

How do strengths-based schooling and caregiver stress impact student engagement?

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Study Aim: To determine the relationship(s) between student engagement, caregiver stress, and a collaborative, strengths-based school approach in twice-exceptional (2E) and typical students.

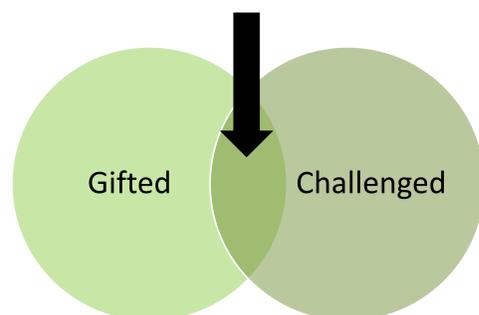
Background

- High levels of school engagement prevents dropping-out, leads to better grades, can be a protective factor against suicidal behaviors, and is related to lower rates of depression and substance abuse.¹
- Parental stress has been shown to negatively impact student engagement.²
- Research suggests that a collaborative, strengths-based school approach is most effective for improving school engagement outcomes in 2E students.³

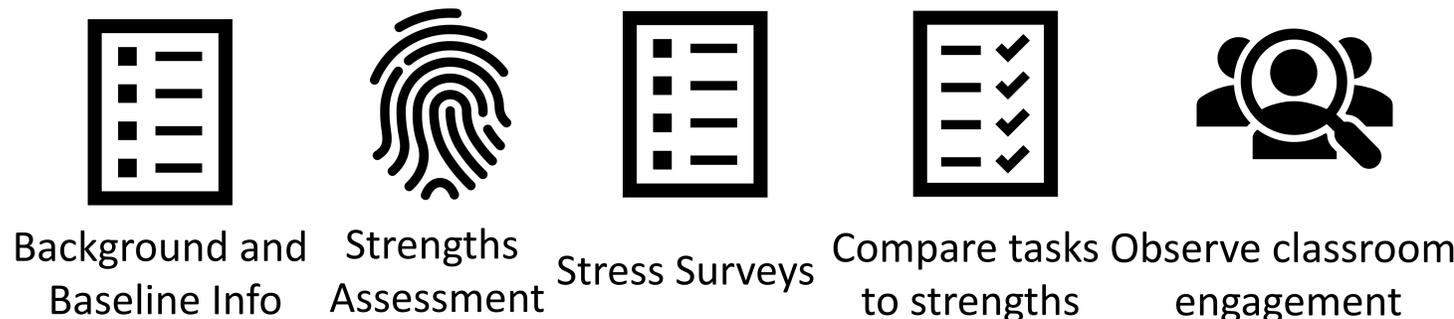
Participants



What is 2E?

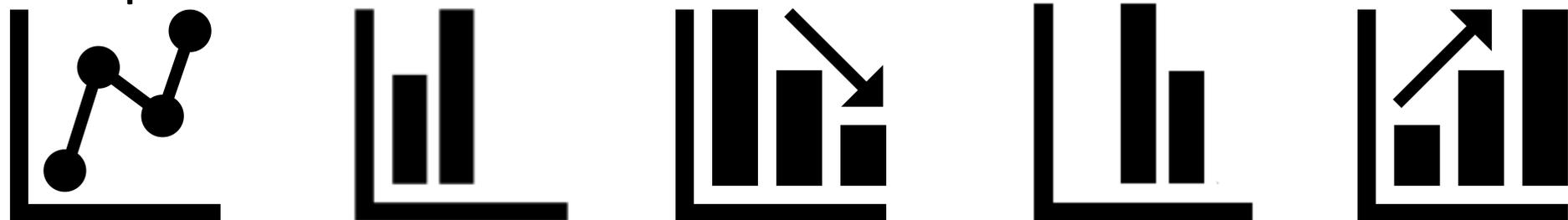


Method



Expected Results

We expect that.



Caregiver stress will fluctuate depending on proximity to school breaks

Caregiver stress will be higher among 2E group because of increased needs

There will be an inverse relationship between caregiver stress and student engagement

Tasks will align more closely with student strengths in 2E group than typical group

Student engagement will increase when tasks align more closely with students' strengths

Implications

If our findings are consistent with our hypotheses. . .

- Strengths-based approach could be implemented in public schools to improve engagement
- Interventions and supports for caregivers could be implemented at various points in the school year

¹Bengoechea, E. G., Lorenzino, L., & Gray, S. (2019). Not academic enough? Enjoyment of physical education and the arts and school engagement in early and middle adolescence. *Retos: Nuevas Perspectivas de Educación Física, Deporte y Recreación*, 35, 301–309. Retrieved from: <http://hdl.handle.net/10344/7699>

²Bartle-Haring, S., Younkin, F. L., & Day, R. (2012). Family distance regulation and school engagement in middle-school-aged children. *Family Relations*, 61, 192-206. doi: 10.1111/j.1741-3729.2011.00698.x

³Baum, S., Schader, R. M., & Hebert, T. P. (2014). Through a different lens: Reflecting on a strengths-based, talent-focused approach for twice-exceptional learners. *Gifted Child Quarterly*, 58(4), 311-327. doi: 10.1177/0016986214547632