

## Enhancing Teachers' Skills in Identifying and Supporting Twice-Exceptional (2e) Students in Saudi Arabia: A Qualitative Investigation of Training Needs

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### Abstract:

This qualitative study examined Saudi teachers' experiences identifying and supporting twice-exceptional (2e) students to identify gaps in their professional training. Semi-structured interviews were conducted with 100 teachers (40% male, 60% female), aged 25-55, from 20 schools across 10 Saudi cities. With an average of 10 years of experience, the teachers came from diverse backgrounds, including general, gifted, and special education. Thematic analysis revealed a consensus on the need for specialized support for 2e students, addressing their exceptional abilities and learning challenges. However, issues such as insufficient training programs, resource constraints, and limited awareness of 2e needs were identified. These shortcomings affected teachers' effectiveness and student outcomes. Despite employing innovative identification and support strategies, teachers stressed the need for improved training. The study highlighted the need for systemic reforms, enhanced collaboration, and targeted training modules focused on reflective practices. The findings suggest refining pre-service and in-service programs with specialized 2e skills development, advocacy initiatives, and collaborative support systems. Enhancing teacher training is essential for fostering inclusive education and supporting 2e students' potential in Saudi Arabia.

### Keywords:

Twice-exceptionality<sup>1</sup>, professional development<sup>2</sup>, special education<sup>3</sup>, student support<sup>4</sup>, inclusive education<sup>5</sup>.