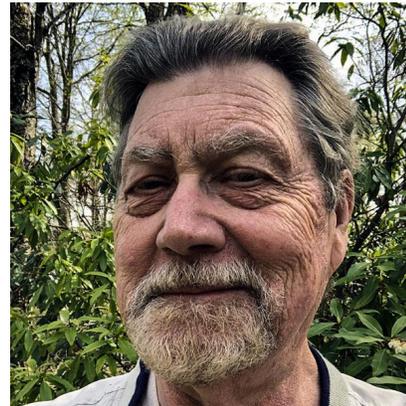




## **Faculty Profile: George Robinson, Ph.D.**

Dr. George Robinson grew up in New York City. He is an educator, a college adjunct professor of writing, a graduate school dean, as well as a photographer who loves to photograph and write about historic road markers, local statues, and memorials to bring to life their forgotten stories.



Dr. Robinson was educated by the Jesuits at Fordham Prep and Holy Cross, where he received his B.A. in English. After serving two tours in Vietnam as an English language instructor, he served out his enlistment as a Wing Historian. While working as a middle school and high school English teacher and gifted and talented coordinator, George received his M.A. in English education from The City College of New York, and his P.D. in gifted education and Ph.D. in educational psychology from the University of Connecticut.

Dr. Robinson's experience with twice-exceptionality started in BGS Provost of Academics Dr. Susan Baum's kitchen. He boarded at the "Baum Shelter" while finishing up his on-campus requirements for his Ph.D. in Storrs. Their conversations about the needs of 2e students and how best to address those needs continued throughout their professional relationship at the College of New Rochelle as Dr. Baum continued to publish and speak about 2e, and he listened. Being a bit quirky himself, Dr. Robinson appreciated her advice about capitalizing on his strengths, which are writing and photography. His current newsletter and all of his books feature his own photographs to enhance his writings.

At BGS, Dr. Robinson wears two hats. First, he is an instructor for IEL 722, Innovative Entrepreneurship for Cognitive Diversity. This course delves deeply into innovative leadership strategies as well as how to apply strength-based, talent-focused approaches in the design of initiatives, programs, or schools with cognitively diverse populations. Dr. Robinson's previous experience where he established a gifted school in Florida and successfully wrote grants provides him with a rich background to help students develop a vision for an innovative initiative, program, or school.

His second hat is that of associate dean for evaluation and accreditation. This assignment is to aid BGS in understanding what is working and what needs support. Dr. Robinson's education at UConn prepared him for this type of investigation.

## Doctoral Candidates: Lisa Zaretsky

Lisa is an educator, clinical social worker, and personal development coach. Lisa's work focuses on strength/interest-based approaches that foster healing, well-being, and expanding best practices.

Lisa's expertise is in cognitive diversity, twice-exceptionality, ADHD, learning disabilities, and co-occurring conditions, and how they impact individuals and families.

Lisa is a proud mom of three 2e children.



### **Describe your internship and how it enriched your BGS experience.**

I did my internship with the Attention Deficit Disorder Association (ADDA). My internship included building content for the organization which was brand new. Through my internship, I created and moderated a virtual Friday night speaker series that brought in experts to address various topics under the ADHD and 2e umbrella. The lectures focused on psychoeducation and strength-based approaches for 2e, cognitive diversity, and co-occurring conditions within the ADHD population.

Through my internship, I learned a lot about the ins, outs, and dynamics of the administrative role. I also learned what it means to be a residential expert as a program developer. My experience enriched my education through BGS. It expanded my horizons and allowed me to broaden my scope of practice where I was able to use my training, skills, and credentials creatively. I enjoyed the innovative aspects of program development where I was able to provide new content, resources, and support to further meet the needs of individuals who are part of this community.

### **How did your internship inform your Capstone Project?**

My internship with ADDA greatly influenced my Capstone Project. Through my internship, I saw a great need for programming for individuals, families, and couples who are affected by ADHD. After my experiences doing research I saw the lack of support that addressed couples where one or both partners have been diagnosed with ADHD. My internship supervisor is also one of the founders of a new organization called Neon Brain. Neon Brain focuses on providing new and novel interventions and approaches for ADHD.

For my Capstone project, I partnered with Neon Brain in developing and designing a program for couples impacted by ADHD where one or more partners have ADHD. The eight-week program I am designing focuses on sustainable skill development using a strength-based and psycho-educational approach through experiential learning. It is my hope that the program developed will be able to be used and or adapted to a variety of situations to make a change, provide support, and offer hope to these families who have had

limited access to support and resources to meet their needs.

## **Rashmii Mahendra, MBA**

Rashmii Mahendra, MBA, has completed her degree in social sciences from a Russell Group university - University of Manchester, UMIST, in the U.K. She then began her corporate career of 12 years in India with Fortune 500 Multinational companies within the Human Resources, Learning & Development and Project Management departments.



She is a Master Diversity facilitator and has trained in various Fortune 500 companies as a freelancer for five years before embarking on her interest in the field of cognitive diversity. Diversity and Inclusion are of paramount importance to Rashmii. Rashmii is a SENG facilitator and likes to provide voluntary service to the community.

### **Describe your internship and how it enriched your BGS experience.**

My internship was divided into two broad categories. Both of those were with the 2e Center for Research and Professional Development. The first was under the supervision of Dr. Susan Baum and Dr. Robin Schader and the second was under the supervision of Dr. Lin Lim. The first part of my internship consisted of working with the 2e Center in developing a booklet on dual differentiation that supports the academic and curriculum aspects of twice-exceptional children. I had a fulfilling experience working with Dr. Baum and Dr. Schader. What initially started as conversations to develop a manual was transformed into a booklet for instructional design as part of a series.

The process was intense from figuring out the content, to designing the book layout, to editing the book and working as a team. I gained confidence in the field as every week we delved deeper into the instructional strategies for curriculum that supports twice-exceptional children. My growth was rapid during this particular period of the doctoral program. I enjoyed the experience and achieved some level of expertise in the area of cognitive diversity and hope to contribute much more in the future to the 2e Center.

The second part of the internship was with SENG, through the completing training on becoming a facilitator for a parent support groups and revising the SENG training - to create a model to include for the 2e population. I am still practicing this part of my internship experience as I have successfully completed a SENG Parents Group for Bridges with a colleague (Kim Vargas) and we will continue to deliver more workshops together. I am delivering more workshops for a non-profit organization with Dr. Lim.

### **How did your internship inform your Capstone Project?**

The internship experience benefitted my Capstone Project exponentially. My goal in the Capstone Project (that I am doing with a colleague of mine, Cindy Hansen) is to explore positive identity formation by using social, emotional learning game that helps twice-exceptional children with academic self-

awareness and self-advocacy skills. It is a very exciting and rewarding part of my doctoral journey as the concepts I learned during the internship period have been invaluable in developing the focus for the project.

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## Upcoming CAG Presentations

BGS will be well represented at the 60th annual California Association for the Gifted (CAG) Educator & Administrator Conference this February. Founded in 1961, CAG is an organization of educators, administrators, students, families, and community members who are the leading voices for gifted and talented education. The conference is the largest event for gifted education in the state of California. Sessions provide an opportunity for teachers, administrators, and advocates to learn from leading experts in the field of gifted education.

Below is a list of the presentations by BGS faculty and students.

***"2e 101" The Basics: Understanding 2e learners and how to meet their needs***

Presented by Susan Baum, Ph.D., Lin Lim, Ph.D.

Carl Sabatino, Jade Rivera, Kim Vargas

***Strength-based, talent focused education for twice exceptional learners: The what, why, and how***

Presented by Susan Baum, Ph.D.

***Insight into a Bright Mind: The Latest Neuroscience of Neurodiversity, Exceptionalities and Living as Liberated Beings***

Presented by Nicole A. Tetreault, Ph.D.

***Writing without fear: Giving 2e students a voice***

Presented by Mary McInerney

***Creating friendly environments for neurodiverse learners***

Presented by Cindy Hansen (Moderator), Marcy Dann, Juliette K'anga, Abby Kirigin, Rashmi Mahandra, Callie Turk

***Enrichment and Talent Development: Key to developing Executive Function***

Presented by Kristin Berman, Ph.D., Stacey Hilborn, and JT Chaiyakam

***Q&A Ask Anything 2e: Meet the Experts***

Presented by Susan Baum, Ph.D., Kristin Berman, Ph.D., Cynthia Hansen, Kim Vargas, Carl Sabatino and other guests

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## Certificate Program: Kayla Franklin Waesche

Kayla Franklin Waesche joined the Bridges community in 2018. Her current position as Admissions Associate at Bridges Academy allows

her the pleasure of watching students flourish and grow in the right environment. She has a love of all things food and nutrition, and enjoys cooking, baking. She currently lives in Sherman Oaks, California with her husband and two daughters, aged five and seven.



**How was your experience with the certificate program and how did that experience inform your current work?**

When I started at Bridges Academy, my most valuable experience that I could bring to the table was that of "mom". Ordering lunches, bandaging scrapes, giving out medication - these were things I was able to handle with ease, but as I progressed, I realized I wanted to be able to understand our unique population more to be able to better connect with students, teachers and staff.

The certificate program was truly invaluable in my time at Bridges, particularly as I progressed into my current role in Admissions. There is an inherent empathy and amount of patience you gain in just understanding 2e and not only the challenges it presents, but also the amazing doors it can open. My classes allowed me not only to read and understand neuropsychological or psychoeducational testing in a way I never would have been able to prior, but also to be able to converse confidently with teachers, parents, and therapists.

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## Save the Date: March 12

### Vision and Leadership in 2e Education Symposium

On March 12, the Bridges 2e Center for Research & Professional Development Presents an online symposium: Vision and Leadership in 2e Education.

Drs. Susan Baum and Robin Schader are keynote speakers and this online event is for teachers, parents, and everyone interested in strength-based, talent-focused education and advocacy.

Bridges 2e Center for Research & Professional Development Presents an online symposium  
**VISION AND LEADERSHIP IN 2e EDUCATION**

For teachers,

parents,

and *everyone* interested in strength-based, talent-focused education & advocacy

SATURDAY, MARCH 12, 2022 9am - 4pm  
Registration details coming soon  
<https://2ecenter.org/2e-symposium>

Make sure to save the date and spread the news to friends and colleagues who may be interested. [Click here for more details.](#)

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## Crucial Conversations Webcast

The Bridges 2e Center for Research and Professional Development is delighted to bring you a fourth season of *Crucial Conversations about Cognitive Diversity*! This monthly webcast features in-depth conversations with the top minds in gifted and twice-exceptional education.

### January Episode

On January 19, *Crucial Conversations about Cognitive Diversity* host Maria Kennedy sat down with behavior psychotherapist and former Bridges Academy student Jaxon Kramer to discuss navigating life while being neurodiverse.



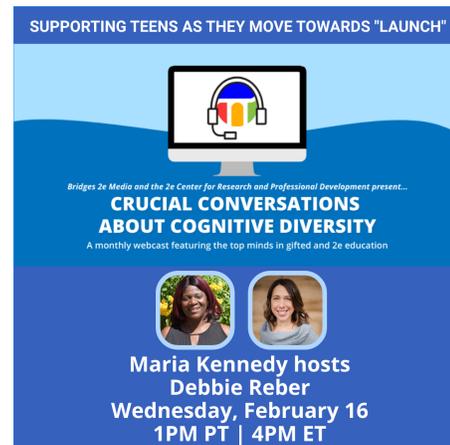
Jaxon shared the challenges he faced with Tourette's syndrome, the triumphs, and recommendations for others.

[Click here to watch the recording.](#)

### February Episode

The next episode of *Crucial Conversations about Cognitive Diversity* is Wednesday, February 16 at 1 p.m. Pacific. This month Maria Kennedy sits down with Debbie Reber, MA.

Debbie Reber, MA, is a parenting activist, bestselling author, podcast host, and speaker who moved her career in a more personal direction in 2016 when she founded TiLT Parenting, a resource for parents like her who are raising differently wired children.



[Click here for more information!](#)

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## Career Opportunities

### Bridges Academy Seattle

Bridges Academy Seattle, a school for gifted students with learning differences in grades 4-12, will open in the fall of 2022. Several career opportunities are available. See below for the openings at Bridges Academy Seattle, if interested please send your resume to [Matt Carroll at matt.carroll@bridges.edu](mailto:matt.carroll@bridges.edu) or contact him for more details.

#### Counselor / SEL Coordinator Grades 4-8

Bridges Academy Seattle has opened a search for a passionate, experienced counselor to form, implement, and develop a school counseling program.

The Bridges comprehensive program is designed to: assist students in their personal, social and academic development; work with faculty, parents, administrators and outside support team to provide information, solutions and general support; and advise the head of school. While Bridges is not a “therapeutic” school, therapeutic knowledge, understanding and skills are preferred.

### Math Teacher Grades 7-12

Bridges Seattle seeks a math teacher who can create learner profiles and dynamic lesson plans aligned with division themes and goals. Candidates should be able to differentiate lessons when needed to give all students access to the curriculum and maintain a safe, orderly, and supportive classroom.

### Science Teacher Grades 7 - 12

Bridges Seattle seeks a science teacher who can create learner profiles and dynamic lesson plans aligned with division themes and goals. Candidates should be able to differentiate lessons when needed to give all students access to the curriculum and maintain a safe, orderly, and supportive classroom.

Applicants are required to have a bachelor's degree in content area or related area to the teaching field, master's preferred. Applicants should have previous teaching experience, with a progressive, constructivist orientation and experience with project and problem based learning.

## **Bridges Academy Los Angeles**

Bridges Academy, located in Studio City, California is the premier school for gifted students with learning differences. See below for the openings at Bridges Academy, if interested please send your resume to [Matt Carroll at matt.carroll@bridges.edu](mailto:matt.carroll@bridges.edu) or contact him for more details.

### Phoenix Program Director

The Phoenix Program Director is the Head of the Elementary division (grades 4-6) at Bridges Academy. Primary responsibilities include being the educational leader of the school division, responsible for its day-to-day operations, and directing the activities of teachers and staff in the division.

Applicants should have a master's degree or significant experience in education. Other requirements include previous administrative experience with line authority (division director, academic dean) and administrative experience requiring supervision, feedback and training. Candidates should have background in curriculum and program design, gifted and/or learning differences, and background in counseling or other SEL training.

Provost of Academics  
Dean of Graduate Programs  
Director of Admissions  
CEO of Graduate School  
Media and Public Relations  
Managing Editor

Susan Baum  
Hank Nicols  
Kim Vargas  
Carl Sabatino  
Lin Lim-Goh  
Shane Brennan

