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# Journal *for the* Education *of the* Gifted

**Privileging the Voices of Twice-Exceptional Children: An Exploration of Lived Experiences and Stigma Narratives**

*Michelle Ronksley-Pavia, Peter Grootenboer, and Donna Pendergast*

**Valuing the Process and Product of Inquiry-Based Instruction and Learning**

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**An Examination of the Empirical Literature: Gifted Education in the Australian Context**

*Ivan Luburic and Jennifer L. Jolly*

**A Study of Young Gifted Learners' and Their Teachers' Perceptions of Effective EFL Learners**

*Rana Yıldırım and Duygu İspinar Akcayoglu*

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**Jennifer L. Jolly and Jennifer H. Robins, Editors-in-Chief**

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# Privileging the Voices of Twice-Exceptional Children: An Exploration of Lived Experiences and Stigma Narratives\*

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Michelle Ronksley-Pavia<sup>1</sup> , Peter Grootenboer<sup>1</sup>,  
and Donna Pendergast<sup>1</sup>

## Abstract

This study presents an exploration of the lived experiences of eight twice-exceptional children through their own voices. The narratives reveal a meta-narrative of stigma where identified contextual factors related to discrimination, perceptions of difference, and stigmatized views of disability, giftedness, and subsequently twice-exceptionality. Eight distinct stigma-related themes emerged from the data and each of these is shared. These narratives provide crucial insights into the daily lives of children living with twice-exceptionality in societies where able-bodied and able-minded norms frequently prevail. The study focuses attention on the omnipresent nature of stigma and the importance of cultivating awareness and understanding about twice-exceptionality to address the unique needs of these children. Moreover, policy and practices can be informed by engaging with these children's experiences so that their needs can be adequately recognized and addressed.

## Keywords

twice-exceptionality, giftedness, disability, stigma, narrative

Twice-exceptional children, defined as those with identified disabilities and giftedness, are underserved and underrecognized (Baum & Reis, 2004), particularly in Australia (Wormald & Vialle, 2011). Specifically, there is a paucity of research into the

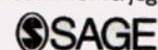
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# Valuing the Process and Product of Inquiry-Based Instruction and Learning\*

Diane Barone<sup>1</sup> and Rebecca Barone<sup>2</sup>

## Abstract

This year-long qualitative study explored third-, fourth-, and fifth-grade gifted students' participation during inquiry explorations. We discovered that it took considerable time for students to balance the process and final product created. For instance, students focused on the process and planning of the outcome. However, when the outcome product was created, they may have only considered one element early in the academic year. There was a delicate balance between engaging in inquiry and developing a product that met expectations.

## Keywords

elementary education, curriculum, gifted children, inquiry, research, case study, research, qualitative

Cody: I think we should create a suspension bridge.

Maria: Okay, but we need to think about cables to suspend it over the span. How should we do that?

Alexa: We need to think about compression and how the weight of the bridge is supported.

Cody: Yes, and it has to hold weight when it is tested.

This conversation occurred as a small group of students identified as gifted planned on which type of bridge they would build, the materials required, and their total cost to meet the expectations set by the teacher for their performance-based assessment. They just completed inquiry investigations centered on bridges during which they

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# An Examination of the Empirical Literature: Gifted Education in the Australian Context\*

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Ivan Luburic<sup>1</sup> and Jennifer L. Jolly<sup>2</sup> 

## Abstract

Gifted education as a field of research in Australia is relatively young when compared with its North American counterparts. A reflection of how the field of gifted education has developed from 1983 to 2017 in this context allows for observations of previous research and current trends, and how these may influence future directions for the field. Empirical research published in peer-reviewed journals is one metric that can be used to undertake this reflection, including the individuals responsible for the research, the setting where the research is undertaken, and outlets where resulting findings are published, as well as the research themes that dominate research agendas. Longitudinally, these metrics are part of the narrative that construct Australian gifted education. Reflecting on how the field developed provides an understanding of how research and practice have evolved and what future research and innovations are possible.

## Keywords

literature review, gifted education, Australia, field of study

## Development of a Field of Study

Developing a field of study as a discrete area of research requires the achievement of a number of key milestones. Although a checklist for researchers to consult in the development and growth of their particular area of study does not exist, the research literature does offer milestone examples identified as being essential for a field of study to evidence signs of growth and become recognized more broadly.

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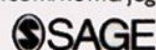
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# A Study of Young Gifted Learners' and Their Teachers' Perceptions of Effective EFL Learners\*

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Rana Yıldırım<sup>1</sup>  and Duygu İspinar Akcayoglu<sup>2</sup>

## Abstract

This study compared gifted learners' and their English teachers' perceptions of who is an effective English as a foreign language (EFL) learner. The research questions include the following: (a) What are young gifted learners' perceptions of an effective EFL learner? (b) What are English teachers' perceptions of an effective EFL learner? and (c) Is there a match between young gifted learners' and their English teachers' perceptions of an effective EFL learner? The participants were two gifted learners attending the English classes at the Science and Arts Center (BILSEM) in Adana, Turkey, and two English teachers working with these students. Data were collected through repertory grids, written accounts of the students, and retrospective interviews. Findings include implications for designing appropriate instruction for gifted EFL learners and teacher educators who work with these specific learners.

## Keywords

gifted learner, repertory grid technique, English as a foreign language learner

The concept of giftedness has been subject to different interpretations over time and place. The Marland (1972) report, which provided the first broad formal definition of giftedness,

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