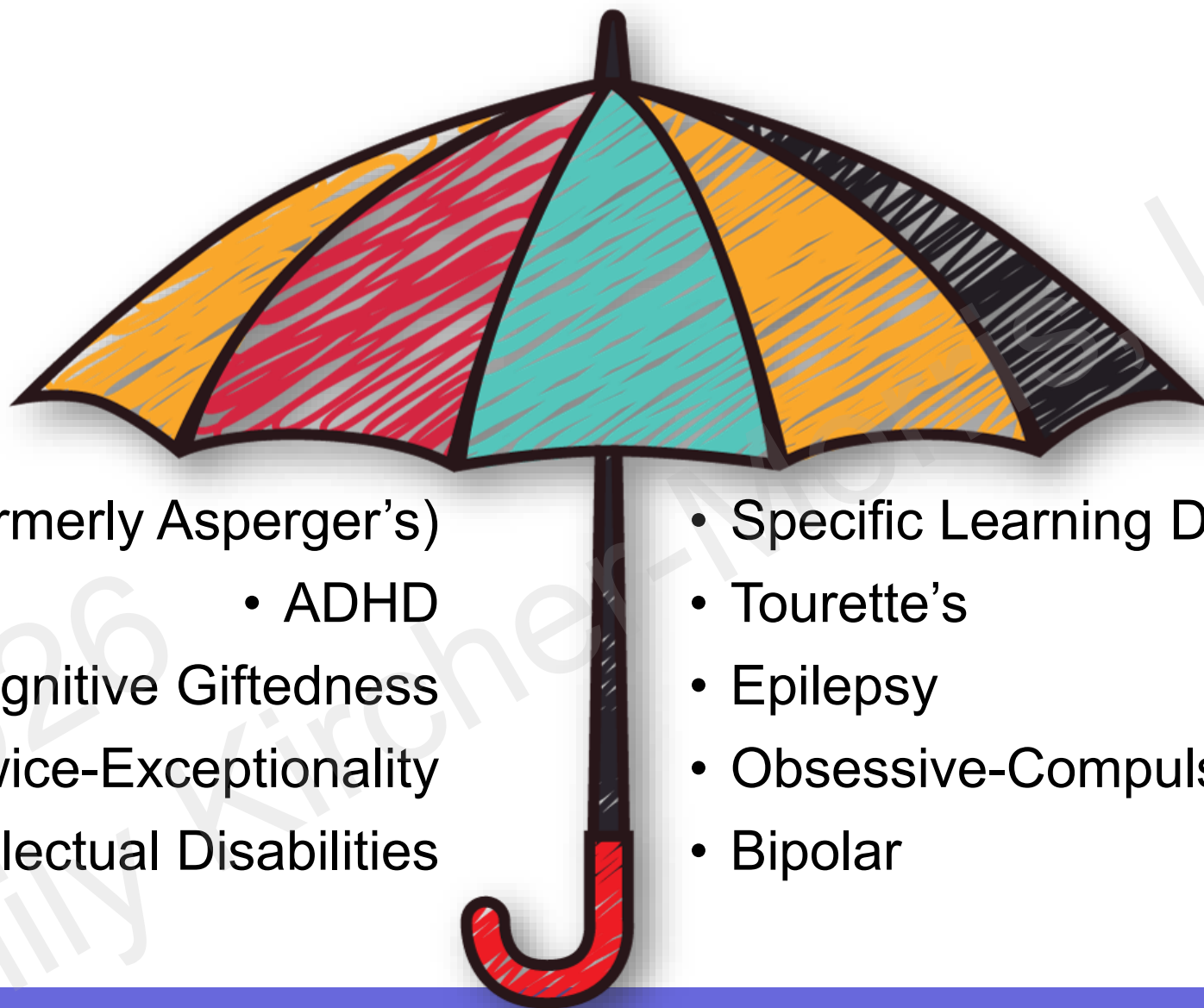
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“Why do you need a label?”

Because there is comfort in knowing you are a normal zebra, and not a strange horse.”

- Someone on Twitter



- Autism (Formerly Asperger's)
 - ADHD
 - Cognitive Giftedness
 - Twice-Exceptionality
 - Intellectual Disabilities
- Specific Learning Disabilities
- Tourette's
- Epilepsy
- Obsessive-Compulsive Disorder
- Bipolar

| Differences, Disabilities, and Disorders

Difference

Difference refers to variability.

Difference is when a variation in what is accepted as the norm is apparent.

Disability

Disability is a legal concept.

Disability occurs when a difference interacts with a context or environment and significantly inhibits function.

Disorder

Disorder is a medical term, used for diagnosis.

Disorder is a condition that causes functional impairment and is accompanied by specific signs and symptoms.

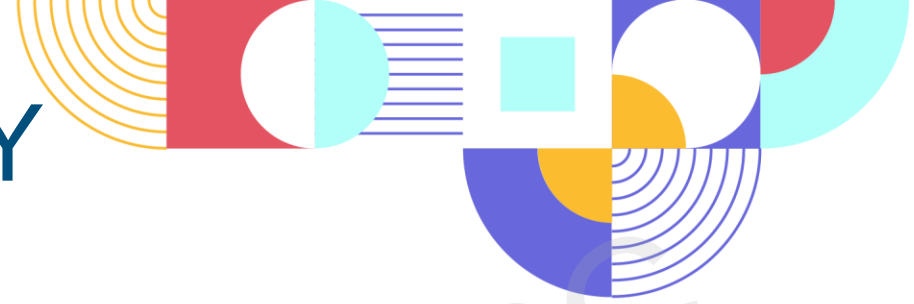
| Identifications vs. Diagnoses

Educational Identification

- Based on 13 categories of disability in IDEA
- Identified through school
- Leads to an IEP and special education services

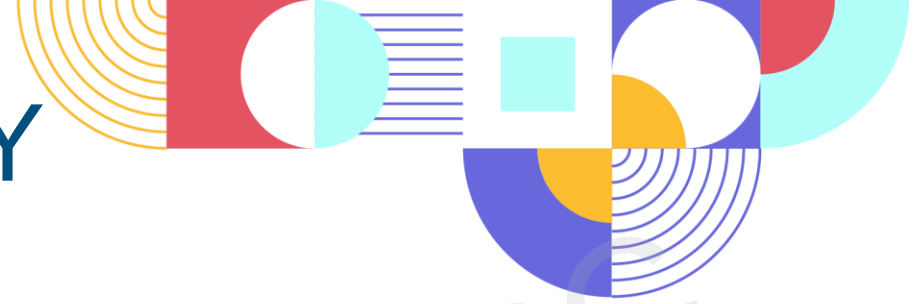
Medical Diagnosis

- Based on DSM-5
- Diagnosed through psychological evaluation
- May lead to accommodations through a Section 504 Plan



CATEGORIES OF DISABILITY UNDER I.D.E.A.

Specific Learning Disabilities (includes dyslexia, dyscalculia, dysgraphia)	Speech or Language Impairment	Deaf-Blindness
Other Health Impairment (OHI)	Visual Impairment, including blindness	Orthopedic Impairment
Autism Spectrum	Deafness	Intellectual Disability
Emotional Disturbance	Hearing Impairment	Traumatic Brain Injury
	Multiple Disabilities	



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**How do traits of
giftedness layer with
traits of
neurodivergence?**



Exceptional Memory & Ideas

+ Social Communication Difficulties

Difficulty in Group Work

A decorative vertical bar on the left side of the slide, composed of a grid of squares. Each square contains a different geometric pattern or color, including solid colors (red, blue, yellow, cyan), concentric circles, concentric squares, and various line patterns (horizontal, vertical, diagonal, wavy).

Expansive Background Knowledge

+ Poor Response Inhibition

Frequent “Blurting Out” in Class



High Performance and Perfectionism

+ Trouble Understanding Nonverbal Cues

Appearance of Defiance



**Ability to Grasp New Information
Quickly**

+ Difficulty Sustaining Attention

**Frustration with Repetitive
Assignments**



ACTIVITY:

Create your own “equations” that might show how cognitive giftedness combined with a disability might manifest in the classroom.

| 2e Characteristics

- Roll two D20s.
- Find the corresponding characteristics on each list.
- Describe with your group how that characteristic might manifest in your classroom.
- Whole group discussion/sharing.

CHARACTERISTIC OF GIFTEDNESS

1. **Exceptional Reasoning Skills:** Ability to understand complex ideas and problems quickly.
2. **Advanced Vocabulary:** Uses and understands a wider range of words than peers.
3. **Intense Curiosity:** Constantly asks questions and shows an insatiable desire to understand.
4. **Excellent Memory:** Often has a remarkable ability to recall facts and information.
5. **Perfectionism:** Often strives for perfection and can be self-critical.
6. **Unusual Humor:** Often enjoys and understands sophisticated or nuanced humor.
7. **Creative Thinking:** Exhibits originality and inventiveness in work.
8. **Problem-Solving Ability:** Able to devise and implement effective solutions.
9. **Independent Learner:** Often prefers to learn or work independently.
10. **Analytical Thinking:** Analyzes and evaluates information effectively.
11. **Rapid Learning Ability:** Grasps new concepts quickly and requires less repetition.
12. **Critical Thinking:** Frequently questions and critically assesses information.
13. **Strong Sense of Justice:** Concerned with fairness and justice, often from a young age.
14. **Heightened Sensitivity to Issues:** Can be deeply affected by world events or social problems.
15. **Vivid Imagination:** Often has a rich and active imagination.
16. **Nonconformity:** Shows a tendency to think and act differently than peers.
17. **Passion for Learning:** Shows a strong enthusiasm for learning and discovery.
18. **Autodidacticism:** Ability to teach oneself about various subjects.
19. **Advanced Sense of Humor:** Appreciates and understands a higher level of humor.
20. **High Expectations of Self and Others:** Often expects a lot from themselves and others.

CHARACTERISTICS OF GIFTEDNESS

1. **Difficulty with Focus:** May have difficulty concentrating on tasks.
2. **Hyperfocus on Interests:** May become engrossed in subjects to the exclusion of personal needs.
3. **Impulsivity:** Might act without thinking or have difficulty with self-control.
4. **Sensory Sensitivity:** May be overly sensitive to sounds, lights, textures, or smells.
5. **Difficulty with Social Interactions:** May have challenges in understanding social cues or engaging in social norms.
6. **Literal Thinking:** Often interprets language and expressions very literally.
7. **Resistance to Change:** May prefer routines and find changes to be distressing.
8. **Physical Hyperactivity or Restlessness:** Could exhibit constant movement or fidgeting.
9. **Difficulty with Organization and Time Management:** May struggle with organizing tasks or understanding the passage of time.
10. **Challenges with Executive Functioning:** Might have trouble with planning, prioritizing, and completing tasks.
11. **Intense Focus on Specific Topics:** Can be intensely focused on particular subjects or hobbies.
12. **Difficulty with Multitasking:** May prefer to focus on one task at a time.
13. **Difficulty with Written Expression:** May have challenges in expressing thoughts in writing.
14. **Emotional Sensitivity:** May have difficulty regulating emotions.
15. **Nonverbal Learning Difficulties:** Difficulty interpreting nonverbal cues like body language.
16. **Difficulty with Reading or Spelling:** May struggle with reading, writing, and spelling tasks.
17. **Preference for Solitary Activities:** Often prefers to engage in activities alone.
18. **Inattentiveness or Distractibility:** Can be easily distracted or seem not to listen.
19. **Need for Routine and Structure:** May function best with predictable routines and structured environments.
20. **Difficulty with Sequencing and Organization:** Can struggle with understanding sequences or organizing thoughts.



Gifted/SLD Learners

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Dyslexia: Fact or Fiction?

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Emily Kirchner Morris, LPC



Some people aren't diagnosed with dyslexia until they are adults in college or graduate school.



**Dyslexic students
typically have average
or below average
cognitive ability.**



**Rates of dyslexia in
boys is much higher
than girls.**



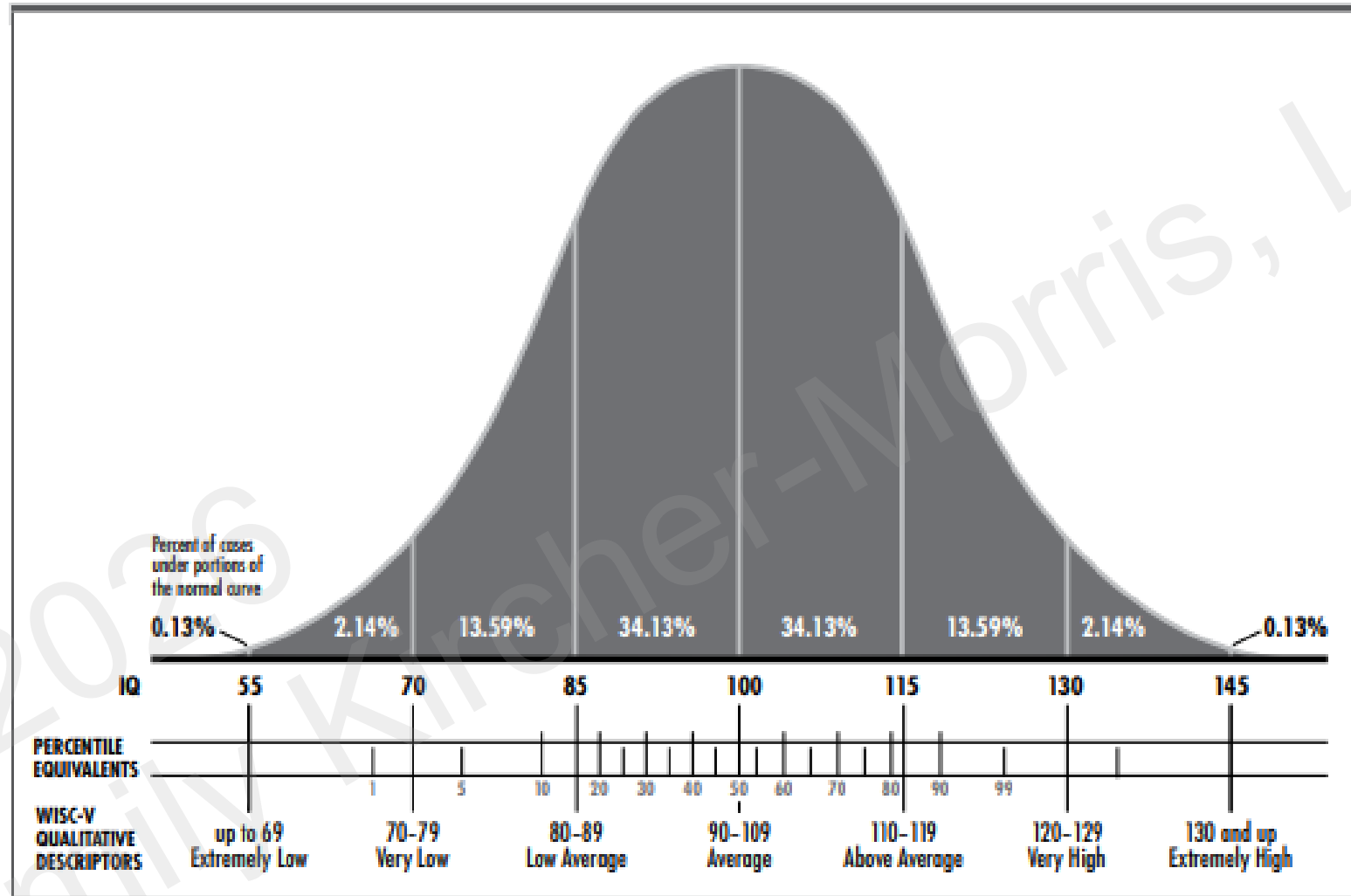
**Children will
outgrow dyslexia.**

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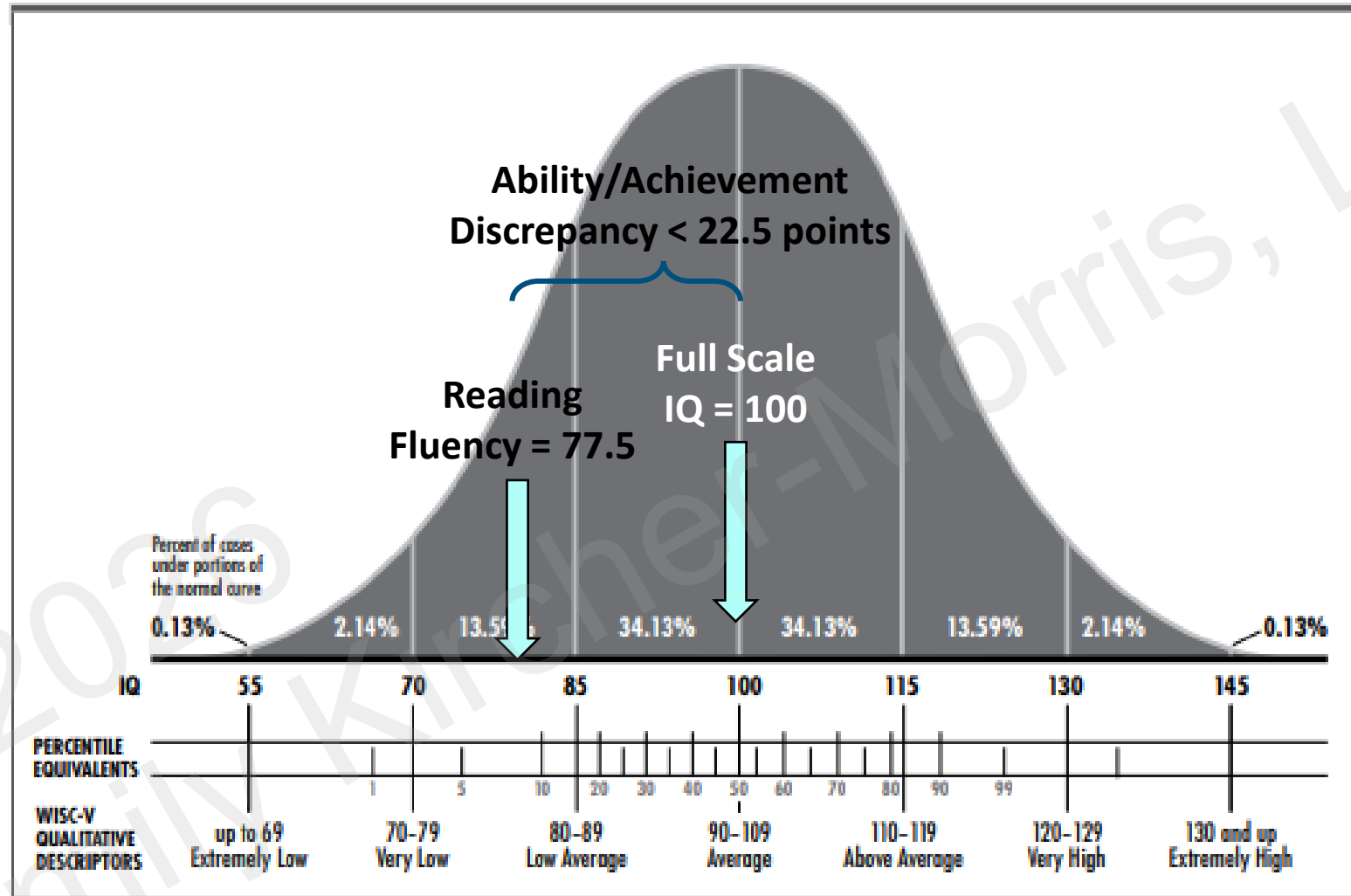
Emily Kirchner

Morris, LPC

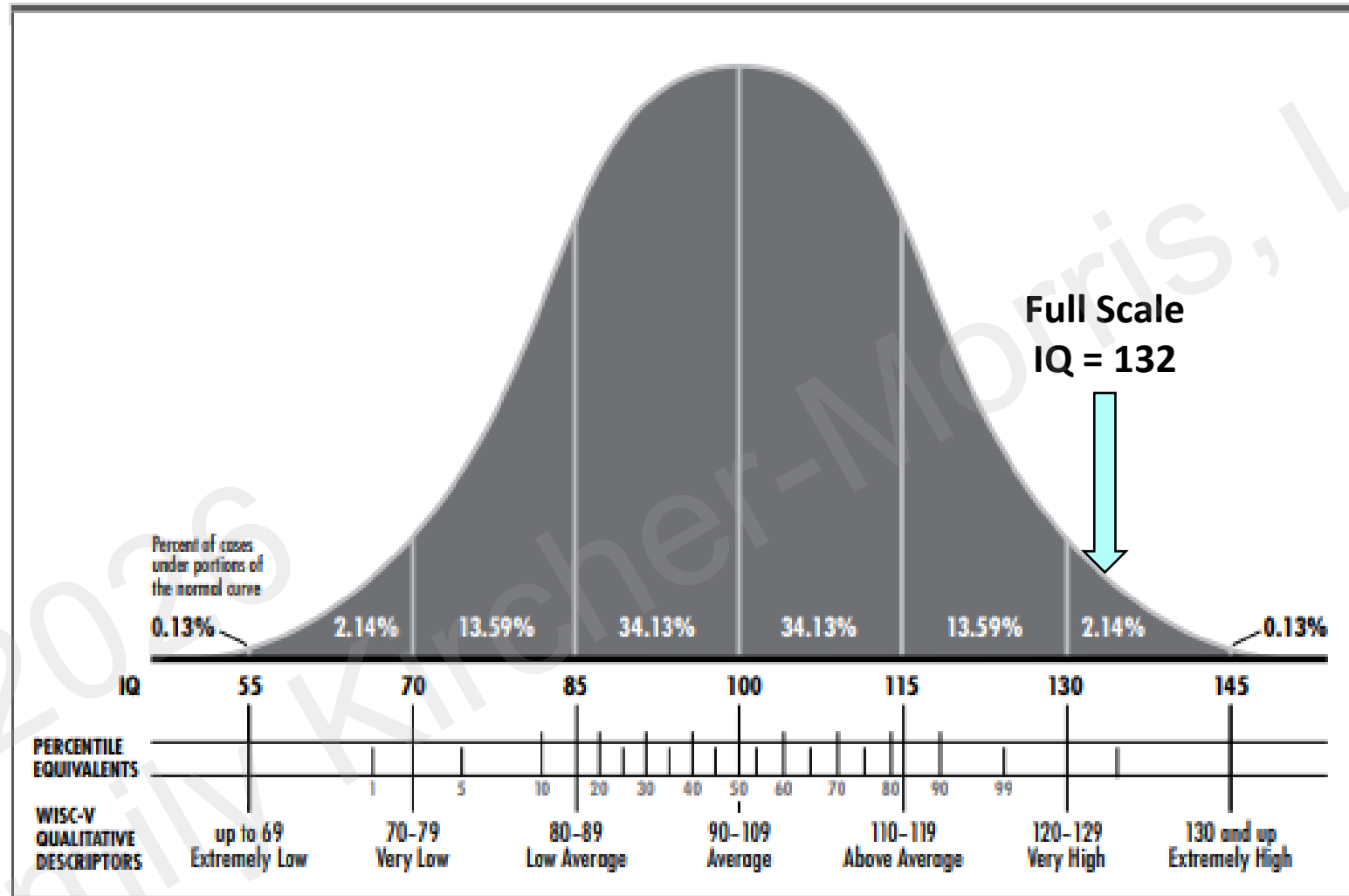
Specific Learning Disabilities in 2e

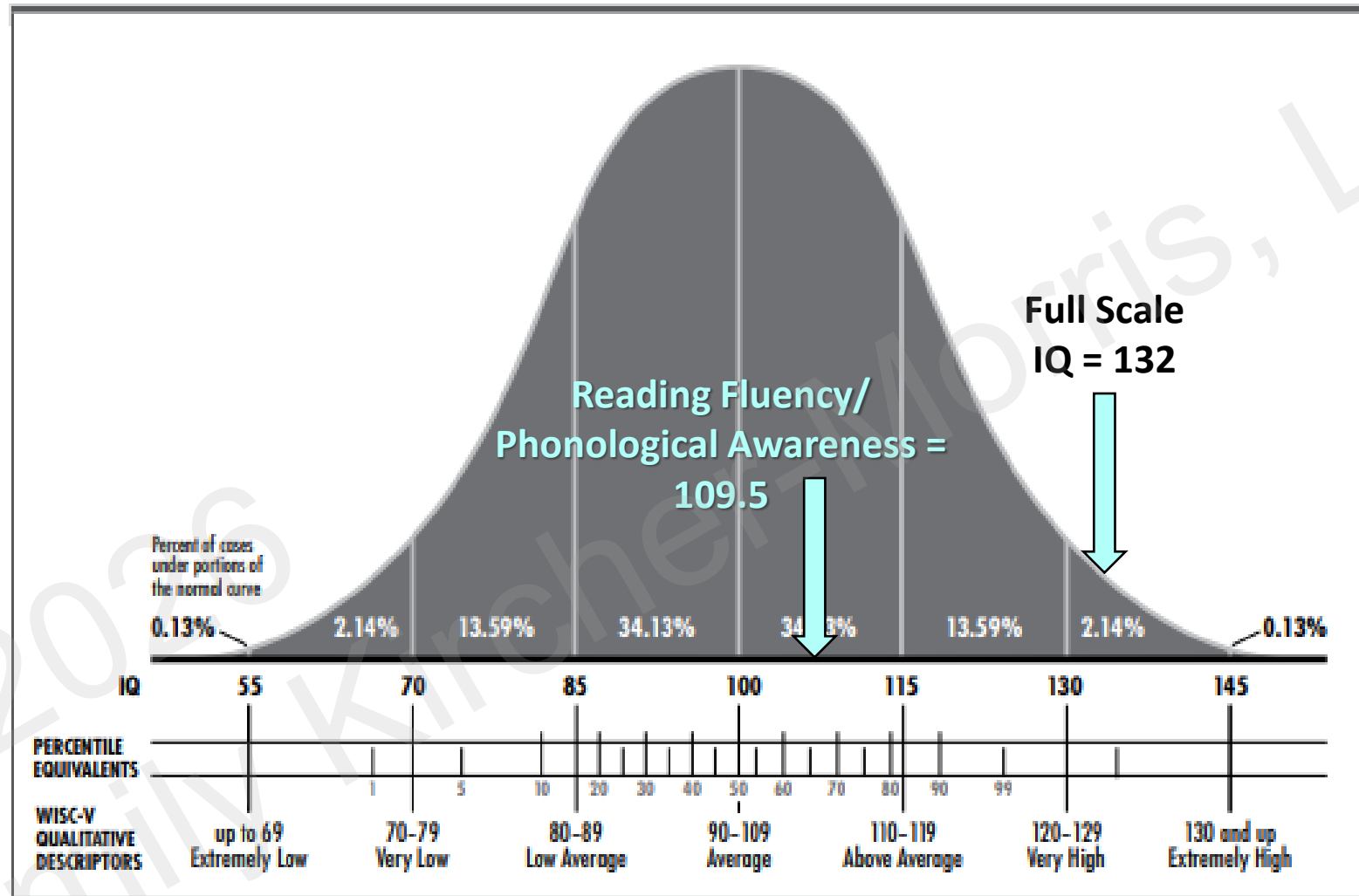


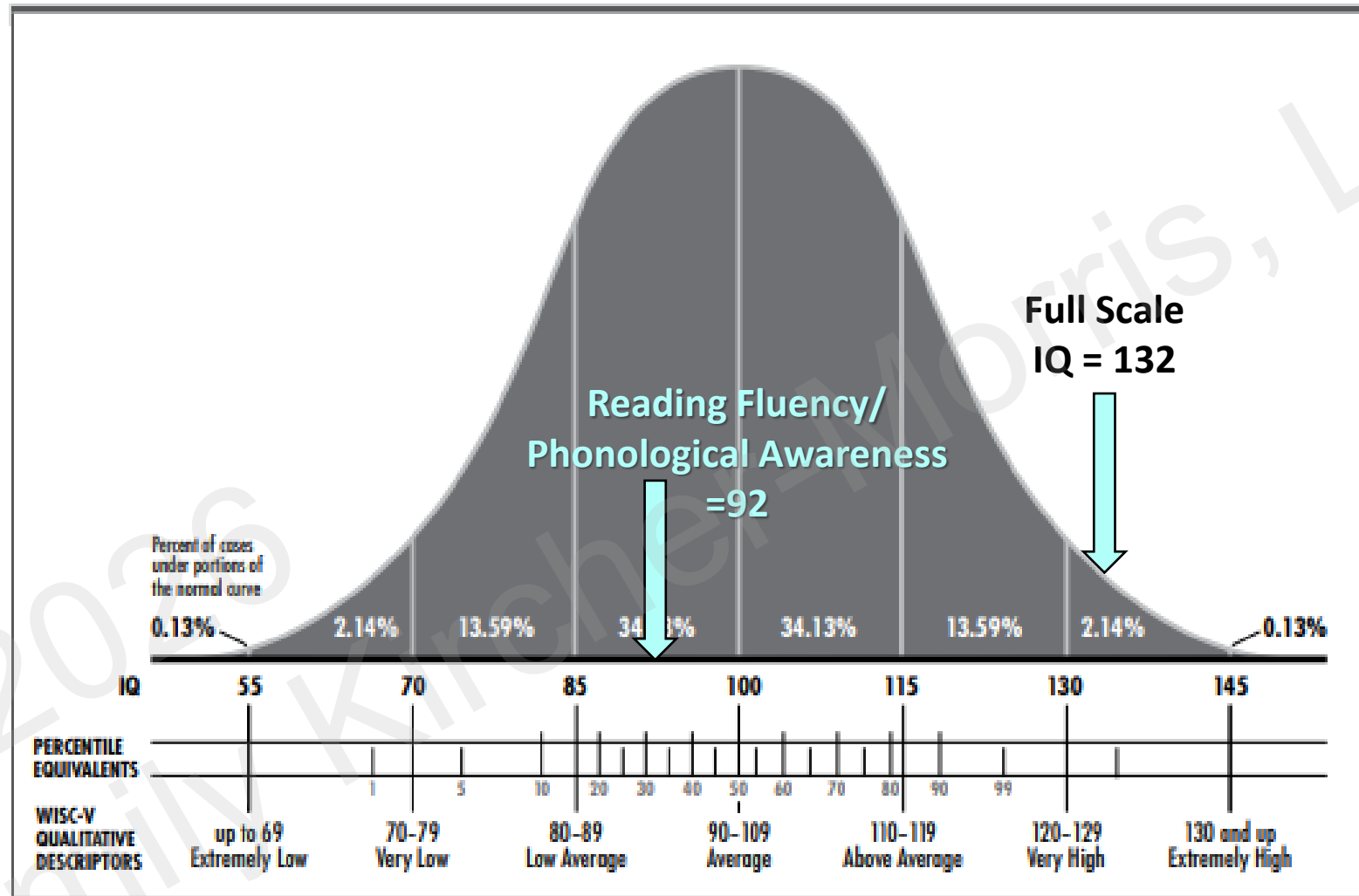
Specific Learning Disabilities in 2e

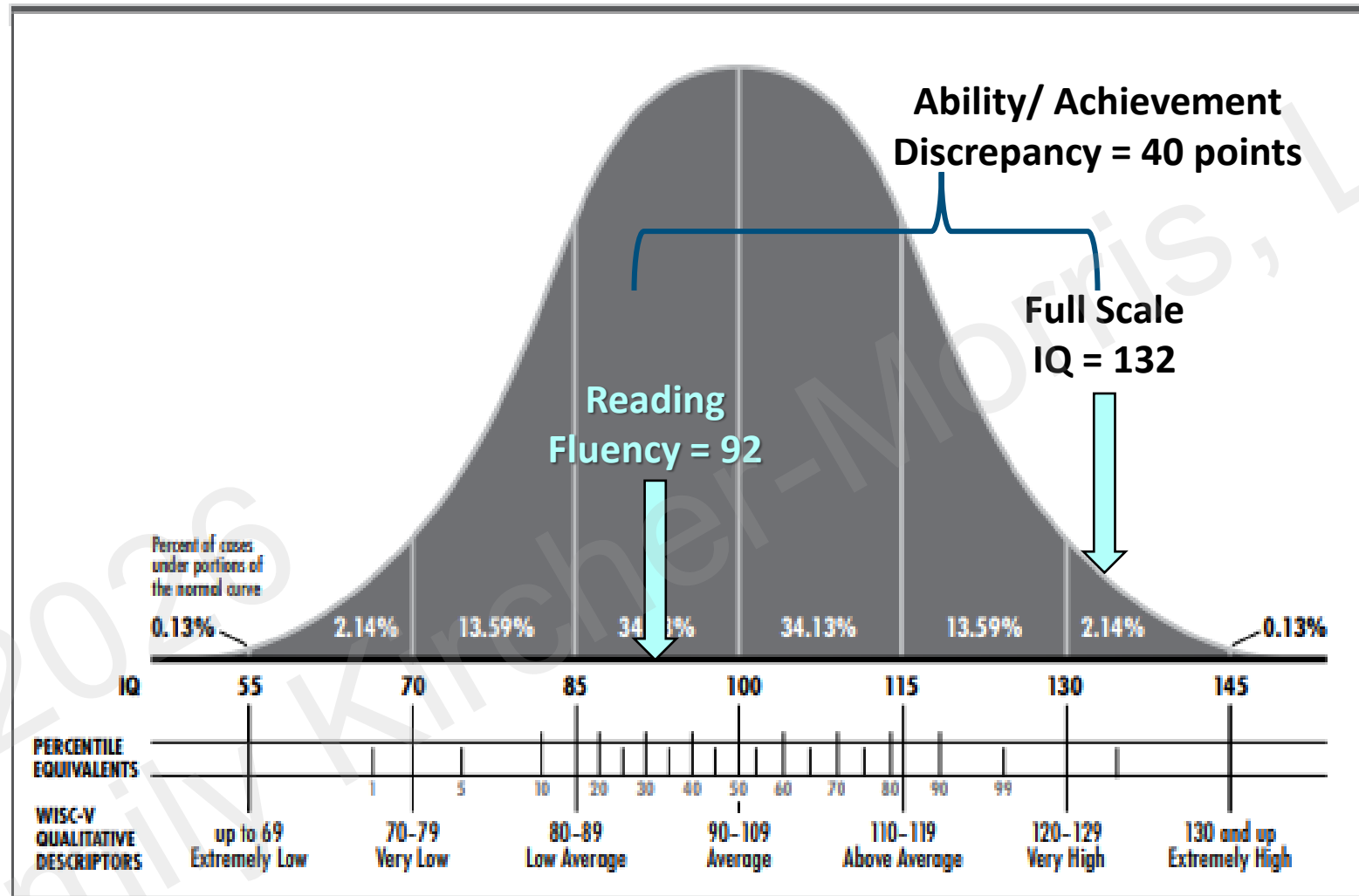


Meet Sierra











Gifted/Autistic Learners

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Understanding the Spectrum

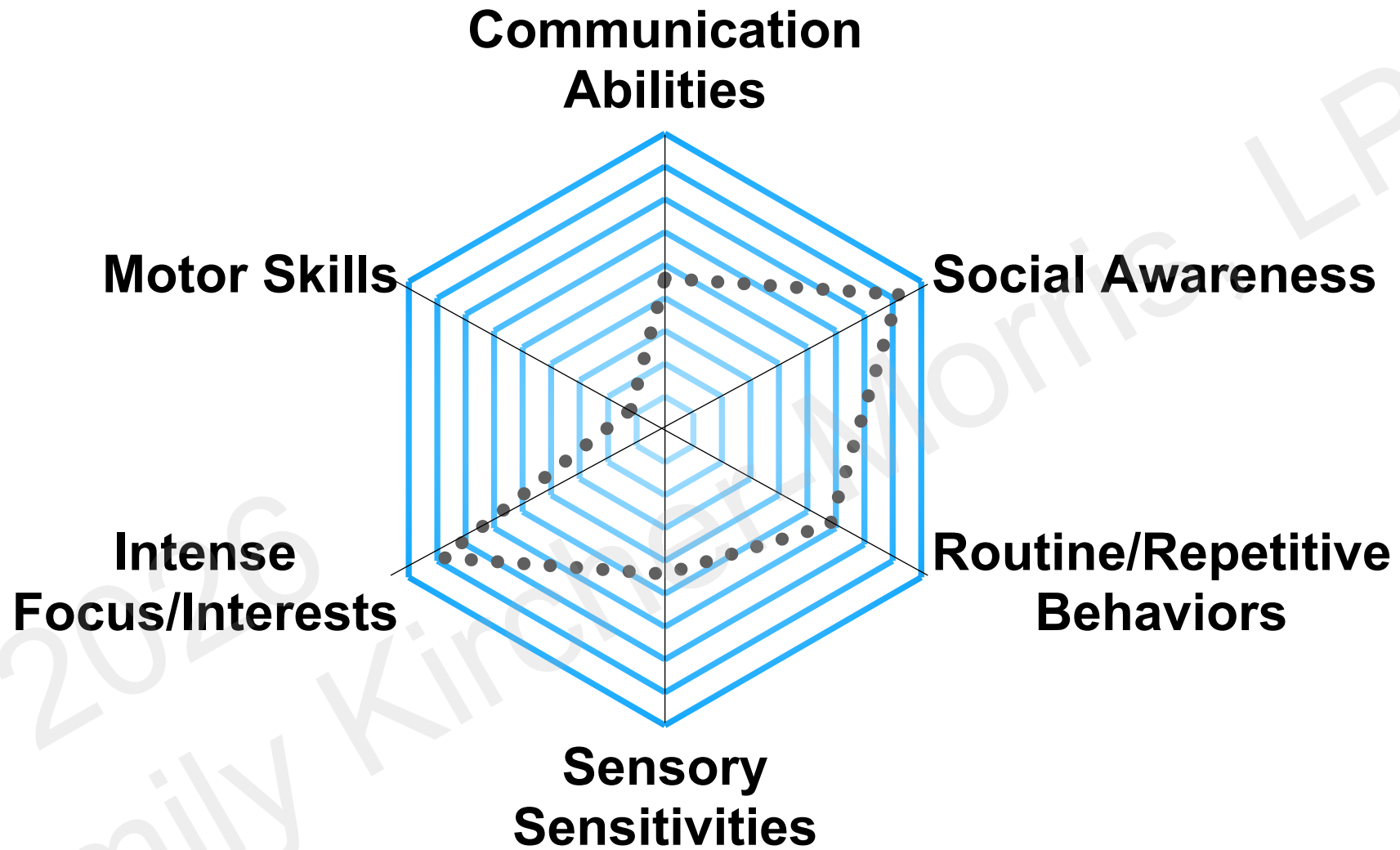
Traditional Conceptualization of Autism Spectrum



“Less Autistic”

“More Autistic”

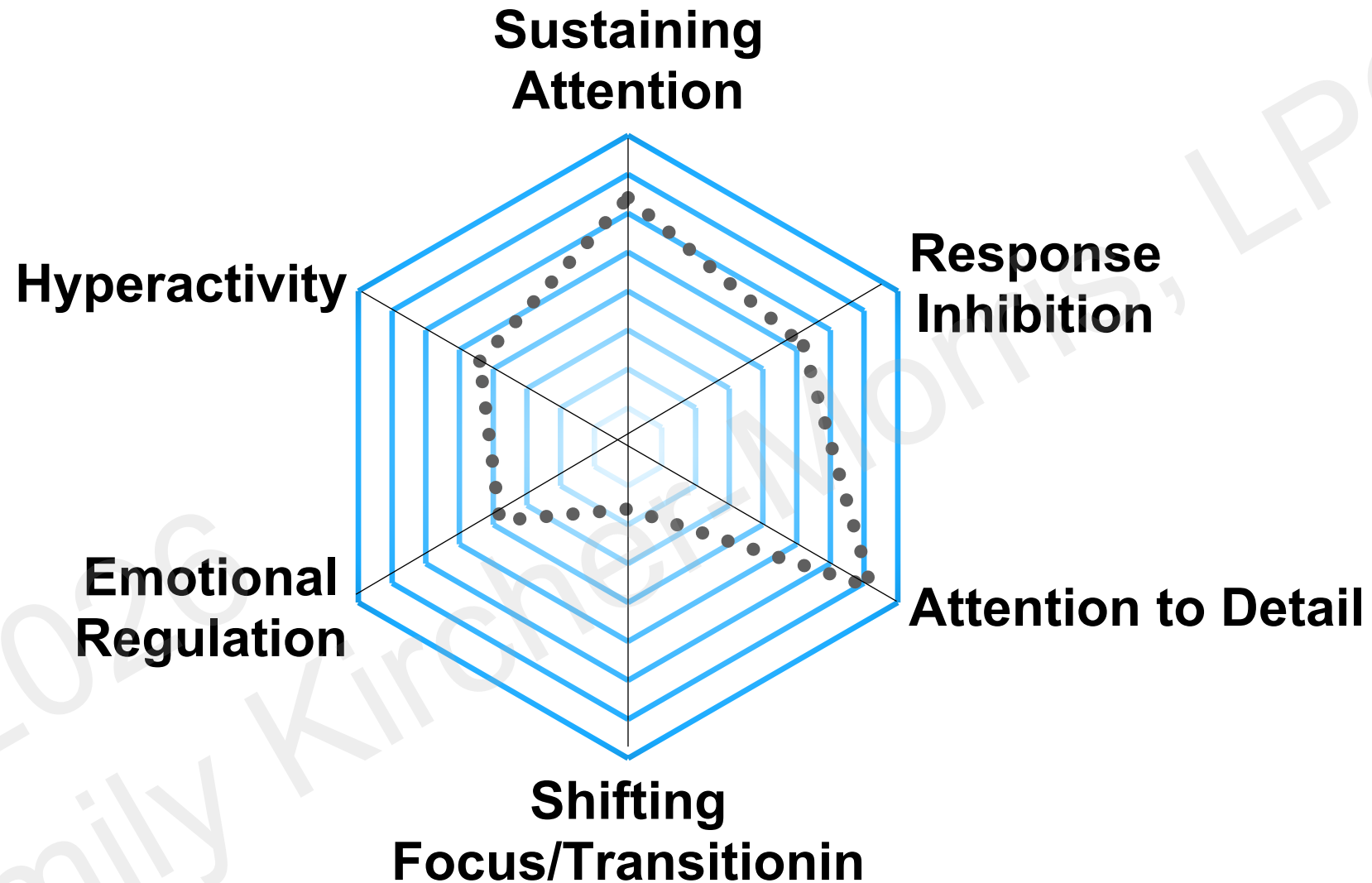
Understanding the Autism Spectrum

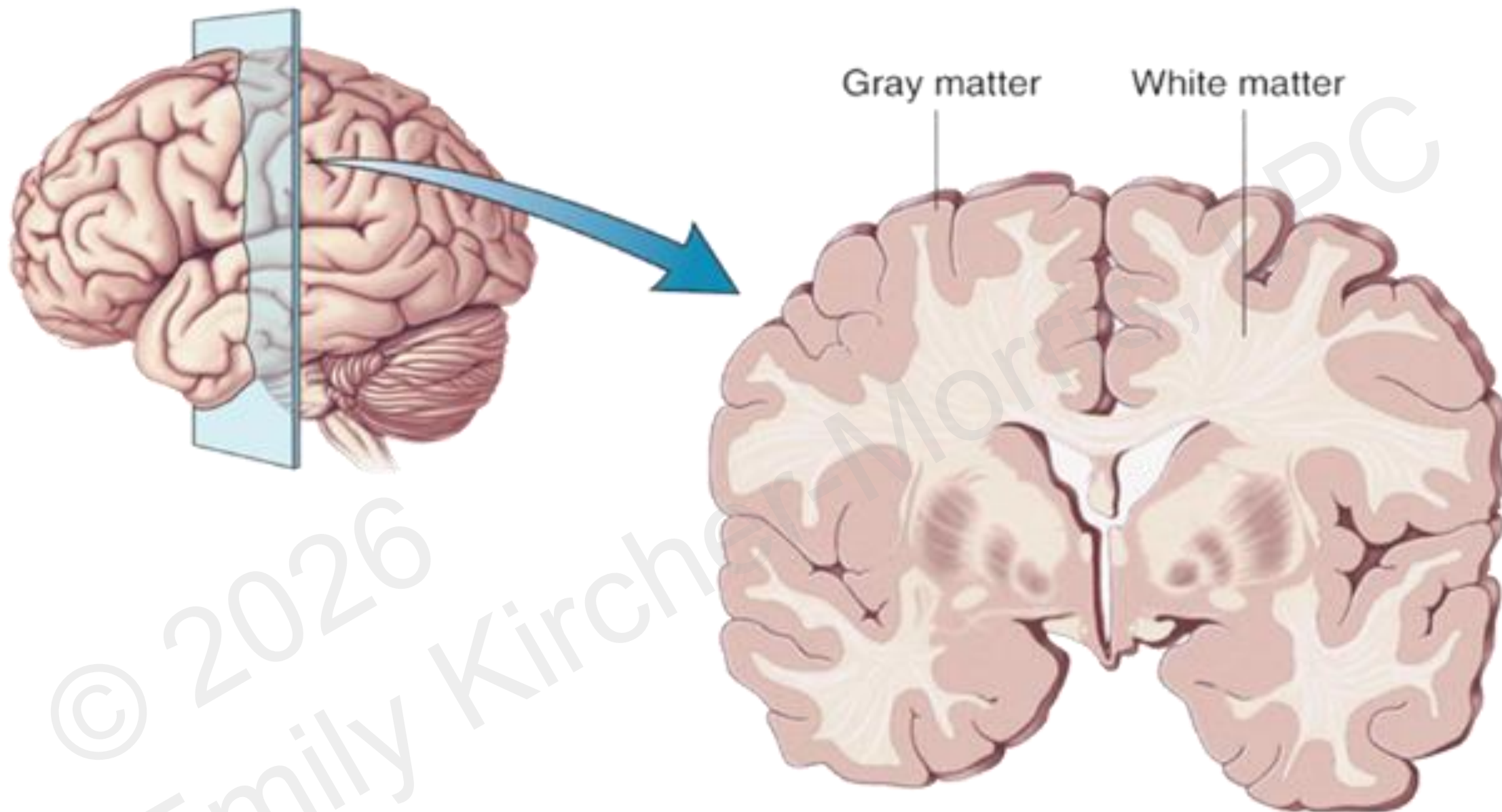


Autistic	Twice-Exceptional	Gifted
Age-appropriate vocabulary (except in area of special interest)	←←← Advanced Vocabulary →→→	
May show empathy differently than same-age peers		Cognitive flexibility helps to see another's viewpoint
Literal language interpretation, difficulty with nuance	Difficult time with cognitive flexibility, esp. related to communication	Strong social language skills
Struggles with solving social problem	Can compensate in many situations for language difficulties; struggles "in the moment" or at times of high emotions	Effective pragmatic language comprehension

Autistic	Twice-Exceptional	Gifted
Hypo and Hypersensitivity to Sensory Stimuli		Mild increased sensitivity to sensory processing
Intense Special Interests		May show specialized passion (without exclusion of other interests)
Intense emotions related to difficulty with identifying emotions and cognitive flexibility		Emotional dysregulation related to asynchronous development
Difficulty in understanding and developing social relationships due to trouble with understanding hidden social rules		Difficulty developing strong peer relationships due to discrepancy in ability

The ADHD Spectrum





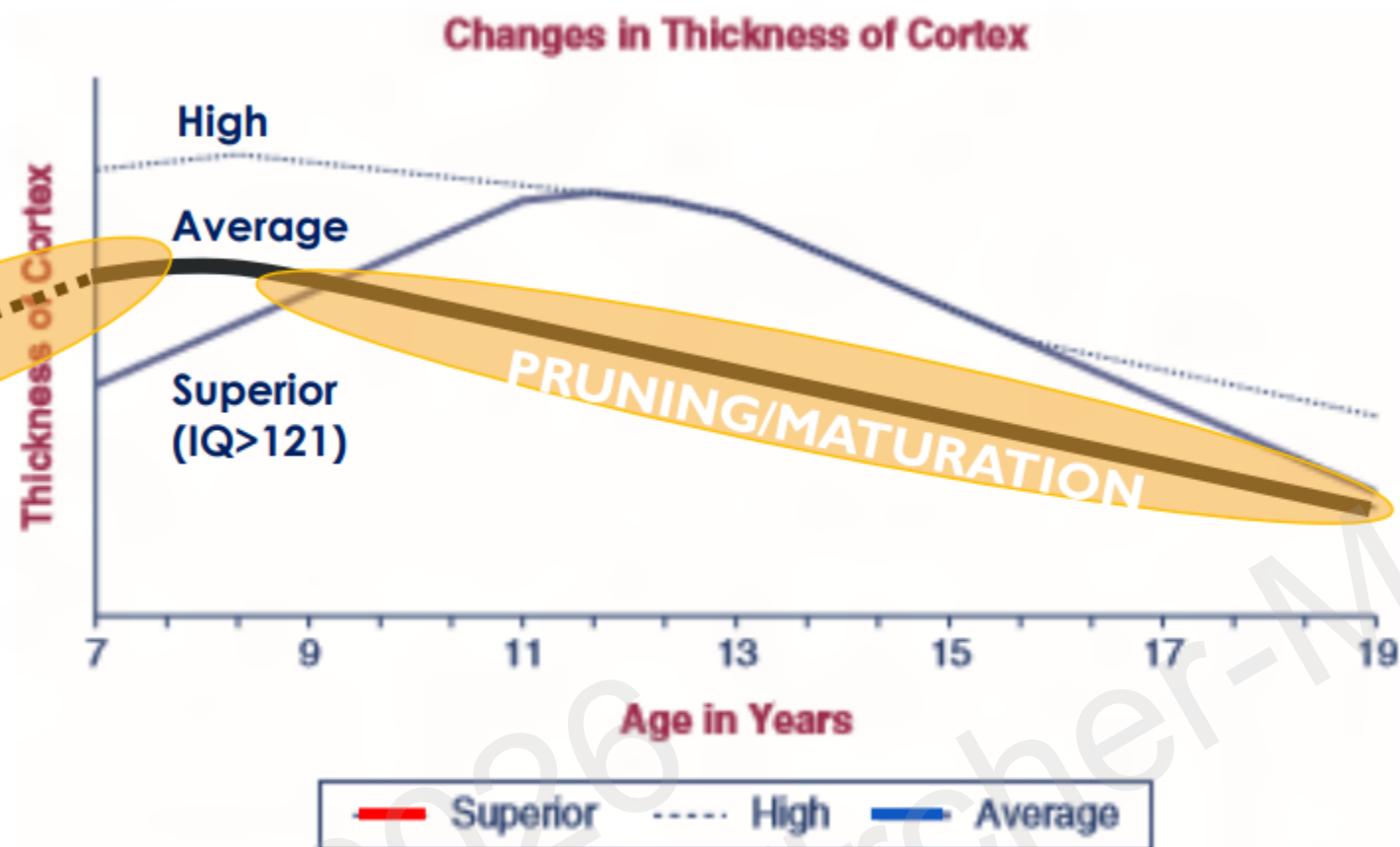


Figure 1.2 Changes in the thickness of the brain's cortex between the ages of 7 and 19 in individuals of superior, high, and average intelligence.

Source: Adapted from Shaw et al., 2006.

PHYSICAL DIFFERENCES IN BRAIN DEVELOPMENT

(SHAW ET AL., 2006)

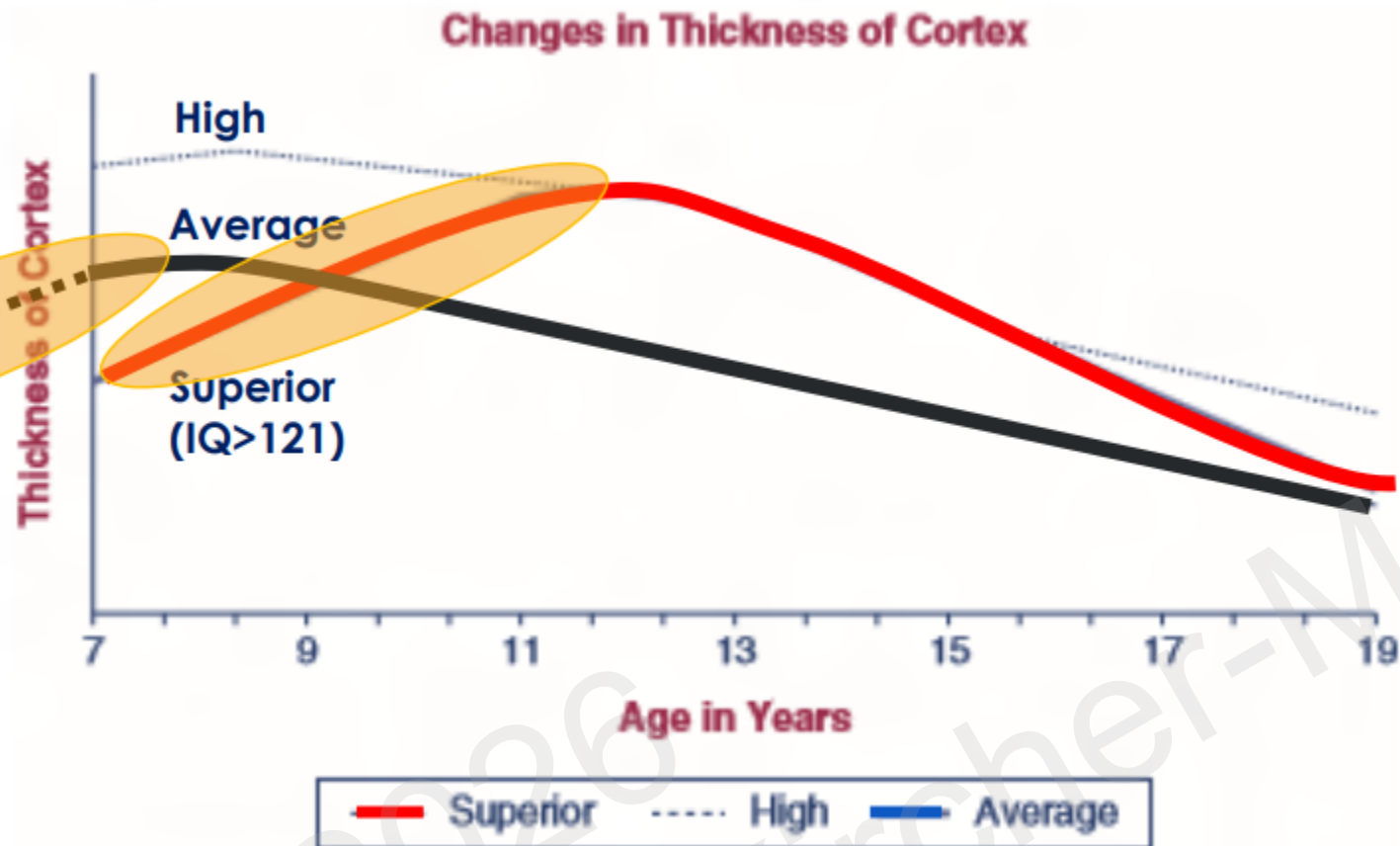


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**PHYSICAL
DIFFERENCES
IN BRAIN
DEVELOPMENT**

**TIMELINE
FOR BRAIN
GROWTH &
EXPANSION**

SMART $\neq$ easy

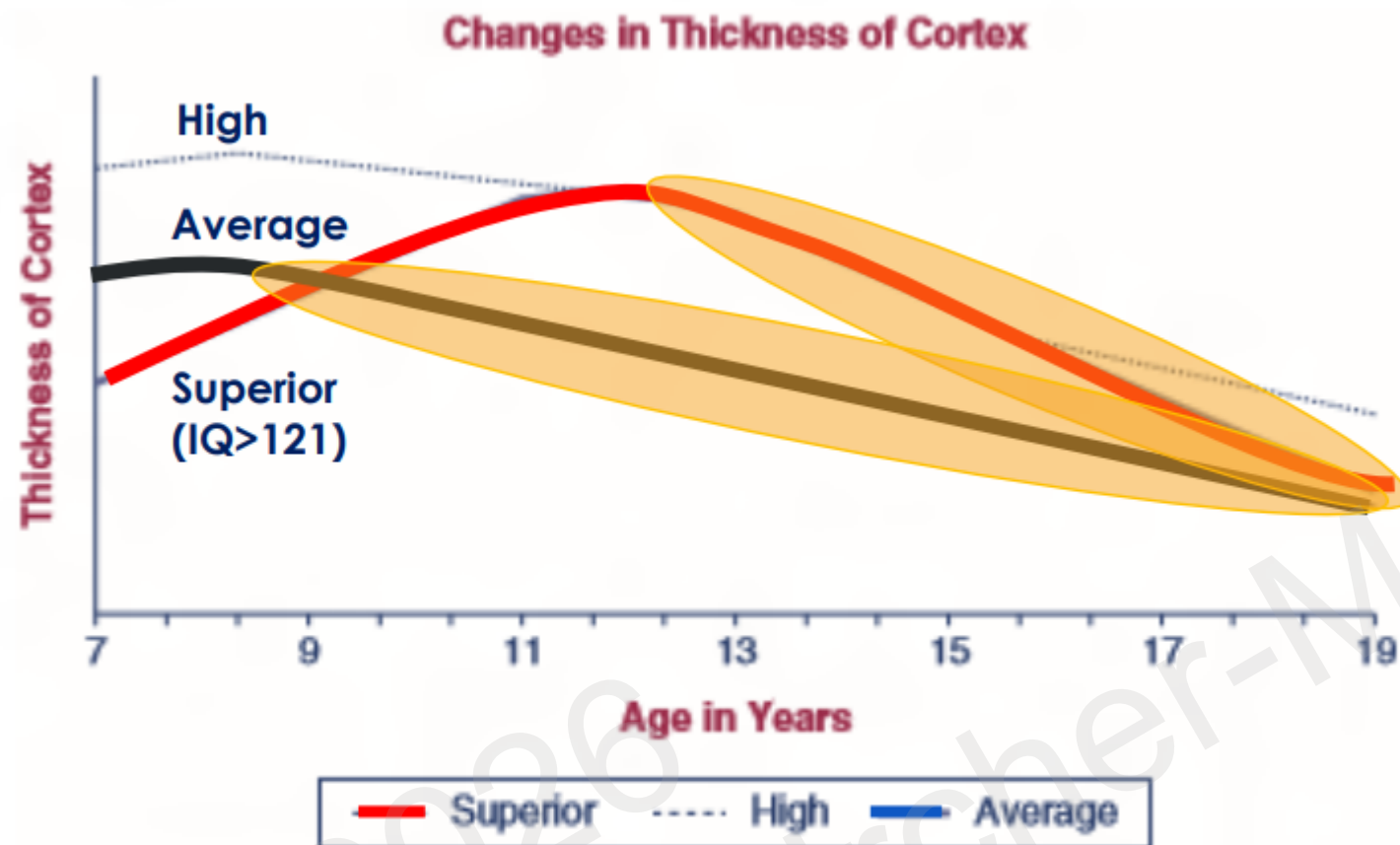


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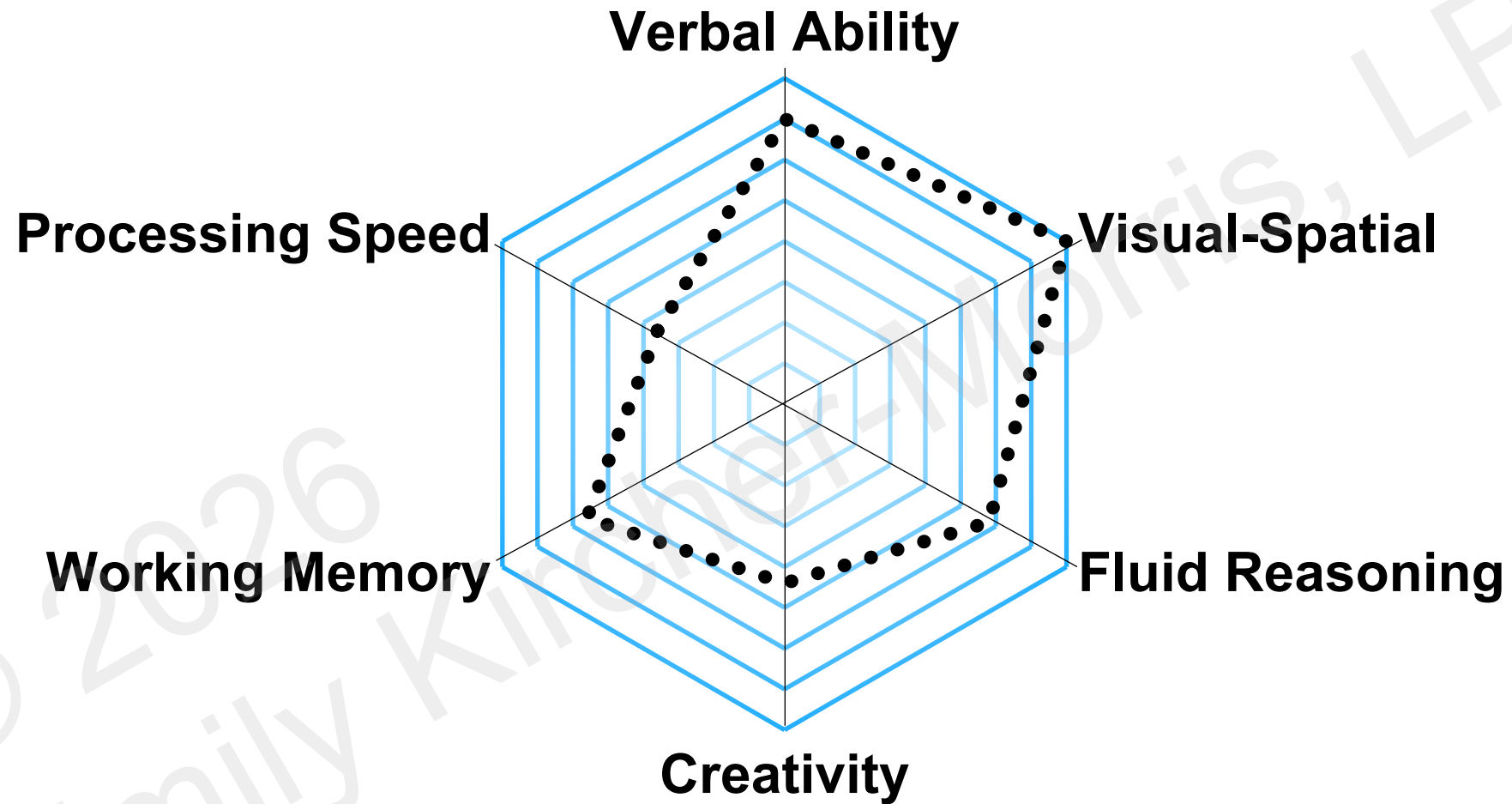
**PHYSICAL
DIFFERENCES
IN BRAIN
DEVELOPMENT**

**TIMELINE
FOR PRUNING
&
MATURATION**

SMART ≠ easy

ADHDers	Twice-Exceptional	Gifted
Often struggles academically	Academics are inconsistent, often due to missing instructions or attention to detail	Strong academic skills
Acts without thinking, impulsive	Impulsive behavior; may appear to be “know-it-all”	Able to self-regulate attention; distraction related to boredom or inappropriate educational setting
←←← Executive functioning struggles →→→		Mild asynchronous development of executive functioning

The Gifted Spectrum

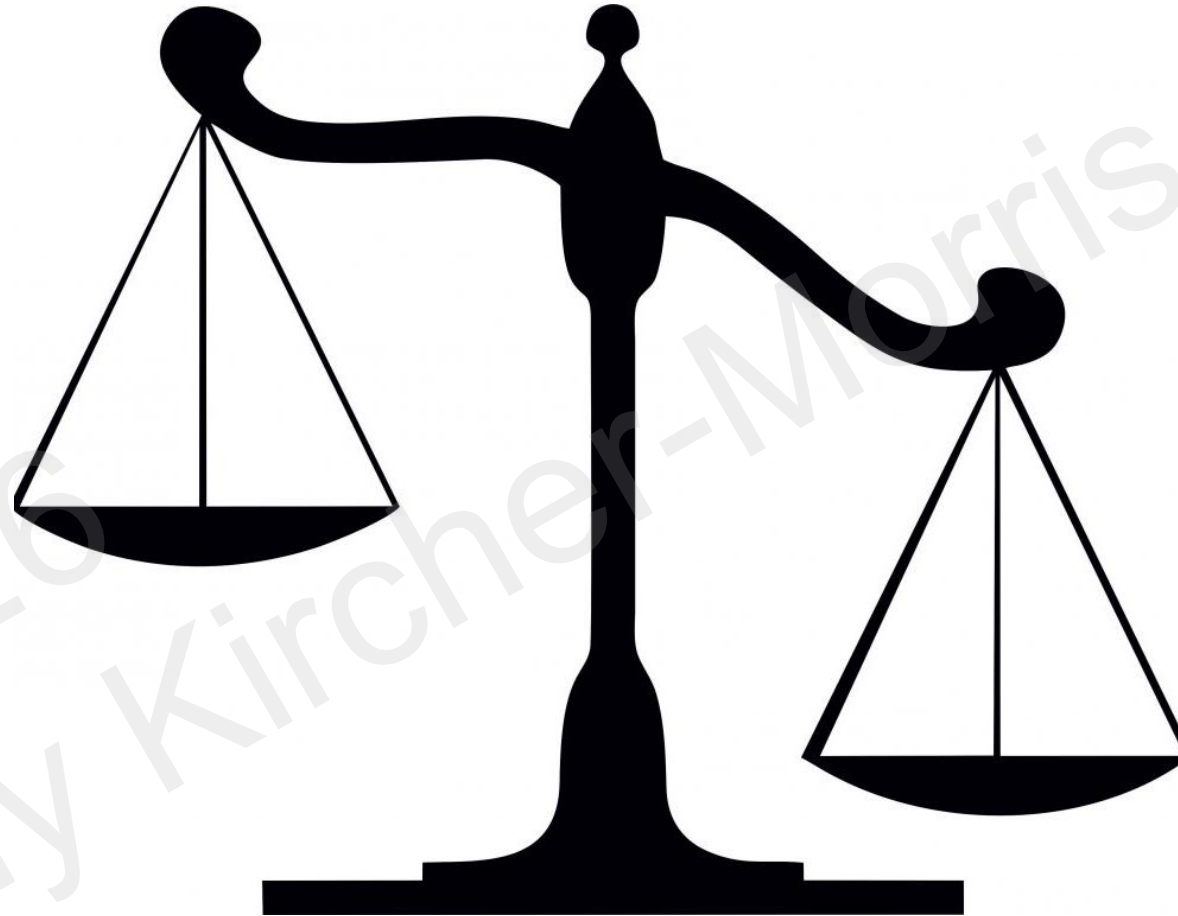




Accommodations for 2e Learners

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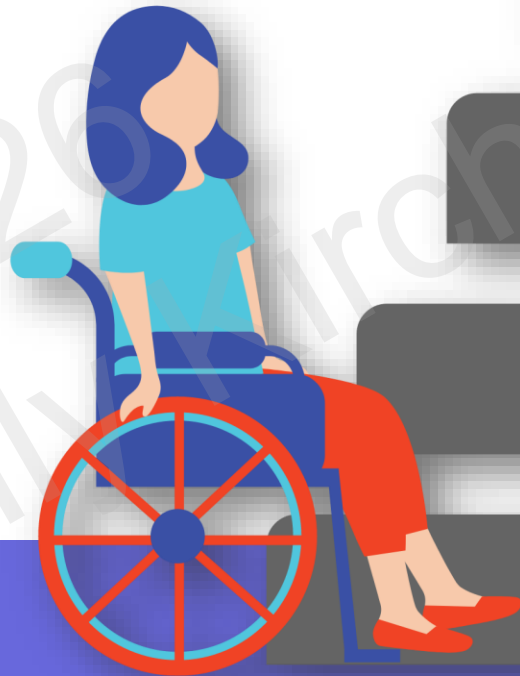
| **Accommodating**

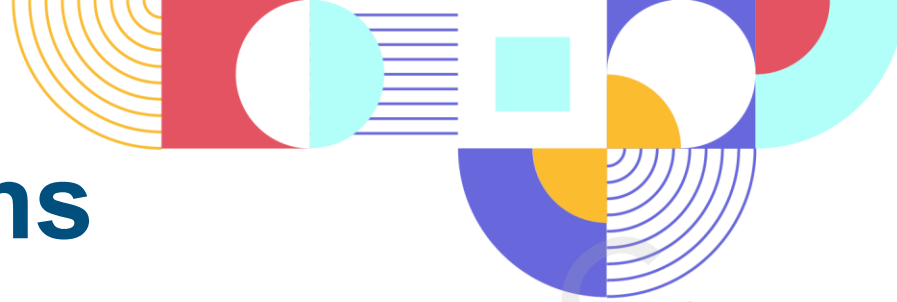


Enabling

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| The Social Model of Disability





Types of Accommodations

Type of Accommodation	Purpose of Accommodation
Behavioral	What supports does the child require to manage their emotions and behaviors for effective learning to take place?
Environmental	What can we change about the student's learning environment to help them succeed?
Evaluative	How can we modify the ways in which this student shows us what they know during assessments?
Instructional	What are the best ways we can present learning material to this student?
Organizational	What organizational tools and support does this student need to succeed?

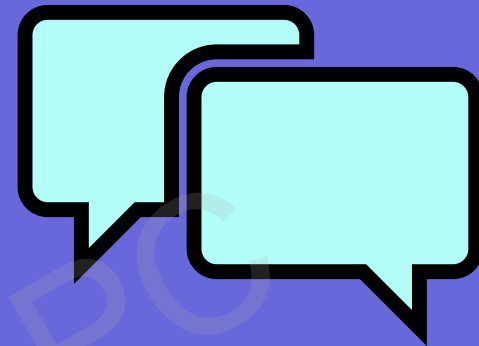
Accommodations Needs Screener

Student name: _____

Behavioral		
☐ Struggles to complete work in a timely manner	☐ Talks to or distracts peers	☐ Needs reinforcement for self-regulation strategies
☐ Requires support when working in groups	☐ Engages in attention-seeking behaviors	☐ Engages in task-avoidance behaviors
☐ Does not complete classwork or homework	☐	☐
Environmental		
☐ Easily distracted by other students or stimuli	☐ Rocks/leans in chair	☐ Fidgets with hands
☐ Engages in sensory-seeking behaviors (such as bouncing, running hands along walls, chewing on pencils)	☐ Engages in sensory-avoidant behaviors (resists noisy environments, avoids messy art projects)	
Evaluative		
☐ Becomes overwhelmed with length of tests	☐ Requires additional time to complete assessments	
☐ Becomes anxious about completing tests	☐ Resists to complete assessment	
☐	☐	
Instructional		
☐ Struggles to keep up during lessons	☐ Does not follow written directions on assignments	
☐ Unable to maintain accurate notes	☐ Misses verbal instructions for activities	☐ Turns in partially complete work
☐	☐	☐
Organizational		
☐ Frequently loses items needed	☐ Does not effectively use planner	☐ Completes work but does not turn it in
☐ Desk/locker is unorganized	☐ Unable to estimate time needed for tasks	☐
☐	☐	☐

Behavioral

☐ Struggles to complete work in a timely manner	☐ Talks to or distracts peers	☐ Needs reinforcement for self-regulation strategies
☐ Requires support when working in groups	☐ Engages in attention-seeking behaviors	☐ Engages in task-avoidance behaviors
☐ Does not complete classwork or homework	☐	☐



Accommodations Case Studies

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Case Study 1:

Bella is a is gifted and autistic. Her processing speed is much lower than her other areas of cognitive ability and her work is also slowed down by perfectionism. She has a difficult time asking for help or accommodations because she doesn't feel like it is "fair" for her to have extra help when other kids aren't offered it. However, when she falls behind in her work, she becomes significantly overwhelmed. These thoughts spiral and she begins using negative self-talk, such as "I'll never graduate on time," and "If I were as smart as everyone says I am, I would be able to get my work done faster." She also has a difficult time with task initiation. When it appears that she won't get her work done by the due date, she shuts down and refuses to attempt the work at all.

What accommodations might be useful for Bella?

Case Study 2:

Rohan is an identified gifted learner. He was always a hesitant reader, but seemed to have strong comprehension skills. Now, as the content has gotten more difficult as he's gotten older, it is apparent that he is also dyslexic. He becomes extremely anxious and avoidant when he is asked to read aloud. Additionally, his grades on written work and assessments do not seem to reflect the same level of understanding and analysis as he shows when he is able to orally explain his thinking. What accommodations might be useful for Rohan?

Case Study 3:

Trinity is a gifted/ADHD student. She loves art (especially manga) and to read. Her academic performance is inconsistent; her test scores are generally strong, but classwork and longer-term projects can vary unpredictably. Much of the work Trinity turns in is partially complete – generally the completed portions are correct, however, her grades are impacted by the portions that aren't finished. Trinity is resistant to attempting common strategies for organization, like using a planner or other check-in system. Trinity's parents note that she has begun to experience anxiety and has refused to go to school on several occasions when she realized she hadn't completed assignments that were required. What accommodations might be useful for Trinity?



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