

Seven Steps to Strategic Planning for Twice-Exceptional Students

1. Identify Stakeholders

The first step is to identify the stakeholders — those people who will be impacted by the resulting instructional plan or who will play a role in implementing the plan. Stakeholder groups for twice-exceptional education should include representatives from gifted education, special education (special education teachers, school psychologists, social workers, occupational therapists, speech/language pathologists), classroom teachers, administrators, counselors, students, and parents.

2. Organize a Problem-Solving Team

The problem-solving team must include representatives from each stakeholder group. Identify a facilitator who will guide the process and ensure a supportive environment. This group will collaborate to develop an instructional plan for the student, monitor its success and measure student growth.

3. Determine Strength/Interests

Identify the student's strengths and interests and determine specific data points to inform the decision-making process. In what areas does he/she excel? What data tells you so? What comes easily for him/her? What data tells you so? What are the passions and interests of the student? What does he/she enjoy doing during free time? How do you know?

4. Determine Challenges/Concerns

Identify the student's challenges and concerns and determine specific data points to inform the decision-making process. What content areas come as a challenge for the student? What data tells you so? What are behavioral concerns?

5. Select One Strength and One Challenge for Focus

Choose one strength and one challenge upon which the instructional plan will focus. Decide if the problem-solving team has other questions and whether additional data needs to be gathered.

6. Develop an Action Plan

Having a clear understanding of what you want to accomplish unifies the commitment of the team. Develop an action plan that has specific measurable outcomes by: determining appropriate interventions, the length of the intervention, and establishing a review date when the team will meet again. The action plan should include: goals, interventions to achieve goals, interventionist (person who will be responsible for delivering intervention), frequency and duration, method of progress monitoring, materials needed, and necessary accommodations and/or modifications.

7. Implement Instructional Plan

Implement the selected interventions with the student being careful to record the student's response and success or lack of success. Facilitator of the problem-solving team should follow up with responsible individuals to ensure the plan is being implemented as designed.