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Topic of Research: **Development of Learning Module for Twice-Exceptional Children**

Findings

The present research was undertaken to address a critical gap in the Indian educational context by developing and implementing a structured learning module for twice-exceptional (2e) children, learners who demonstrate both giftedness and one or more neurodevelopmental disabilities. The findings of the study provide strong empirical and experiential evidence that twice-exceptional learners remain largely under-identified, under-supported, and misunderstood within mainstream and inclusive school systems, particularly in the Delhi/NCR region. One of the most significant findings of the study relates to the systemic invisibility of twice-exceptionality. Across the selected cases, it was observed that gifted abilities frequently masked learning disabilities, while in other instances, visible academic or behavioural difficulties overshadowed exceptional cognitive strengths. Consequently, these children were often denied both enrichment opportunities and targeted remedial support, reinforcing academic frustration and emotional distress.

The findings further revealed that school policies and institutional practices do not explicitly recognise twice-exceptionality as a distinct educational category. While inclusive education frameworks address disabilities and recent policies advocate for gifted education, there is a lack of integrated mechanisms that address both simultaneously. Schools largely relied on disability certification for identification, which proved insufficient for capturing complex 2e profiles. This gap significantly delayed early identification and intervention.

An important outcome of the study was related to educator awareness and preparedness. Although special educators demonstrated familiarity with specific learning disabilities, ADHD, and autism spectrum disorder, a comprehensive understanding of twice-exceptionality was limited. The findings showed that awareness levels directly influenced identification accuracy and instructional

responsiveness. Educators with prior exposure to gifted education or interdisciplinary training were better able to recognise strengths alongside challenges, whereas others focused predominantly on deficits. This imbalance often resulted in intervention plans that addressed remediation without nurturing strengths. The screening checklist developed as part of the study emerged as a critical contribution. Findings indicated that multi-dimensional criteria including cognitive strengths, creativity, problem-solving abilities, learning inconsistencies, emotional sensitivity, and behavioural patterns were essential for identifying twice-exceptional learners. The checklist proved effective in capturing nuanced learner profiles that conventional assessments overlooked, thereby supporting early recognition and informed decision-making. A major finding of the research was the effectiveness of the developed learning module, which was grounded in Universal Design for Learning (UDL) principles and implemented through structured English and Mathematics activities. Qualitative analysis of eight in-depth case studies demonstrated notable improvements in learner engagement, motivation, and self-expression. The activity-based, flexible design allowed learners to access content through multiple modalities, reducing anxiety and enabling them to demonstrate understanding beyond traditional pen-and-paper tasks.

The findings also highlighted domain-specific patterns of performance. Many learners displayed exceptional reasoning, creativity, visual-spatial abilities, or mathematical insight, while simultaneously struggling with reading fluency, written expression, organisation, or attention regulation. When instructional strategies intentionally leveraged strengths—such as visual supports, oral responses, hands-on tasks, and choice-based activities—learners showed increased task persistence and confidence. This reinforced the finding that strength-based instruction is central to effective intervention for 2e learners. Another critical finding was related to social-emotional development. Prior to intervention, many learners exhibited low self-esteem, perfectionism, emotional dysregulation, and heightened sensitivity to failure. Post-intervention observations indicated improved emotional resilience, willingness to attempt challenging tasks, and reduced avoidance behaviours. The rubric-based evaluation further revealed that progress among twice-exceptional learners is non-linear and highly individualised. Traditional measures of academic achievement were inadequate in capturing meaningful growth. This finding underscores the necessity of continuous, qualitative assessment over rigid outcome-based evaluation.