



Key Dates

May 15: Summer Tuition Deadline (First Half)
June 2-3 & June 9-10: CDL 623/723 Intensive
June 10: New Student Orientation
June 15: Summer Tuition Deadline (Second Half)
June 18: BBQ for Summer Residency
June 19 - 30: Summer Residency
June 24: Graduation & Hooding Ceremony

Faculty Spotlight: Matthew Fugate, Ph.D.

C. Matthew Fugate received his doctorate in Gifted, Creative, and Talented Studies from Purdue University. His research interests include twice-exceptional students and students from underrepresented populations. Matthew has presented to audiences nationally and internationally on a variety of topics including twice-exceptionality and creativity. He is an active member of TAGT and NAGC and is the associate editor of *Teaching for High Potential*.



Dr. Fugate was recently named one of the 22 People to Watch in the neurodiversity movement and received the Early Career Award from the NAGC Special Populations Network. He has published several articles, book chapters, and books related to his work.

Fugate serves as a professor and as provost and chief academic officer at BGS.

What is your experience with twice-exceptionality?

My research has examined the relationship between working memory and creative thinking in gifted students with ADHD. I have also examined the coping mechanisms of twice-exceptional girls in secondary school as they navigate both their academic studies and interpersonal relationships. More recently, I have co-edited a book, *Understanding Twice-Exceptional Learners: Connecting Research to Practice*, with my colleagues Ms. Wendy Behrens and Dr. Cecelia Boswell.

How has your experience informed your current work?

Through my work I have come to understand the complexities of twice-exceptional learners. These learners have so many strengths to be nurtured, yet all too often those strengths go unrecognized. Much of my work has focused specifically on gifted students with ADHD. I have found that they possess an incredible capacity for creative thinking ability and subsequently coined the term ADHG — Attention Divergent Hyperactive Giftedness. I believe that we need to take the focus off of the "deficit and disorder" and instead recognize all that these incredible thinkers bring to each and every learning experience.

Introducing the 2e Hall of Fame Class of 2023

The 2e Center for Research and Professional Development is proud to announce the honorees for the 2023 2e Hall of Fame: Rachel McAnallen, Ph.D., Thomas P. Hébert, Ph.D., and Rose Blucher. This year's honorees join an elite and extraordinary group of leaders who have all contributed to moving twice-exceptional awareness and understanding for the world through their areas of expertise. For this reason, this year's theme is "opening opportunities for children."

Rachel McAnallen, Ph.D., known simply as "Ms. Math" to children across the country, has devoted her life to sharing the joy and beauty of mathematics with learners of all ages. A professional educator for over half a century, Rachel travels the world teaching her subject at every grade level.



As a lifelong learner, Rachel completed her Ph.D. at the University of Connecticut at age 75. Rachel approaches the world around her with a boundless curiosity and a playful sense of humor that is reflected in her teaching style. Rachel's work in helping teachers and children overcome their anxiety about math and helping them to learn to stay in the struggle has been compelling with twice-exceptional youngsters. Her insights, always shared with humor and authenticity, have provided a model for teachers for reaching learners whose minds are wired differently.

Thomas P. Hébert, Ph.D., is professor of gifted and talented education in the College of Education at the University of South Carolina. Dr. Hébert has more than a decade of K-12 classroom experience working with gifted students and 25 years in higher education training graduate students and educators in gifted education. He has also conducted research for the National Research Center on the Gifted and Talented (NRC/GT) and has served on the Board of Directors of the National Association for Gifted Children (NAGC). Hébert is the author of



Tom's work in helping teachers create friendly environments for students so they are emotionally ready to learn has had a major influence on meeting the social and emotional needs of gifted students, some of whom are twice-exceptional or underachieving. His work has opened up awareness about how to provide positive environments that promote growth and opportunities for children to develop their talents. We are grateful to Tom for his steadfast commitment as an advisory board member to both the 2e Center and to Bridges Graduate School.

Rose Blucher spent 20 years working, designing, and directing a specialized 2e program for gifted students with learning needs for Prince George's, Maryland, public schools. Rose's efforts afforded an appropriate public school education for students from elementary school through high school.



In addition, we recognize and are thankful for Rose's commitment to both the 2e Center's Advisory Board and to Bridges Graduate School for Cognitive Diversity. Presently, Rose is the director of Blucher Educational Services for Boundless Potential. She provides teacher training, advocacy, and direct services for students and families. Rose developed the first high school program for 2e students. She has written numerous articles, resources, and curriculum guides in this field. For several years at Johns Hopkins University, she taught a course entitled *Teaching the GT/LD Learner*. The Maryland state superintendent appointed Rose to serve two terms on the Gifted Education Advisory Council.

Prior 2e Hall of Fame Inductees

Susan Assouline
Mark Bade
Lois Baldwin
Linda Brody
Mary Ruth Coleman
Dennis Higgins
Jann Leppien
June Maker

Jonathan Mooney
Elizabeth Nielsen
Linda Neumann
Dan Peters
Sally Reis
James Webb
Joanne Whitmore Schwartz

The 2e Center for Research and Professional Development would also like to recognize Brock and Fernette Eide who received the "Starting with Strengths" award in 2014.

**Doctoral Candidate:
Sandra Clifton**

After teaching high school English for over ten years, Sandra joined Yale University's Center for Emotional Intelligence as a master trainer and program coach. Afterward, she opened the Clifton Corner, a safe space to support overwhelmed students who struggle with issues of perfection, motivation, organization, learning differences, academic anxiety, and school shame.

As a board-certified educational therapist in private clinical practice for over sixteen years, Sandra's specialty is serving gifted, sensitive, and twice-exceptional students.



How did your internship enrich your BGS experience and inform your capstone or dissertation?

I provided the Suite of Tools for families at the Belin-Blank Center at the University of Iowa.

The internship was one of my favorite aspects of my BGS experience. Interacting with faculty at the Belin-Blank Center and attending group supervision sessions with Ph.D. students who discussed case studies of clients with neurodiverse profiles was fascinating.

Each case study contributes to my understanding of cognitive diversity, and working with families of neurodiverse students is key to providing strength-based, talent-focused support.

Master's Student: Jenn Nee Khoo

Dr. Jenn Nee Khoo is a medical physician whose parenting journey with her twice-exceptional son inspired her interest in education.

She is passionate about raising awareness and understanding of neurodivergent children, and a strong collaboration between families and educators forms the foundation of her advocacy work. She is also a trained SENG Model Parent Group facilitator.

How was your experience with the master's degree program and how has it impacted your work/life?

I am so grateful to have had the opportunity to be with tutors and peers who are so passionate about their work in this field. I have grown so much along the way.



Describe your action research project.

My action research project aims to study the effects of participation in parent support groups for mothers of twice-exceptional children.

Directory

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Matt Fugate
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