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## **Principal Support to Teachers of Twice-exceptional Students: A Qualitative Study**

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**ABSTRACT** This qualitative study explores how school principals support teachers of Twice-exceptional Students, focusing on leadership strategies and collaborative efforts. The research aims to uncover principals' experiences and self-identified strengths in fostering inclusive practices. Adopting an inductive approach, the study utilizes thematic analysis to extract insights from interviews with eight principals in Hail (a city in Saudi Arabia). The sample of eight principals from competitive schools catering to gifted students with special needs, was recruited using purposive sampling technique. Two main themes, "Principals' Experiences in Collaboration" and "Self-identified Strengths," emerged from the data. The findings contribute a unique perspectives on the role of principals in supporting teachers of Twice-exceptional Students, offering practical implications for principals engaged in inclusive education.