

Summer Residency is Around the Corner!

BGS 2022 Summer Residency Update

Bridges Graduate School is scheduled to have an extra busy few months starting in late May when the Graduate School Spring Semester ends and we transition to the Summer Residency.



Dr. Matthew Zakreski will be starting his Social and Emotional issues class the first week of June online. On Sunday, June 19, BGS will welcome new and returning students with the Graduate School Traditional Opening Barbecue at the gazebo on the Bridges Academy campus. Graduate School residency classes start on Monday, June 20. Orientation for new students will be on Monday and Tuesday. Classes for incoming 2022 doctoral students will start with a research course taught by Dr. Marcia Delcourt on Wednesday, June 22. Returning 2021 students in the Certificate, Masters, and Doctoral programs work on their Practicum Project and the Suite of Tools with Dr. Kristen Berman and Jade Rivera while the 2020 Masters students finish their Capstone projects with Drs. Baum and Lim. Finally, the 2020 Doctoral cohort will be working on their final Capstone projects with Drs. Leppien and Westberg.

All this activity leads to the Masters and the Doctoral students who have finished all of their required studies and will be hooded in a ceremony on Friday evening at the 2e Hall of Fame Dinner. To register to [attend the dinner](#) please [click here for the link](#).

The actual degrees will be conferred at the BGS graduation ceremony on Saturday June 25 at 5:00 p.m., under the gazebo on campus.

The Graduate School will soon announce the presentation of three honorary degrees to individuals who have supported the creation and vision of the school.

There is no charge for the Graduation ceremony but we [do request that participants register by clicking here](#).

Faculty Profile: Associate Dean Lin Lim, Ph. D.

Dr. Lin Lim holds a Ph.D. in human development psychology from Boston University, an Academic Graduate Certificate in twice-exceptional education from Bridges Graduate School, and an Academic Graduate Certificate in Mind, Brain and Education from John Hopkins University Graduate School of Education. She is an associate dean at Bridges Graduate School, and serves on the boards of non-profits supporting the gifted community including Supporting Emotional Needs of the Gifted (SENG), Gifted Education Family Network of Texas (GEFN), Gifted Homeschooler Forum, and PGretreat. She is a parent of two gifted children, one twice-exceptional and the other radically accelerated. Her parenting journey propels her to focus, as an interdisciplinary complex systems translational scientist, on complex outlier lifespan development.



Dr. Lim's experience with twice exceptionality began seven years ago with the discovery that her second child is gifted with complex challenges. In seeking to understand his complexity, nurture him holistically and to advocate for an appropriate learning environment within public school, she became a substitute teacher. After exhausting all available resources she can access on her own, she embarked on completing two concurrent academic graduate certificates, one in twice-exceptional education and the second in mind, brain and teaching. She is also a COPAA certified non-attorney special education advocate focused on twice-exceptionality. Dr. Lim is an international speaker in the midst of several book and research projects and looks forward to continue to share her experience and journey with others through presentations and cross organizational collaboration. Her activities are available through Zenliving.com.

Dr. Lim is involved with BGS both as an administrator and faculty member. As faculty, she is currently responsible for the Doctoral internship program, the Masters research course and the Masters capstone. She also serves as the faculty advisor for the Certificate and Master's program, a major advisor for doctoral students. Her academic interests are broad, generally encompassing interactions between inner-outer experiences and variations over the lifespan. She is excited to be a part of the Kingdom of Saudi Arabia's Ministry of Education Regulation and Policies for Gifted Initiative.

**Bridges 2e Center and Graduate School Honor
Contributions to Cognitive Diversity in Education**

The Bridges 2e Center and Graduate School have an exciting joint event ahead which highlights current and future difference-makers in gifted and twice-exceptional education.

2e Hall of Fame Dinner

The 2e Center will host its Hall of Fame Dinner at the Garland Hotel Grand Ballroom in Studio City, California, on Friday, June 24, at 6 p.m. PT. Come join the celebration as Dr. Jann Leppien, Dr. Dan Peters, and Jonathan Mooney will be honored for their endless dedication to supporting the needs of the cognitively diverse learner.

Bridges Graduate School Doctoral and Master Degrees Celebration

As part of the evening's celebration, the Graduate School will conduct the hooding ceremony for its inaugural doctoral degree cohort. In addition, three individuals will receive their masters hoods.

Friends of the Center, the Graduate School, honorees, and graduates are welcome to attend! Tickets can be purchased at \$45 per person by clicking the button below!

[Click here to purchase tickets](#)

Doctoral Candidates: Tabitha Molett, M. Ed.

Tabitha Molett, M.Ed., consults with organizations interested in optimizing their employees' productivity through neuroinclusion initiatives. She has over 20 years of experience training and developing programs for cognitively diverse and twice-exceptional individuals.

While finishing her doctorate, she's been delivering neurodiversity trainings for F500 companies. Her latest venture is aimed at redefining how companies look at workplace accommodations, a concept and term she is excited to innovate. Tabitha resides in the UK and USA.



Describe your Internship

My internship was with Ultronauts, a company that provides onshore quality engineering and assurance services to F500 enterprises, hyper-growth

startups, and top-tier digital consultancies. What makes this organization unique is their investment in building cognitively diverse teams; 75 % of employees are on the autism spectrum.

How did your internship enrich your BGS experience?

Ultronauts is a leader in understanding how best to structure environments for neuroinclusion. Under the guidance of Marcelle Ciampi, Senior Manager of DEI, I was able to dive deeper into what it takes to build an inclusive corporate culture and immerse myself in a learning community. As part of their holistic approach, Ultronauts contracts with NeuroGuides, an organization that provides coaching to all of its employees. Through my internship, I was able to form lasting relationships and see how a strengths-based approach in coaching contributes to the overall culture of an organization.

How did the internship inform your capstone or dissertation?

My internship allowed me to gain first-person experience with a corporation that understands how to create a universal design inclusivity approach that acknowledges the experiences of neurodivergent individuals.

Those who are cognitively diverse often experience discrimination throughout their lives, which has a profound effect on their mental health and career trajectory. The focal point of my capstone is to highlight the systemic barriers (e.g. entrance into talent pool, interview process, onboarding and integration, and corporate culture) that exists for ND adults in the workplace and build awareness through education in order to enact future change and create initiatives that open the door for neurodivergent individuals.

Jade Rivera

Jade River is an author and professor specializing in designing curriculum and micro schools for twice-exceptional children. In 2016, Jade was honored by the California Association for the Gifted for distinguished service on behalf of gifted and twice-exceptional children.



She has also recently been recognized as a 'person to watch in the 2e movement' by 2e News. Her newest publication, *Could You Live Underwater: A Design Thinking and STEM Curriculum* is available now.

Describe Your Internship

I co-taught Creating strength-based, talent-focused programs: Innovative Entrepreneurship for cognitive diversity with Dr. George Robinson.

How did your internship enrich your BGS experience?

It was wonderful to get to know a different side of Bridges and the other graduate school students. I enjoyed learning about what was important to them when designing services, products, and educational environments for twice-exceptional children.

How did the internship inform your capstone or dissertation?

The internship helped reinforce my belief that micro-schools as entrepreneurial and service-based ventures are an important piece of the puzzle when trying to problem solve issues of equity for neurodivergent children.

Gifted Home Education Conference

Bridges Graduate School will be well represented at the 2nd annual Gifted Home Education Conference taking place June 3 - 5.



Gifted Homeschoolers Forum's mission is to empower every gifted family to make strategic, proactive, and intentional educational choices. Their vision is a diverse world of multi-generational families, educators, and professionals supporting each other through community education, and creating content relating to gifted home education. [Click here for more information about the conference!](#)

Below is the list of faculty and students who are presenting at the conference:

Dr. Susan Baum (BGS Provost of Academics)

Dr. Lin Lim (BGS Associate Dean)

BGS Students:

Barry Gelston

Marna Wholfeld

Kasi Peters

Rashmii Mahendra

Juniette Kang'a

Amy Clark

Andrea Finnegan

Bryan Mischler

Master's Profile: Anahid Koumriqian

Anahid is a mother of three highly creative children and a teacher with a California Multi-Subject Teaching Credential and a bachelor of art's in political science. She has nearly completed the M.Ed. program in twice exceptional education.



Anahid hopes to share her knowledge of 2e, neurodiverse learning profiles through parent education and higher education preparedness for 2e learners and their families throughout the school years and beyond.

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

The Bridges Graduate School Master's program has opened my eyes to how much research-based information is available and ongoing in the field of twice-exceptional learning. Having a background in education and a deep love of psychology and its implications in learning, I was thrilled to find a program that combined these two fields.

On a personal level the program has prepared me to advocate for my own children's educational needs and understand their learning preferences. Professionally, I feel confident now in transitioning my experience in the elementary classroom to the adult education arena where I can prepare families, educators and higher learning institutions on what is necessary to make the learning process most successful for twice-exceptional individuals.

Describe your action research project.

In my action research project I compared twice-exceptional students in core math and humanities classes to students in enrichment classes where learning is authenticated in real-world experiences. I think emotional and academic growth can occur organically when students learn from each other and work in groups, taking on an expert role in their areas of strength. I'm looking forward to analyzing my observations and comparing data in the next few weeks.

Certificate Program: Juniette Kang'a

After advocating for patients in the corporate healthcare setting for 17 years, Juniette Kang'a decided to focus on helping parents of neurodiverse children as they navigate their individual journeys empowering parents through strengths-based models.

Juniette has a master's degree in design management and after completing the certificate program at Bridges Graduate School, she decided to continue onto the Doctorate program.



How was your experience with the Certificate program and how has it impacted your work and life?

The certificate program was very thorough. We got to interact with everyone including those pursuing their Masters and Doctorates. This provided a lens into their experiences and pursuits which inspired confidence in the quality of candidates the school was attracting. The classes were challenging yet balanced and most of all, very practical and applicable. I enjoyed having the opportunity to select my projects and methods of production since I do not have a teaching background and was more interested in application to the family.

Needless to say, it impacted my immediate education decisions by inspiring my decision to continue on with the doctorate. I also started more advocacy work in my local community, started the central valley neurodiversity initiative, and also formed an international non profit that I'm using to education on 2e children.

On the personal front, with all I've learned, I couldn't help but decide to pull my children from school and provide more customized interest-based learning for them that leverages their strengths and scaffolds their weaknesses.

May Crucial Conversations Now Available Featuring Dr. Karen Wilson

This month's *Crucial Conversations About Cognitive Diversity*, a monthly webcast featuring the top minds in gifted and 2e education, is now available!

[Click here to watch this month's episode with Rachel Kapp!](#)



Bridges 2e Media and the 2e Center for Research and Professional Development present...

**CRUCIAL CONVERSATIONS
ABOUT COGNITIVE DIVERSITY**

**EXECUTIVE FUNCTIONING SKILLS
THE KEYS TO SUCCESS**

Maria Kennedy hosts
Rachel Kapp
Wednesday, May 18
1PM PT | 4PM ET

Register at 2ecenter.org/crucial-conversations-webcast.

Rachel Kapp graduated from the University of California, Berkeley, where she earned a bachelor of arts with honors in sociology and minored in Jewish studies. Rachel began tutoring students in high school, eventually choosing to pursue a career in education. For over six years, Rachel was a lead preschool teacher, where she gained a firm foundation in explicit teaching. Rachel has been a tutor in private practice since 2004, working with students in a variety of subjects areas. After working with so many types of students over the years and realizing she was passionate about building relationships with and helping students who learn differently, Rachel decided to become an educational therapist completing her master's degree at the California State University, Northridge.

She met Stephanie Pitts in graduate school, and they decided to start the podcast as they would frequently chat about their goals for clients, problem-solve and strategize on approach, and celebrate victories together. They are excited to provide resources, ideas, and tips for students everywhere.

Rachel is a Board Certified Member of the Association of Educational Therapists, an active participant in ongoing education through the International Dyslexia Association, and a member of Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD).

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