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TABLE OF CONTENTS:

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Cultivating Gifted Minds Through Debate and Public Speaking

In a world where information and opinions are shared at lightning speed, the ability to communicate effectively, especially in times of differing viewpoints, has never been more crucial. Public speaking, often paired with high verbal comprehension and intelligence, offers an arena where ideas clash, evolve, and inspire change. While it might seem like an art form reserved for seasoned politicians or lawyers, debate is also a critical platform for nurturing gifted learners, particularly those with high verbal ability. It provides them with a pathway to explore their talents, challenge themselves, and refine their capacity to influence the world.

Since the recent U.S. election debates, global attention turns once again to the performance of political leaders. These debates don't just highlight policy but also test the candidates' ability to think critically, articulate ideas clearly, and engage in civil discourse—all of which are hallmarks of verbal intelligence. But what if we viewed debate not merely as a tool for politicians but as a key strategy for developing talent in education, particularly for gifted students?

Verbal Comprehension and Talent Development

Verbal comprehension, often seen as a cornerstone of intelligence, involves the capacity to understand, process, and use language effectively. It goes beyond rote memorisation or reading comprehension and enters the realm of dynamic interaction—where ideas are analysed, critiqued, and communicated. For many gifted students, especially those with high verbal abilities, debate offers an ideal outlet to challenge their thinking and grow their talent.

Renzulli's Three-Ring Conception of Giftedness, for instance, stresses that gifted behaviour emerges from the interaction of above-average ability, creativity, and task commitment (Renzulli, 2003). Debate engages all three of these areas. Above-average verbal ability is obvious in how students present arguments. Creativity is demonstrated in how they craft innovative solutions or counterpoints to opposing arguments. Task commitment is seen in the preparation and dedication needed to succeed in this intellectually rigorous activity (Renzulli & Reis, 2021).

Similarly, Francoys Gagné's Differentiated Model of Giftedness and Talent (DMGT), posits that natural abilities (gifts) become talents through a process of development that involves practice, training, and experience (Gagné, 2020). Debate can serve as a talent development mechanism, helping students transform their verbal gifts into highly refined communication skills that can be applied in academic, professional, and personal contexts. Furthermore, Gagné's model highlights the importance of nurturing these talents early.

In the realm of gifted education, students with high verbal abilities are often under-challenged by traditional curricula (Gallagher et al., 2010; Cross & Cross, 2017). Interschool debate programs play a vital role in providing the structure, challenge, and mentorship necessary for such growth. As suggested in research by Subotnik et al (2011), the focus of gifted education should shift from simply identifying gifted students to developing their talents in specific areas. Subotnik, Worrell, and Olszewski-Kubilius' Talent Development Megamodel emphasises the importance of targeted interventions, mentorship, and opportunities to cultivate talent in high-potential students (Subotnik et al., 2021; 2011).

Debate offers an ideal platform for this type of talent development. It allows students to apply their verbal comprehension skills in real-time, sharpening their critical thinking, argumentation, and persuasion abilities. Furthermore, it teaches them to listen actively and engage with opposing viewpoints—a skill that is especially valuable in a polarised world. By participating in either guided classroom debates or structured debating competitions, gifted students not only develop their intellectual abilities but also their emotional intelligence, learning how to navigate conflict and collaborate with others.

An example of a highly talented student who became a two-time world debate champion in 2013 and 2016 is Korean-Australian journalist and author, Bo Seo. This Harvard University graduate, who came to Australia at 8 years of age not knowing how to speak English, has demonstrated the importance of verbal acuity in shaping public discourse and has shared his insights with the world in a number of recent publications. He is known for his ability to communicate complex ideas in ways that engage broad audiences, further emphasising the value of verbal intelligence in influencing public thought. Bo's work stems from his desire to teach others how to disagree well in order to restore civil conversations in what he has sadly described as a divisive society. Furthermore, Bo says that disagreeing is a skill and can be cultivated with the right structures (Seo, 2022). Many educators in the systems and organisations we work in are doing this well, usually for external competitions. However, explicitly teaching these skills in everyday classroom activities and playground encounters is just as important.

Fostering the Next Generation of Thinkers

The value of debating and public speaking extends beyond individual development; it helps foster a generation of critical thinkers and effective communicators. These are the individuals who will go on to lead industries, shape public policy, and drive social change. By incorporating debate into gifted education programs, educators can help students refine the very skills that will serve them in these future roles.

As the world watches various debates over many global issues we see in the media, we are reminded of the power of words and the impact of communication. For gifted students with high verbal comprehension, debate represents not just a skill, but an opportunity to channel their talents in ways that can influence and inspire. By integrating debate and public speaking into gifted education, talent development models and other pedagogical approaches, we can provide these students with the tools they need to reach their full potential and become the leaders of tomorrow.

Finally, public speaking and debating are not just for the world's top politicians, lawyers or journalists — they are vital tools for all learners, particularly the gifted, helping them to hone their abilities and prepare for future challenges. As educational systems worldwide strive to support diverse learners, it's crucial that we recognize the unique talents of those with high verbal abilities and provide them with platforms, like debate, where their skills can flourish.

As the late Archbishop Desmond Tutu once said, "Don't raise your voice. Improve your argument."

Our latest edition sees the shared contributions from Sue Prior, Hanan Shaher Almarashdi and Mirna Khalil Fakih.

See you in December!

Penina and Jennie

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Inclusive gifted education, and international children's rights

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Diverse students who are gifted are in a mainstream classroom most of the time (Taylor, 2016) so including effective practices for the benefit of all students makes sense (Lo et al 2019). However, the inclusive education research literature is scant on diverse students who are gifted, and the term "inclusive education" is still used mainly to define the placement of students with disability in mainstream educational settings (Callahan & Plucker, 2020; Kirby 2017). This is considered the deficit or narrow view to inclusive education (Mhlolo, & Ntoatsabone, 2023; Haug, 2017) which Slee, (2018) also identified as the "appropriation of inclusive education discourse by special education advocates." International children's rights requires that as Ninkov (et al., 2018, p.32) declare, "it is necessary to state explicitly in the legal acts of all countries that the concept of inclusive education applies to the gifted as well".

The principle of inclusive education in the broadest sense, means diverse students who are gifted have the right to receive an appropriate education (Hodges et al., 2018; Ninkov, 2020), which is not in competition with other marginalised groups. Nonetheless, some research indicates that many students with high potential are not reaching the full extent of their ability (CESE, 2019) and that diverse students who are gifted may be left behind and underserved in classrooms unable to meet their specific educational requirements (Rutigliano & Quarshie, 2021; OECD, 2023).

International children's rights are enshrined in the United Nations Convention on the Rights of the Child (UNCRC), established in 1989. However, without being named or referenced explicitly in the inclusive education literature, or policy it is more difficult to advocate for and provide appropriate inclusive education for diverse students who are gifted (Kauffman et al., 2018). Then in 1994, using a broad view of inclusion, The Salamanca Statement and Framework for Action on Special Needs Education (Salamanca Statement), was the "first international policy agreement that promoted inclusive education for all children" (Graham et al., p5). It identified "disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups" (UNESCO, 1994).

Recently, broadening definitions of giftedness and disability towards a social/relational model does not mean these diverse children who are gifted have disappeared, but perhaps made more invisible. The OECD has developed a series of working papers and a report in its "Finding Strength through Diversity Project" (2019-2022) addressing this issue. The report invokes the Salamanca Statement with a broad view of inclusive education within a human rights perspective (Cerna et al.,2020: OECD, 2023) and highlights diverse students who are gifted acknowledging intersectionality such as twice-exceptionality (Varsik & Gorochovskij, 2023).

Yet, the first legally binding international human rights instrument articulating the right to inclusive education only came in 2006 through the United Nations Convention on the Rights of People with Disability (CRPD) Article 24: Education (Assembly, 2006). Its title somewhat hides the fact that it is about the right to inclusive education for all.

International children's human rights

It was a concern with human rights that led to the international demand for inclusive schools. The Salamanca Statement says, 'inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights' (UNESCO, 1994). Now simplified to "Every learner matters and matters equally" (Ainscow, 2024).

Article 12 of the UNCRC (1989) makes it clear that all children have the right to form and express their own views freely in matters that affect them and that these views should be given due weight and acted upon. Diverse students who are gifted have the same right to this voice and participation in their own learning (Prior, 2011).

Article 29 of the UNCRC (1989) states that each child has the right to develop their personality, abilities and talents to their fullest potential through education. To ensure this for diverse students who are gifted can be challenging because it's easier in a narrow view of inclusion, for adults to embrace a need rather than a rights agenda (Ridell & Carmichael, 2019).

In 2016, The CRPD and General Comment 4 (GC4) went further, providing an explicit definition of inclusive education (Graham et al, 2023), which explains the human right to inclusive education for all (Davis et al., 2020).

It explicitly defines inclusion as..." a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences. (CRPD, 2016, para.11)

This means "placing students with disabilities in mainstream classes without accompanying structural changes to, for example, organisation, curriculum and teaching and learning strategies, does not constitute inclusion" (CRPD, 2016).

Smith (2006) argues the same can be argued for diverse students who are gifted.

So inclusive education must be effective for all students if it is to be inclusive.

Diverse classrooms and differentiation

Inclusive education means that teachers must maximise participation of all diverse students simultaneously, and not just one identified group (Dyson, et al., 2002, p.7).

However, studies show little differentiation takes place for diverse students who are gifted in the inclusive classroom. The narrow view of inclusive education tends to focus on access, placement and deficits in learning, (Haug, 2017) so teaching then becomes about scaffolding for struggling learners and differentiation for diverse students who are gifted is disregarded (Mhlolo & & Ntoatsabone, 2023). According to Nicholas (et al.,2014), teachers may use approaches that positively affect some students in the class, but not necessarily those of high ability (Connor et al., 2011).

Universal Design for Learning (UDL), differentiation including diverse students who are gifted, Multi-Tiered Systems of Support (MTSS), research and practice bridging the general, special, and gifted populations, encourages a shared vision that incorporates multilevel, multimodal, and multidisciplinary inclusive education for all (e.g., Renzulli & Reis, 2014; Sapon-Shevin,2003; VanTassel-Baska et al., 2021).

Inclusive education effectiveness for diverse gifted students

Marsili (et al., 2024) found that in terms of social and psychological outcomes, diverse students who are gifted experience positive relationships with their peers in the inclusive context, however, as Rugliatano & Quarshie (2021) note unmotivating or unchallenging contexts for diverse gifted students can lead to their distress and underachievement (Rugliatano &Quarshie, 2021).

So, if the question is, is inclusive education effective for diverse students who are gifted (Callahan & Plucker, 2020), the answer is, if they are not progressing in their learning, it's not.

Conclusion

The inclusive education narrative needs to broaden further to include an international children's rights perspective and diverse students who are gifted. Currently it seems that what is being reported as effective in inclusive education relates mainly to students who have disabilities only or those not identified with a disability. In summary, diverse students who are gifted need to be recognised as having specific educational requirements and they must have their rights met.

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Empowering Gifted Math Learners: Project-Based Learning in STEM Education

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The goal of the educational policy is to ensure that students receive a high-quality education that will prepare them for competition on a global scale, rather than just finishing their mandatory education. Similarly, enhancing students' competencies and abilities in various literacy skills in reading, mathematics, and science by creating an optimal and superior educational foundation is a key tenet of the United Arab Emirates (UAE) National Agenda (The Official Portal of the UAE Government, 2022). The National Council of Teachers of Mathematics (NCTM) in their Agenda for Action in 1980 emphasized, "The student most neglected in terms of realizing full potential, is the gifted student of mathematics. Outstanding mathematical ability is a precious societal resource, sorely needed to maintain leadership in a technological world." Today, nearly forty years later, this remains true even as the world becomes increasingly technological and interconnected. As with all students, mathematically gifted students need appropriate and challenging experiences to facilitate their cognitive development.

Watters & Diezmann (2000) contended that gifted learning characteristics are best served by thematic, broad-based, and integrative content, rather than just single-subject material. Problem-based and project-based approaches to student learning have been shown to improve the understanding of basic concepts and encourage deep and creative learning despite academic content areas (Powers and DeWaters, 2004). The new initiative STEM is formed by combining the initials of the words; science, technology, engineering, and mathematics; STEM depends on the curriculum integrating process that has the potential to change how future leaders see the world and solve problems if applied correctly (Sanders, 2009). Over the past decade, President Obama announced his recommendations for changes in STEM education as part of his "Educate to Innovate" campaign. Signifying that "…leadership tomorrow depends on how we educate our students today -- especially in science, technology, engineering and math" (Sabochik, 2010). STEM disciplines are vital to many areas such as employment and citizenship leading to improved global economic competitiveness and social innovation. (Marginson, Tytler, Freeman & Roberts, 2013). STEM education for gifted students in mathematics is crucial for nurturing their skills and perceptions. Students with mathematical and scientific talent are a major resource for their countries as they have the potential to become leaders in STEM fields. When it comes to problem-solving and computational thinking, mathematics is a critical thinking tool that is utilized in STEM fields. It also functions as a language tool for representation and modeling. Research emphasizes that STEM practices are vital in uncovering the abilities of gifted students, enhancing their scientific inquiry, argumentation, technological inquiry, and creative thinking skills, ultimately aiding in career choices. Empirical studies underscore the significance of STEM practices in identifying talented students, augmenting their aptitude for science, reasoning, technology, and creative thinking, and ultimately facilitating their career decisions (Kulegel & Topsakal, 2021).

STEM education is important to provide a learning environment that raises expectations and fosters the potential to lead to creative and productive futures in STEM (Adams, Chamberlin, Gavin, Schultz, Sheffield, & Subotnik, 2008). Solving real-world problems rarely relies on using knowledge from a single subject area. In this way, engineers solve "messy" problems large and small every day, which explains why engineering should be an important part of any successful STEM program (Roman, 2012). This relates to some of the best practices in STEM education globally that focus on multi-faceted, open-ended, real-life problems including supporting critical thinking and creativity (Marginson, Tytler, Freeman & Roberts, 2013). The school experiences of students should embody this reality, which in part has led to the increased focus on integrated STEM education. Personalized, interactive, and intellectually stimulating methods are crucial for engaging gifted students in high school STEM classes and fostering academic progress (Mullet et al., 2018). STEM education is also a motivating model for improving gifted students' ability to compete in our competitive global economy (Roman,2012). Morrison (2006) declared that STEM education is a good chance for students to make sense of the world holistically, rather than in bits and pieces. Moreover, the National Research Council (NRC, 2002) outlined the STEM education standards as an active, student-centered, inquiry-based approach to learning. These results suggest that STEM education not only meets the special demands of talented students but also has potential social benefits because brilliant people with training in these areas are well-suited to solving the complex issues that face modern communities (Gül & Ayık, 2024).

The average PISA mathematics scores for 2022 were higher than those observed in 2009 when the UAE had just participated in this international study (OECD, 2023). However, this result is still below the OECD average. Research suggests that incorporating STEM subjects into gifted programs can greatly improve gifted students' academic, cognitive, social, and emotional skills in addition to encouraging positive attitudes and self-confidence toward STEM fields (Kalik & Kırındı, 2022). Generally speaking, learning environments for gifted students should be open, demanding, and focused on higher-order thinking skills. The best way to meet these needs is through applying STEM education (Gül & Ayık, 2024). For this reason, STEM learning is a good chance for gifted students in mathematics to fulfill their needs in light of the relatively new gifted education in the UAE.

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Perspectives About Twice-Exceptionality

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Historical Perspective

Fifty years ago, twice-exceptionality was a new concept that developed upon the intersection of both special and gifted education laws, yet it was not conceptualized further until the 1970s, and effective inclusion of twice-exceptional students saw the light by 2004 after the amendment of IDEA ACT (Bell, 2020; Glover, 2022). Nevertheless, there has been a gap in having a specific definition of what entails and defines Twice-exceptionality until the National Twice-Exceptional Community of Practice in 2014 (Baldwin et al., 2015; Nicpon et al., 2011). Twice-exceptional students belong to a category of pupils who possess both unique characteristics and signs of giftedness along with disability aspects (Randall, 2021). Furthermore, they share multiple factors that are common among this category; for example, gifted/disabled students tend to possess low self-confidence, feelings of frustration, and exhibit feelings of refusal from completing specific tasks to avoid failing, along with a negative attitude towards friends and schools. Thus, they have a sense of self-awareness and high levels of perseverance (Beckman & Minnaert, 2018).

However, a significant number of twice-exceptional learners who possess both exceptional levels of gifts and have specific learning disabilities are still not receiving and benefiting from services and provisions that enhance and expand these gifts, growth, full academic performance, and achievement because the great focus at regular schools is only areas of needs (areas of disabilities) rather than their giftedness areas (Foley-Nicpon et al., 2011). Such discrepancies are caused by issues related to masking disabilities or masking giftedness (Bell, 2020; Goodwin, 2023). Researchers in the field of twice-exceptionality have revealed that due to the masking issues of one aspect in favor of another (giftedness/disability), issues related to children's IQ achievement remain complicated for 2E learners hindering their academic progress (Lyman et al., 2017).

Social Perspective

The whole universe had witnessed the evolution of a new concept called: "Twice-exceptionality "in the field of special education and was first studied by James J. Gallagher (2004), who was fascinated by intellectually /gifted learners, hence proposing classifying them into a specific category (Buică-Belciu & Popovici, 2014). The presence of their unique and remarkable signs has led to the development of a comprehensive plan to meet their unique needs and cognitive abilities which necessitates a particular identification system, assessment and intervention process, teachers' knowledge and awareness, in addition to exceptional classroom strategies designed to suit their learning styles and needs through differentiating the instructions, methodologies, curriculum and strategies (Baum et al., 2017; Willard-Holt & Morrison, 2021; Yssel et al., 2010). Therefore, dynamic classrooms play a vital role in the gradual progress of twice-exceptional learners (Cavilla, 2017; Francis et al., 2016; Rowan & Townend, 2016). Twice-exceptional learners face issues related to self-efficacy and self-confidence that result in exhibiting negative attitudes and self-efficacy due to the challenges in assignments and expectations in mainstream classrooms (Townend & Brown, 2016). As a result, a mindset of frustration could exist due to contrasting academic expectations and overall academic performance. However, when twice-exceptional learner's needs are met, and understood by K-12 teachers, their educational strengths are emphasized by stakeholders at mainstream schools, and their self-confidence is boosted. This will lead to the growth of their motivations and excel in many skills (Glover, 2022). As a result, according to the IDEA (2004), and the American Psychological Association which includes specific guidelines for disabilities (Probst, 2017), twice-exceptional learners do not legally belong to the thirteen categories that grant special education provision. Therefore, educators and most teachers struggle to identify and deal with twice-exceptional students, especially in kindergarten (Randall, 2021).

Consequently, the implementation of ineffective practices of a successful gifted education across mainstream schools will result in the underachievement and progress of twice-exceptional learners. Additionally, the lack of development of their high abilities means their contributions to society remain limited and unrecognized (Lambright, 2022). According to the international experts in the field of twice-exceptionality: Renzulli, Baum, Assouline, Gerven, Anies Al-Hroub, Rankin, and Reis, twice-exceptional learners do exist and exhibit signs of both gifts and disabilities that impede their potential to develop their social, emotional, and academic skills (Baum et al., 2021). However, and as per the UAE's context although the philosophy of inclusion had been remarkably fostered and acknowledged by federal laws and international conventions (UNESCO,1994; UNCRPD, 2006; UAE Federal law 29/2006 (MOCD, 2006), and the KHDA Policy (2017).

Twice-exceptional students represent 9% of the SEND pupils all over the world where only 11% of them are enrolled in the mainstream classroom or in a gifted program (Barnard-Brak et al., 2015 as cited in Randall, 2021), and twice-exceptional female learners remain underrepresented (Buică-Belciu & Popovici, 2014). Therefore, such underrepresentation and identification of twice-exceptional learners will result in their deprivation from being educated in mainstream schools (Younis, 2020; Randall, 2021) which became a right based on Federal law 29/2006, and "School for All" 2010; NCLB's directives, and

the IDEA Act (1997). The major gap in both national and international perspectives is children being stereotyped and faulty defined, masking issues, and the dual possibility of twice-exceptional students remaining convoluted and unrecognized by most stakeholders across mainstream schools (Hopwood, 2019; Randall, 2021; Van Vierse et al., 2016). For instance, according to the literature review, it was found that ADHD and giftedness signs have been manifested into identical kinds of behaviour. Thus, in such cases, children are either identified as being ADHD or gifted not as twice-exceptional (Baldwin et al., 2015). According to Rothenbusch et al., (2016), giftedness is holistically perceived by K-12 teachers instead of disability.

International Perspective

A systematic review of recent pieces of literature between the period of 2000-2022 revealed the focus on terms such as: "twice-exceptional", "gifted learning disabled", and "dual or multiple exceptionality', that findings revealed multiple perspectives of special education teachers being unprepared to teach students with diverse needs and focused on learners' weakness only (Bianco & Leech, 2010; Missett et al., 2016 as cited in Gierczyk & Hornby, 2021). Furthermore, schools' experiences regarding meeting 2E learners are restricted especially in identifying areas of giftedness in different countries around the world (Bianco & Leech, 2010; Rowan & Townend, 2016). For instance, Gierczy and Hornby (2021) aimed to review recent literature about twice-exceptionality and best practices all over the world, teachers' perceptions, and experiences with 2E learners. Findings of the reviewed literature revealed that teachers' unreadiness and preparedness to teach 2E learners to deal with their diverse needs and communicate with parents are signs of inconsistent knowledge regarding applying classroom strategies that suit their needs. Moreover, K-12 teachers' misunderstanding of twice-exceptional students is due to a lack of appropriate identification of giftedness characteristics and teaching methodologies, attitudes, schools' learning environment, diverse cultures, and stakeholders' collaboration (Yaser, 2021). In addition, two literature reviews have also highlighted essential factors such as teachers' experience, competencies, and pedagogies with twice-exceptional students who largely depend on their readiness and preparation (Foley-Nicpon et al., 2013). Nevertheless, there have been multiple perceptions and negative attitudes towards educating students with SEND specifically the lack of knowledge and misunderstanding of gifted learners' needs due to the lack of training programs (Kuper & Szymanski, 2018).

According to the literature in some cases, specific learning disabilities such as dysgraphia, dyslexia, and dyscalculia remain hidden behind signs of giftedness that are still misunderstood by K-12 teachers, especially the first three years in pre-kindergarten and kindergarten (Antony et al., 2021). Hopwood (2019) intended to investigate factors related to Canadian teachers' awareness and training about twice-exceptionality and their impacts on students' academic and social-emotional outcomes. Results of the study revealed prominent yet emerging awareness of twice-exceptionality among educators due to the lack of training in gifted, special education, and twice-exceptionality to address and cope with 2E learners' unique needs and multiple exceptionalities in inclusive settings. Trail (2021) has also studied issues and conditions related to twice-exceptionality and giftedness and revealed that gifted/disabled learners need specific strategies to achieve their goals in inclusive settings. Furthermore, Trail believes that 2E learners need a continuum of support and provisions to excel and advance in their academic skills by overcoming risk and resilient factors such as biological, environmental, psychological, and cognitive.

The UAE's Context

Despite what has been planned in UAE's vision and efforts exerted to achieve, endorse, and implement global standards in the era of educating a specific category of learners with SEND, twice-exceptionality was excluded from the special education department's document issued in 2010. This entity was identified as the official entity to rule and monitor issues related to SEND learners in mainstream schools (Younis, 2020). Moreover, despite the huge efforts over the last decades to achieve the best education system in the nation, and enrolling SEND students in almost all the educational systems and sectors, adapting and reforming laws and policies (UNCRPD, 2006; UAE federal law, 2006; School for all, 2010). The twice-exceptional category remained unrecognized by governmental entities such as the 'Knowledge and Human Development Authority (KHDA, 2017; 2019), and the Ministry of Education. Therefore, the problem revolves around solving such controversy which will lead twice-exceptional learners to fall behind the curriculum's expectations, drop out of school and reside undiagnosed and marginalised by stakeholders at mainstream schools (Baum et al., 2018; Baum et al., 2021). According to UAE literature, teachers' attitudes and perceptions were studied by different researchers. According to Hussein (2017), multiple factors can impact how preschool teachers' attitudes are shaped based on cultural backgrounds. As such, teachers' attitudes may vary between positive and negative towards inclusion education depending on elements such as school and pre school teachers' preparation, readiness and the programs provided.

Abdelhamid (2019) examined teachers' readiness and attitudes toward including students with ASD and Meares-Irlen Syndrome and essential classroom arrangements in private schools in Dubai. The study reveals teachers' being positive towards the concept of inclusion, however, issues related to support from the school's leadership and training programs have constituted the main barrier. Younis (2020) also investigated policymakers' and educators' awareness and perceptions about twice-exceptionality in Dubai private schools. The findings of the study have shown that overall private schools support the education and inclusion of twice-exceptional learners, however, more awareness is needed among stakeholders in terms of provisional support and resources. In addition, Elhoweris (2021) has explored the attitudes of 81% of general and 19% of teachers of gifted learners towards giftedness and twice-exceptionality in Abu Dhabi in the UAE. The findings of the study have revealed that teachers have shown positive attitudes towards gifted and twice-exceptional students in Abu Dhabi schools especially those who do not have teaching experience more than those who have experience.

Talking about inclusiveness and disabilities in GCC countries especially in Saudi Arabia for example, children with SEND /having intellectual disabilities are still learning in special schools, thus educational needs, social, emotional, and academic skills are not met or developed like their peers who are educated in public schools. The main reason, which constituted the cornerstone of the problem was teachers' attitudes having a slight negativity index and perspectives towards including 2E learners (Alquraini, 2012). In addition, Alharbi (2021) has also examined Elementary general teachers 'attitudes towards students with learning disabilities in Saudi Arabia which were different in addition to collaboration and in-service training. Over and above, issues related to identifying and diagnosing disabilities could be successful, signs of developing giftedness abilities in students will remain a special case to be solved instantly by policymakers and stakeholders, especially with the gap in the UAE having a specific policy and a framework for gifted learners. Therefore, lights should be greatly and immensely focused on teachers' awareness and preparedness to overcome challenges in the classroom (Dixon et al., 2014; Farah & Ridge, 2009; Gaad, 2001; 2005; 2015; Ridge et al., 2017). This can be successfully achieved by designing an innovative curriculum, differentiated and modified instructional strategies to meet the needs of twice-exceptional learners (Beckmann & Minnaert, 2018).

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Please submit your article to the following email: WorldTalentWeb@ha.ae

Guidelines for submitting an article for the WorldTalentWeb newsletter

1. A submitted article should be between 800 to 2000 words, not including references.
2. WorldTalentWeb newsletter caters to the international community and thus, all articles should be written in English.
3. American or British spelling is accepted.
4. All non-native English speakers should make sure to check their articles for language accuracy before submitting them.
5. The article should be in Times New Roman font, size 12 pt.
6. Authors should avoid using footnotes.
7. Authors should adhere to the APA style and/or formatting guidelines provided in the APA Manual, 7th Edition.
8. The article should be submitted with embedded photos, and tables, and figures if relevant.
9. The article should be submitted as an email attachment as a Microsoft Word document.
10. Articles should be word-processed and single-spaced with 1 inch (2.54 cm) at the top, bottom, left, and right of every page as per the APA 7th edition requirements.
11. Authors should strictly observe the copyrights-requirements and cite the work of others correctly.
12. Relevant permission should be obtained if photos of people are used. An email giving permission to use photos publicly is sufficient.·
13. Authors should include their full name, title, institutional affiliation, and a high-resolution color photo.
14. If an article was published before elsewhere, then only submit a summary of the original document with acknowledgment.
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