2017

Understanding the Learning & Advocacy Needs of a Twice-Exceptional Student Through A Strengths-Based Lens: A Case Study in California

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UNDERSTANDING THE LEARNING & ADVOCACY NEEDS OF A TWICE-EXCEPTIONAL STUDENT THROUGH A STRENGTHS-BASED LENS: A CASE STUDY IN CALIFORNIA

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DECEMBER 2017
STATEMENT OF THE PROBLEM

• Twice-exceptional (2e) Children are Paradoxical Learners

• New Research: Calls for Multi-Dimensional, Strengths-Based Assessment & Intervention

• Practices Remain Entrenched in Deficit-Approaches

• Parents (or Primary Caregivers) are Key Educational Advocates
1. A 2e Student’s Strengths, Interests and Talents

2. Parents’ Understanding & How Aligned with Child’s

3. Parents Experience Using a Strengths-Based Advocacy Approach

**Theoretical Framework:**

Positive psychology: the positive attributes, traits, and characteristics which support development (Seligman & Csikszentmihalyi, 2000)
REVIEW OF LITERATURE

- Definition of Twice-Exceptionality & Three Categories
- Characteristics
- Assessment & Identification Issues
- Role of Collaboration
METHODOLOGY

- Qualitative, Mixed-Methods Case Study
- Three Research Subjects: 2e Child, Parent and Tutor
- Transcribed Notes
- Convergent Design
- Used Constant-Comparative Method and Axial Coding to Identify Key Themes
FINDINGS

• Steve’s Areas of Strength: Science, Math, Social Emotional Ability, Visual-Spatial Skills

• Closely Aligned Understandings Between Parent and Child in Areas of Strengths

• Parents Using a Strength-Based Approach

• Themes:
  • Overarching Theme – Achievement
  • Component Themes -
    o Complexity
    o Separate Spheres Approach with a subtheme of Appropriate Tutor Support
    o Flexibility from School Environment
QUESTIONS & COMMENTS

Thank you for attending!
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