

Improving academic success and well-being of twice exceptional students in primary schools: perspectives of students, parents, teachers and school principals

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Poster presentation

Twice-exceptional students are less likely to benefit from educational measures appropriate to their high abilities and actual needs (Bianco, & Leech, 2010; VanTassel-Baska et al., 2009). Interventions often overlook the giftedness of these students and tend to focus more on their deficits (e.g., their learning difficulties), which can lead to further adaptation problems or result in underachievement (Misset et al., 2016). Unfortunately, little empirical research exists about this population of students and how to fulfill their educational needs. This qualitative study aims to explore the school experience of these students and to identify the conditions which favored or hindered their well-being or their educational success. A multiple case study design was used. The sample consists of 10 twice-exceptional students (4 girls and 6 boys) aged 6 to 11 years ($M = 9.10$; $SD = 1.73$), their parents, teachers and school principals. The participants were recruited from 8 schools in a school district. The students have various diagnoses: 4 with ADHD, 3 with autism spectrum disorder, 1 with dyslexia, 1 with a behavioral disorder, and 1 with both ADHD and dyslexia. Semi-structured interviews were conducted with the participants. Mixed thematic analyzes were carried out on the data from the interviews using the N'Vivo software. The qualitative analysis of the discourses makes it possible to cross the different perspectives of the actors. The preliminary results highlight the importance of the quality of the teacher-student relationship, recognition of giftedness by school stakeholders, enrichment opportunity (especially personnel project), flexible pedagogy, and early access to accommodations.