

Presenters	Title	Description	when	where
· Katie Lewis, Associate Professor of Education, York College of Pennsylvania Angela Novak, Associate Professor, East Carolina University	Equitable Gifted Programs: Opening Windows, Mirrors, and Sliding Glass Doors	An understanding of culture and equity is essential in crafting an inclusive environment for all gifted learners. This session empowers educators to become intentional in providing an equitable and culturally relevant gifted curriculum, using a mix of Banks's curriculum framework and Bishop's windows, mirrors, and sliding glass doors model.	Wed, March 13 3:30 pm – 4:30 pm	206 B
Michelle DuBois, Boulder Valley School District, Gifted Education Coordinator Kelly Miller Doug Alexander	Twice Exceptional Behavior Hacks	Gifted students with disabilities have unique needs that require consideration when developing responses and interventions. Teacher training programs rarely prepare teachers with strategies for classroom management, or responding to and preventing challenging behavior while maximizing strengths. This session will provide you with behavior tools to implement in your classroom tomorrow.	Wed, March 13 3:30 pm – 4:30 pm	207 A
Patrice Semicek, Eastern PA - Statewide Liaison, Montgomery County · Amy McShane, Western PA Gifted Liaison, Allegheny Intermediate Unit · Shirley Moyer, Special Education Adviser-Gifted Ed, Pa Dept Of Ed	Identifying and Supporting Gifted English Language Learners	Research shows that there is a considerable disparity between ELs and native English speakers identified as gifted. Researchers will present information and strategies to help identify gifted ELs by understanding more about their gifted behaviors and talents and supporting their needs, and share teaching strategies, methods, and activities.	Thurs, March 14 10:30 am – 11:30 am	210 A
Vicki Caruana, SUNY Potsdam	Integrating Gifted and Twice-Exceptional Learners within Multi-Tiered Systems of Support	Gifted and accelerated readers are often not a part of reading instruction in an inclusive classroom. Their needs go unattended in favor of those who struggle with basic reading and foundational skills. This poster provides teachers ways in which they can differentiate reading instruction that is equitable for gifted readers.	Thurs, March 14 10:30 AM – 11:15 AM	Poster B77 - Expo Hall 3
Vicki Caruana, SUNY Potsdam	The Case for Equitable Literacy Strategies for Gifted Readers	Gifted and accelerated readers are often not a part of reading instruction in an inclusive classroom. Their needs go unattended in favor of those who struggle with basic reading and foundational skills. This poster provides teachers ways in which they can differentiate reading instruction that is equitable for gifted readers.	Thurs, March 14 10:30 AM – 11:15 AM	Poster B76 - Expo Hall 3
Michelle Buchanan, University Of Central Arkansas, Clinical Instructor for GT/2e Debbie Dailey, The Association for the Gifted (TAG), Associate Professor Claire Hughes, Cleveland State University, Professor of Gifted, Special and Twice-Exceptional Education	iBEAM-GT: identification - Building Equity & Access Models for GT/2e		Thurs, March 14 10:30 AM – 11:15 AM	Poster B78 - Expo Hall 3
Leslie Gaiser, Boulder Valley School District, Director of Special Education Michelle DuBois, Boulder Valley School District, Gifted Education Coordinator	The Spectrum of Many Colors and 2E Learners	Twice exceptional (2E) learners with autism experience a spectrum of emotions. These learners often have difficulty expressing and recognizing emotions, which leads to risk for isolation and inappropriate educational placement. This session focuses on teaching emotional regulation and mindfulness strategies to 2E learners with autism by using children's literature.	Thurs, March 14 11:45 AM – 12:45 PM	206 A

· Susan Johnsen, Professor Emerita, Baylor University, Waco, TX	CEC Initial Practice-Based Professional Preparation Standards for Gifted Educators (K-12)	This session will share the newly revised CEC Initial Practice-Based Professional Preparation Standards for Gifted Educators (K-12). Presenters will discuss the important knowledge and skills needed for teachers of gifted students. After presenting the standards, participants will discuss the standards and describe how they might use standards in their schools.	Thurs, March 14 1:00 pm – 2:00 pm	210 A
· Julia Roberts, Executive Director of The Center for Gifted Studies and The Carol Martin Gatton Academy of Mathematics and Science in Kentucky., Western Kentucky University				
· Javetta Jones Roberson, Coordinator of Secondary Advanced Academics & Gifted and Talented, McKinney ISD				
· Susan Corwith, Director, Northwestern University, Center for Talent Development				
· Debbie Dailey, Associate Professor, The Association for the Gifted (TAG)				
· Claire Hughes, Professor of Gifted, Special and Twice-Exceptional Education, Cleveland State University				
· Allison Oliver, Assistant Professor, Austin Peay State University	Inclusive SPED: Culturally Nurturing Black Boys and Gifted Learners in Classrooms	Explore impactful strategies fostering inclusive environments, emphasizing cultural humility for Black boys in SPED and a thematic framework for diverse gifted learners. This presentation delves into practical approaches, promoting equity and social justice action, creating least restrictive environments for all students, with a focus on intervention for specific populations.	Thurs, March 14 2:15 pm – 3:15 pm	216 A/B
· Mary Slade				
Amy Ellingson Director of Advanced Academic Studies, Spring ISD	Pre-Assessment and Tiered Instruction: Meeting the Needs of Every Child	Differentiation is essential in any classroom. When teachers start with pre-assessment, they are able to best understand the variety of abilities in their classroom. Once that data is established, the differentiation strategy of tiered instruction allows for a cohesive classroom experience for all students, each working at his/her own level.	Fri March 15 8:00-9:00	205
· Wendy Behrens, Gifted and Talented Education Specialist, Minnesota	Recognizing and Responding to Gifted English Language Learners	Though the fastest growing population in the United States, English language learners (ELL) remain underrepresented in gifted programs. How can educators collaborate to identify and support ELL for inclusion in accelerated offerings? Evidenced-based practices that open doors for ELL students will be shared in this session.	Fri March 15 8:00-9:00	216 A/B
Eleonor Gerven Director, Slim Educatief	TAG Showcase: A Systemic, Solution-Focused Approach for Addressing the Needs of 2E Learners	Working with 2E learners requires a systemic approach and custom made interventions. This session presents the Systemic Support Program, showing how teachers can develop the skills to meet the specific needs of their learners. Case studies underpinning the strategy illustrate the program.	Fri March 15 9:15 am – 10:15 am	215
Ana Miró, Río Piedras Campus, Puerto Rico	Special Education/Gifted Students Intervention SIE Model: Socioemotional, Interdisciplinary and Ecological		Fri March 15 10:30 to 11:15	
Lindsey Reinertl-REECCH grant manager Adjunct Faculty, University of	Building Portfolios: Testimonio for Gifted Identification for Underrepresented Students	Using the CRISPA (Connections, Risk-taking, Imagination, Sensory experience, Perceptivity, Active engagement) framework by McConnell et al. (2020), this presentation explores designing and using portfolios as testimonio to increase the identification of traditionally underrepresented gifted populations, including English Language learners, Hispanic, Native American, and free and reduced lunch.	Fri March 15 1:00 pm – 2:00 pm	210 A
· Eleonor Gerven, Director, Slim Educatief	The ABC's of Identity Development for Neurodiverse Learners	Neurodiverse learners may waiver in their identity development because of the way in which they experience the world. In this session, presenters give an overview of how connective literacy can be used as a tool for helping neurodiverse learners develop their unique identities.	Fri March 15 2:15 pm – 3:15 pm	210 A

Debbie Troxclair, Associate Professor, Lamar University				
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