

A Little Astronomical Scientist - A Dream of a Twice-Exceptional Student

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Abstract

This study is to explore a twice-exceptional student who has been identified as a visual disorder since childhood. This is a qualitative research focus on individual case studies through storytelling and taking open semi-structured in-depth interviews of visually impaired students with science talents. It is the goal of this research to discover and understand the factors, which contributed to the studying and teaching those students. Based on the research findings above, recommendations are made in these four areas: Inclusion education; Schools; Gifted Education; and Future Case Studies.

Keywords: twice-exceptional, inclusion, gifted education.

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Introduction

The study aimed to explore the effectiveness of Inclusive Education in twice-exceptional student:

1. In the school inclusive education environment, what is the problems and needs of twice-exceptional student in adapting to school (social, interpersonal, academic, and course)?
2. In the inclusive education environment, what is the problems and needs of twice-exceptional students in life and knowledge?
3. What is the future dream for twice-exceptional students in the Inclusive Education environment now?

This study is used interview study, the researcher were used the semi-structured interview to significant person, teachers, resource class teacher, and this twice-exceptional student ,every interview used about forty minutes per person and every person interview at least five times. And the researcher went into the classroom, and classroom observation sine 20170202, and every weekend once time until 20170630. Then, the researcher collected the interview data form in the verbatim text ,and then to found the results. Finally, the researcher place related interviews were further confirmed.

Item	Source from	Data record mode
Interview time	2017/05/22	20170522
Interview person	General teacher	GT
	Mother	M
	Resource class teacher	RCT
The verbatim text collect meant	Researcher interview his mother at April 15 ,2017, and the verbatim text would record 20170415M.	

Figure 1: Data coding and analysis.

The data showed that the twice-exceptional student in the inclusion environment may melt the problem:(1) General teacher instruct twice-exceptional students still face difficulties ;(2) Parents have difficulty to choose the school for their child. Because if twice-exceptional students transfer to other schools may happened occurrence adaptation problem; (3) Gifted education could not service enough to all of the gifted and talented students.

Conclusion

This study found the conclusion was:

1. If general teacher are good perception of twice-exceptional student, it could benefits to all of the students.
2. General teachers work with teachers or resource teachers well can help twice-exceptional students more adapt the campus environment.
3. The parents' correct expectation, encouragement and support also affect the twice-exceptional students mind and body, it could promote twice-exceptional students are willing to try and challenge the difficult things.
4. If parents could respect teachers, it could encourage teachers have willing to treat twice-exceptional students in positive way.
5. If gifted students with disabilities, they could development their talent, it could help them more confident and help them to cooperate with other students. When twice-exceptional students have more confident it could help them to show themself.

And this study recommend was:

1. The teacher training or the pre-service training should be more courses of the twice-exceptional students characteristics and special needs. And the advanced courses could teach them that how to teach twice-exceptional students.
2. To establish a consultation platform for general teachers, resource classroom teachers, gifted teachers and parents, let them to use the consultation platform to teach their students.
3. The government could show the school physical and psychological environment that parents could collect the information to choose the right school for their child.
4. The government and education authorities should provide appropriate services for twice-exceptional students that could avoided the school do not have gifted resource classroom that didn't provide the gifted education services for those whom talented and gifted students. The local government should provide punctate or zonal service to those students.

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