

Addressing the social and emotional needs of twice exceptional gifted students

[Education](#)



Annotated Bibliography Annotated Bibliography King, E. (2005). Addressing the Social and Emotional Needs of Twice-Exceptional Students. Council for Exceptional Children, 16-20.

The author proffered pertinent issues relative to addressing the needs of twice-exceptional students by initially presenting the types of children classified to be gifted and yet possessing learning disability (gifted/LD). The challenges of educators in identifying, as well as in addressing not only the academic requirements, but also of social and emotional needs, were aptly determined and discussed. As disclosed, for educators who are the target audience for the article, the contents contain relevant information which includes strategies that support the holistic needs of twice-exceptional students.

At the time of writing, the author was a doctoral student of the School Psychology in the University of North Carolina. The article provides crucial information that is replete with instructional strategies that would assist educators in supporting the challenging needs of this particular type of students. As such, the contents are significantly beneficial for educators in terms of making practical use of the identified strategies that would ensure that twice-exceptional students' holistic needs would be appropriately and effectively addressed.

Reference

King, E. (2005). Addressing the Social and Emotional Needs of Twice-Exceptional Students. Council for Exceptional Children, 16-20.