2017

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

Lisa Krausz
Dominican University of California

Survey: Let us know how this paper benefits you.

Follow this and additional works at: https://scholar.dominican.edu/scw

Part of the Disability and Equity in Education Commons, Educational Assessment, Evaluation, and Research Commons, Educational Psychology Commons, Gifted Education Commons, and the Special Education and Teaching Commons

https://scholar.dominican.edu/scw/scw2017/all-conference/72

This Event is brought to you for free and open access by the The Dominican Experience at Dominican Scholar. It has been accepted for inclusion in Scholarly & Creative Works Conference 2019 by an authorized administrator of Dominican Scholar. For more information, please contact michael.pujals@dominican.edu.
UNDERSTANDING THE LEARNING & ADVOCACY NEEDS OF A TWICE-EXCEPTIONAL STUDENT THROUGH A STRENGTHS-BASED LENS: A CASE STUDY IN CALIFORNIA

BY LISA KRAUSZ

SCHOOL OF EDUCATION AND COUNSELING PSYCHOLOGY
DOMINICAN UNIVERSITY OF CALIFORNIA
SAN RAFAEL, CA
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
RESEARCH QUESTIONS & THEORETICAL RATIONALE

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!
lisalkrausz@comcast.net