

Checklist: Curriculum Design for Twice Exceptional (2e) Students

Section 1: Comprehensive Identification and Assessment

Dual Exceptionality Recognition

- ☐ Identify specific giftedness areas (intellectual, creative, artistic, leadership)
- ☐ Document learning differences/disabilities (ADHD, dyslexia, autism, processing disorders)
- ☐ Recognize masking effects where strengths compensate for weaknesses
- ☐ Assess cognitive strengths that may be hidden by challenges
- ☐ Evaluate discrepancies between potential and performance

Multidisciplinary Evaluation

- ☐ Conduct comprehensive psychoeducational assessment
- ☐ Include occupational therapy evaluation if sensory/motor issues present
- ☐ Obtain speech-language assessment when communication difficulties exist
- ☐ Collaborate with medical professionals for ADHD, autism, or other conditions
- ☐ Review previous assessments and educational records

Individual Profile Development

- ☐ Create detailed strength-weakness profile
- ☐ Document specific learning preferences and aversions
- ☐ Identify optimal learning conditions (environment, time, grouping)
- ☐ Note emotional and behavioral patterns
- ☐ Record successful past interventions and accommodations

Environmental Factors

- ☐ Assess sensory sensitivities (lighting, sound, texture, movement)
 - ☐ Evaluate attention and focus patterns
 - ☐ Consider social interaction preferences
 - ☐ Document energy and fatigue cycles
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Section 2: Differentiated Content Design

Strength-Based Curriculum

- ☐ Build on identified cognitive strengths and interests
- ☐ Maintain intellectual challenge despite learning difficulties

- ☐ Provide advanced content in strength areas
- ☐ Allow acceleration in areas of giftedness
- ☐ Connect learning to student passions and talents

Compensation Strategies

- ☐ Bypass areas of weakness when possible without compromising learning goals
- ☐ Provide alternative ways to access information (auditory vs. visual)
- ☐ Reduce cognitive load in weakness areas while maintaining rigor
- ☐ Break complex tasks into manageable components
- ☐ Offer multiple entry points to the same content

Universal Design for Learning (UDL)

- ☐ Provide multiple means of representation (visual, auditory, tactile)
- ☐ Offer various ways of engagement and motivation
- ☐ Allow multiple means of expression and demonstration
- ☐ Include options for physical action and navigation
- ☐ Provide options for executive functions and self-regulation

Content Modifications

- ☐ Adjust reading level while maintaining concept complexity
 - ☐ Provide graphic organizers and visual supports
 - ☐ Include hands-on and experiential learning opportunities
 - ☐ Offer choice in topics within required curriculum
 - ☐ Connect abstract concepts to concrete examples
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Section 3: Specialized Pedagogical Strategies

Multisensory Approaches

- ☐ Incorporate visual, auditory, and kinesthetic elements
- ☐ Use color-coding and visual cues for organization
- ☐ Provide manipulatives and hands-on materials
- ☐ Include movement breaks and physical activity
- ☐ Offer fidget tools and sensory supports when needed

Assistive Technology

- ☐ Implement text-to-speech software for reading difficulties
- ☐ Provide speech-to-text options for writing challenges

- ☐ Use graphic organizer software for planning and organization
- ☐ Include calculator access for math computation difficulties
- ☐ Provide time management apps and reminder systems

Flexible Instruction Methods

- ☐ Vary lesson pace according to student needs
- ☐ Provide both structured and open-ended activities
- ☐ Offer individual, small group, and large group options
- ☐ Include both teacher-directed and student-led learning
- ☐ Allow for processing time and wait time

Executive Function Support

- ☐ Teach explicit organizational strategies
- ☐ Provide checklists and step-by-step guides
- ☐ Break long-term projects into smaller milestones
- ☐ Teach time management skills explicitly
- ☐ Provide external structure and routines

Communication Adaptations

- ☐ Use clear, concise instructions
 - ☐ Provide written backup for verbal instructions
 - ☐ Check for understanding frequently
 - ☐ Allow processing time before expecting responses
 - ☐ Use positive, strength-based language
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Section 4: Socioemotional Support

Self-Concept Development

- ☐ Emphasize student strengths and achievements regularly
- ☐ Address perfectionistic tendencies constructively
- ☐ Teach about twice exceptionality age-appropriately
- ☐ Help student understand their unique learning profile
- ☐ Celebrate diverse types of intelligence and talents

Emotional Regulation

- ☐ Teach coping strategies for frustration and anxiety
- ☐ Provide calm-down spaces and sensory breaks

- ☐ Include mindfulness and relaxation techniques
- ☐ Address intensity and sensitivity issues
- ☐ Validate emotional experiences and responses

Social Skills Development

- ☐ Teach social skills explicitly when needed
- ☐ Provide opportunities for peer interaction with similar students
- ☐ Address social challenges related to giftedness or disabilities
- ☐ Foster self-advocacy skills
- ☐ Create inclusive classroom environment

Motivation and Engagement

- ☐ Connect learning to student interests and passions
- ☐ Provide appropriate level of challenge without overwhelming
- ☐ Offer choices and autonomy in learning
- ☐ Use intrinsic rather than extrinsic motivators
- ☐ Address learned helplessness if present

Mental Health Considerations

- ☐ Monitor for signs of anxiety and depression
 - ☐ Address shame and negative self-talk
 - ☐ Provide counseling support when needed
 - ☐ Teach stress management techniques
 - ☐ Coordinate with mental health professionals
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Section 5: Collaboration and Monitoring

Team Collaboration

- ☐ Establish multidisciplinary team (teachers, specialists, counselors)
- ☐ Hold regular team meetings to discuss progress
- ☐ Share strategies that work across settings
- ☐ Coordinate accommodations across all classes
- ☐ Ensure consistent approach among all team members

Family Partnership

- ☐ Educate families about twice exceptionality
- ☐ Share successful strategies for home implementation

- ☐ **Provide resources and support** for parents
- ☐ **Include family input** in planning and decision-making
- ☐ **Communicate progress** regularly and positively

Assessment and Documentation

- ☐ **Use multiple forms of assessment** beyond traditional tests
- ☐ **Document what works** and what doesn't
- ☐ **Track progress** in both strength and challenge areas
- ☐ **Adjust goals** based on student response
- ☐ **Maintain detailed records** for future reference

Continuous Monitoring

- ☐ **Observe student daily** for signs of stress or frustration
- ☐ **Monitor academic progress** in all areas
- ☐ **Track social and emotional development**
- ☐ **Assess effectiveness** of accommodations and modifications
- ☐ **Be prepared to adjust strategies** quickly when needed

Transition Planning

- ☐ **Prepare for transitions** between activities, classes, grades
 - ☐ **Communicate needs** to receiving teachers
 - ☐ **Provide transition supports** and advance notice
 - ☐ **Document successful strategies** for future teachers
 - ☐ **Plan for long-term educational pathway**
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Section 6: Common 2e Profiles and Specific Considerations

Gifted with ADHD

- ☐ **Provide movement opportunities** and fidget tools
- ☐ **Use timers and visual schedules** for time management
- ☐ **Break tasks into smaller chunks**
- ☐ **Offer choice in seating** and work locations
- ☐ **Minimize distractions** while maintaining stimulation

Gifted with Dyslexia

- ☐ **Use assistive technology** for reading and writing
- ☐ **Provide audiobooks** and text-to-speech options

- ☐ Allow oral responses to demonstrate knowledge
- ☐ Focus on ideas over mechanics in initial drafts
- ☐ Teach alternative spelling strategies

Gifted with Autism Spectrum Disorder

- ☐ Provide predictable routines and advance notice of changes
- ☐ Address sensory sensitivities in environment
- ☐ Teach social skills explicitly
- ☐ Allow for special interests in learning activities
- ☐ Provide clear expectations and concrete examples

Gifted with Processing Disorders

- ☐ Allow extra processing time
 - ☐ Provide information in multiple formats
 - ☐ Use visual supports and graphic organizers
 - ☐ Break complex instructions into steps
 - ☐ Offer alternative ways to demonstrate understanding
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Additional Resources

Professional Development

- National Association for Gifted Children (NAGC) resources on 2e students
- Twice Exceptional Children's Advocacy (TECA) materials
- Supporting Emotional Needs of the Gifted (SENG) resources
- Local university programs in special education and gifted education

Assessment Tools

- Comprehensive psychoeducational evaluations
- Behavioral rating scales
- Learning style inventories
- Sensory processing assessments

Technology Resources

- Text-to-speech software (Natural Reader, Read&Write)
- Speech-to-text programs (Dragon NaturallySpeaking)

- Graphic organizer tools (Inspiration, Kidspiration)
 - Time management apps (Time Timer, Focus Keeper)
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This checklist should be used as a comprehensive guide, with strategies selected and adapted based on each individual twice exceptional student's unique profile and needs.