Due to the masking of their strengths and weaknesses, Twice-Exceptional students are difficult to identify. Parents or teachers may notice inconsistencies/asynchronies in the student.

A teacher notices a student with inconsistencies in his/her learning and refers the student to the Student Success Team and applies for a consultation. The teacher fills out the SST forms in Alpine. The SST then meets to plan classroom interventions. (Additional resources for appropriate 2E interventions are available on TSD intranet.)

- SST convenes as usual.
- If significant assets are noted, the SST leader gives the classroom teacher the 2E Checklist to complete. The team invites the GT teacher to participate in the discussion about the student.
- No significant assets are noted. STOP

SST team creates strength-based goal to keep student engaged in school and provides the teacher with strategies from *Accommodations and Interventions for Twice-Exceptional Learners*. Decide on further interventions. (Additional resources available on the intranet.)

- SST considers existing progress monitoring data and determines needs for additional data.
- The interventions are effective. SST will monitor student’s progress periodically. STOP
- Interventions are not successful. Team will meet and determine if additional information is required.

If the student needs GT testing, the GT teacher will complete testing.

- Consult with ESS staff to determine if additional support can be provided.

The results of all GT testing and ESS recommended supports will be shared with parents and pertinent staff, who will continue to collaborate to meet the needs of the student.

- If a student does not qualify for GT identification nor is eligible for special education, return to goal setting step.
- If a student qualifies as GT, an ALP meeting is scheduled.
- If a student is eligible for special education services, an initial IEP meeting is scheduled. STOP