

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

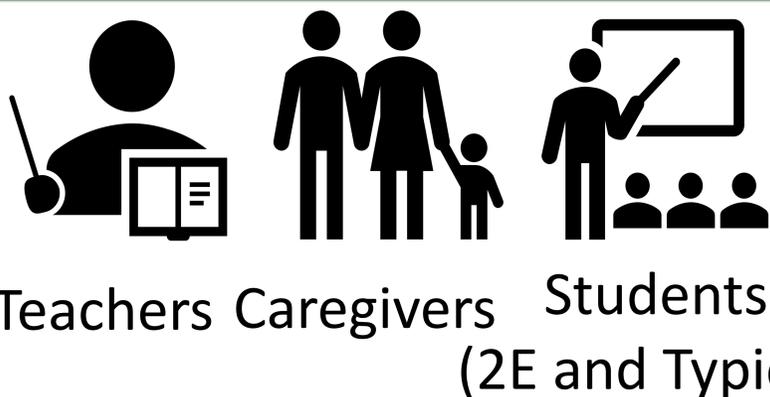
Kathryn Jelly & Michele Moscicki, MacEwan University

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.

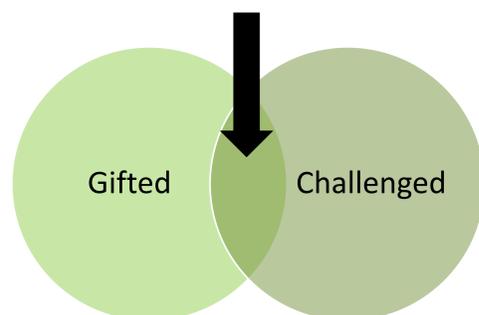
Background

- 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

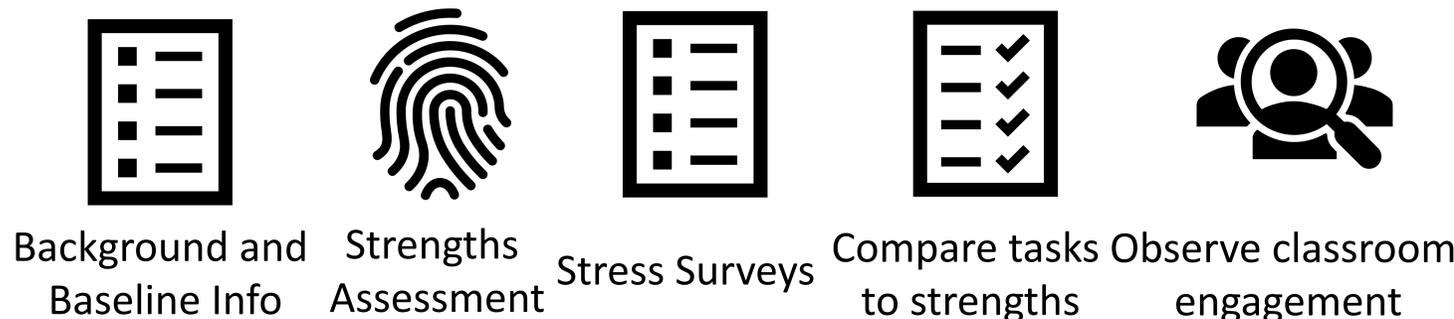
Participants



What is 2E?

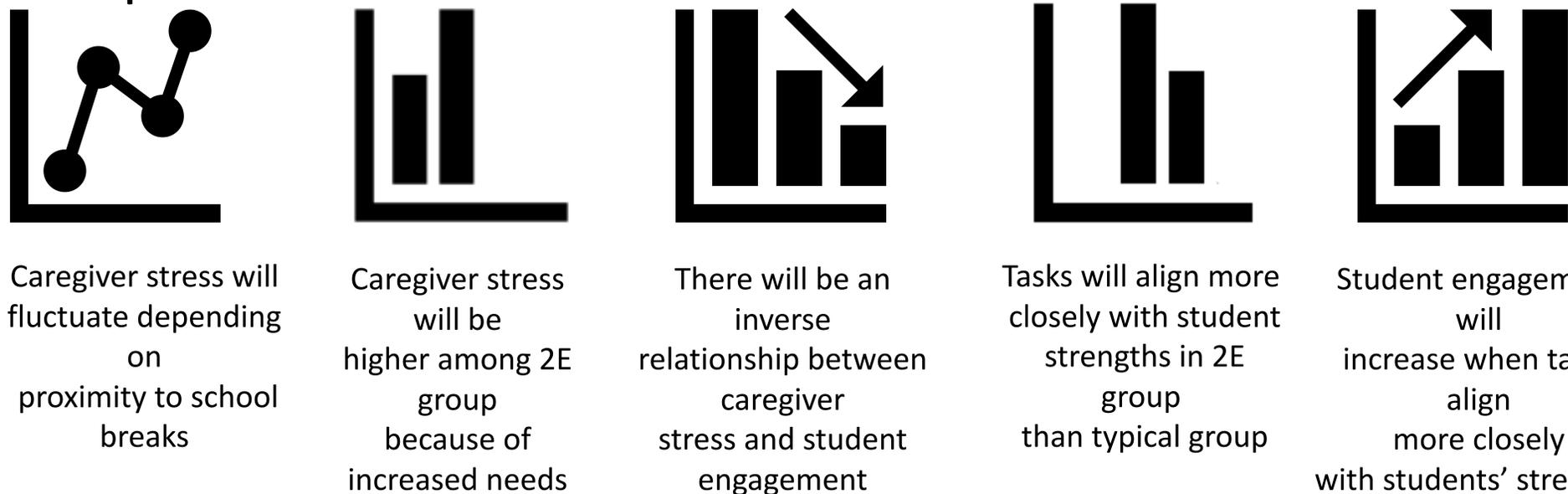


Method



Expected Results

We expect that.



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