

REEL customizes all workshops to meet the needs, interest, and knowledge of each audience. We look forward to working with you and supporting your team! Email us at: [hello@reel2e.org](mailto:hello@reel2e.org)

*REEL's workshops can be conducted in-person or over Zoom. Ideal running time is 1.5 - 2 hours, but workshops can be adjusted to fit a 60-75 minute format if necessary.*

## REEL SIGNATURE WORKSHOPS

These workshops have been developed & are delivered exclusively by the REEL team.

---

### Intro to 2e: Supporting Bright Students

#### Who Struggle

Twice-exceptional (2e) students have high ability, potential, and strengths in one or more areas. 2e students might excel in an academic area; have strong cognitive skills such as memory, attention to detail, or high verbal abilities; have an intense drive to learn in areas of interest; and/or possess unexpectedly high creative ability. At the same time, a learner with a 2e profile has complex challenges. In most systems where twice-exceptionality is a formal learner profile, these will be based on neurodevelopmental disabilities such as dyslexia, ADHD, and autism. REEL's Intro to 2e workshop provides an overview to the twice-exceptional learner, their strengths and struggles, and covers top tips for working with and understanding these students. We introduce several 2e student profiles, discuss commonalities and confounding factors, and highlight strengths. This workshop includes time for participants to work on real-life vignettes of 2e student situations.

### Learning Differences Simulation

There's nothing like walking a mile in someone else's shoes. In this workshop, the REEL team sets up simulation stations to give participants a taste of what it is like to be a student with learning differences such as dyslexia, dysgraphia, auditory processing challenges, sensory processing challenges, autism, and ADHD. We discuss how these challenges can be further masked and complicated by high ability in twice-exceptional students. Participants often experience those "aha" moments that change their point of view on struggling students and their potential strengths. After the simulations, participants regroup and process their experience through moderated discussion. We encourage participants to share their creative ideas for working with and bringing out the best in all types of students. Participants will walk away with a new and/or deeper understanding of the lived experiences of students with learning differences, as well as some fresh ideas to try in their classrooms.

### The DEAR REEL Model: Classroom Strategies for 2e Student Success

Twice-exceptional students have complex learning profiles. Their strengths and challenges are interwoven, which can make it challenging for educators to address their needs across all aspects of their lives - educational, social-emotional, and cognitive. Our “DEAR REEL” model combines best-practice research findings with first-hand parent experiences. It delineates four critical considerations for working with 2e children - Develop Connection; Embrace Flexibility; Attend to Strengths; and Reframe Behavior. Hear stories and receive ideas across k-12.

### Vignettes of 2e Students

This workshop is an opportunity for teachers to explore real-life classroom scenarios featuring 2e students and perplexing behavior challenges. Why is Ben throwing his book in anger? Why does Jen never complete her work? Educators learn strategies to reframe the situation, reduce stress and unexpected behaviors, and help students with differences feel supported. They work interactively to create potential solutions to real-life classroom problems. They can also bring their own scenario to explore.

### Strength-Based Strategies for the Neurodivergent Child

Do you have a neurodivergent student who is underperforming in school? Let's help them get their light back! A happy and engaged student is one who will take on challenges. In this positivity-focused workshop, we will emphasize the many reasons neurodivergent students have to celebrate their diagnoses. We will identify strategies for building confidence, self-esteem, and self-efficacy by providing opportunities for individuals to show and grow their strengths, learning ways to tease apart the conceptual content goals from the challenges in expression, and integrating strength-based strategies into everyday life.

### Neurodivergence through a Female Lens

Girls and students who are gender non-conforming are commonly overlooked, undiagnosed, or misdiagnosed when it comes to learning differences such as ADHD, autism, and dyslexia. Join us to learn what the research says about this phenomena, its impact on K12 education, and what career paths might work best to better address the needs of neurodivergent females and gender non-conforming youth. Appropriate for parents and educators.

### Supporting Dyslexic Creativity:

#### A Case Study

Being Black and dyslexic in the 20th century presented many obstacles for author Octavia E. Butler, the first science fiction writer to earn a MacArthur Foundation “Genius” Fellowship. How might dyslexia have influenced Butler’s creative genius? Did her experiences as a neurodivergent woman of color help her to persist and to identify patterns that have led many to call her work prophetic? We delve into Dr. Thomas Armstrong’s model of positive niche construction, building understanding of how to create better niches to support the development of unrecognized, overlooked, marginalized talent. Attendees walk away with a model to help the neurodivergent grow their strengths, persist in their dreams, and fulfill their vision of greatness.

### Gifted May Not Be What You Think It Is

Educators and parents often think that “gifted” means high achieving or “smart.” However, “gifted” can mean so much more. In this session, we will explore the various definitions of giftedness, methods for identifying gifts and talents beyond test scores, the asynchronous development of gifted learners, and the social-emotional implications of giftedness. In addition, we’ll consider the importance of looking for the strengths, interests, and talents of ALL learners.

### Living & Learning 2e: What Teens Say

Neurodivergent and 2e students have few forums to express their lived educational experiences. REEL’s “Living & Learning 2e” series is dedicated to giving twice-exceptional teens and young adults a place to share their voices. Past panelists include 2e students from ninth grade through sophomore year in college with a range of learning differences such as autism, ADHD, dysgraphia, and anxiety. While every 2e learner is different, this workshop highlights many common themes, and shines a light on ways parents and educators can better support 2e students. We encourage this talk to include a panel with 2e students from your organization, and will work with you to develop this part of the program. Appropriate for parents and educators.

## DEEP DIVE WORKSHOPS

We are proud to be able to offer these additional workshops, some of which have been developed jointly between REEL and our colleagues and partners from other organizations.

---

### Learner Variability

Each student brings their own unique ways of learning, strengths, talents, interests, and challenges to the classroom. Increasingly, it's incumbent on educators to consider a wide variety of needs, an increasing array of learner variability. In this workshop we'll explore this topic and develop strategies to address student needs today. This workshop is offered in partnership with Children Health Council's Charles Schwab Learning Center.

### Strength-Based Strategies to Ignite the Reluctant Writer

Writing almost always tops the list of challenges for all types of 2e learners, who have both high ability and potential as well as complex challenges such as specific learning disabilities (e.g. dyslexia), autism, ADHD, and anxiety. In this workshop, parents and educators will better understand why 2e students struggle with writing, and receive tips on how to help 2e students experience writing success.

### Anxiety and the 2e Learner

REEL partners with an experienced neuropsychologist to talk about why 2e kids experience anxiety as well as strategies and solutions to help both at home and in school. Students who are twice-exceptional have tremendous intellectual gifts alongside a wide range of possible learning challenges - attention differences, slow processing speed, social immaturity, and/or weak executive function skills, just to name a few of the possibilities. This asynchronous development can make it extremely challenging to meet their unique needs and contribute to significant anxiety. Learn more about the profiles of 2e students, why they experience anxiety, and how parents and educators can help support these exceptional youth.