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Nota di contenuto	Part 1. Context and Social Constructs (Macrosystem) -- 1. The Intersectionality of Twice-Exceptionality: Historic, Current, and Future Perspectives (Karen Arnstein) -- 2. The Complexity of Twice Exceptionality and its Educational Implications (Fernanda Hellen Ribeiro Piske, Kristina Henry Collins) -- 3. Bibliographic Review of 2e Literature and Application in Argentina: The Children's Area of the Neuropsychology Service (Paula Irueste, Cordoba & Martina Gianola, Cordoba) -- Part 2. Person (Microsystem & Individuality) -- 4. Atypical Development and Giftedness: The Advantageous Side of the Neurological Based Achievement Difficulties (Eva Gyarmathy) -- 5.

Supporting Gifted Students with Anxiety, Dyslexia, or Attention Deficit/Hyperactivity Disorder (ADHD) in School Settings (Wendy A. Behrens, C. Matthew Fugate & Cecelia Boswell) -- 6. Supporting the Emotional Well-Being of Twice-Exceptional Students Using Literature (Thomas P. Hébert) -- Part 3. Person (Exosystem & Socialized Structures) -- 7. Gifted Trauma and Twice-Exceptionality: Preventing Psychological Injury in the Classroom (Kate Bachtel & Rachel Fell) -- 8. Twice or Thrice? Identification Issues and Possibilities Related to Twice Exceptionality in Australian Schools (Mary-Anne Haines, Genevieve Thraves & Linley Cornish) -- 9. Strength-Based Approaches to Recognize and Develop Talent in Twice-Exceptional Learners (Todd Kettler & Tracey N. Sulak) -- 10. Comprehensive Social Emotional Learning: Embedding Skill Development Program-wide (Carl Sabatino & Chris Wiebe) -- Part 4. Process (Mesosystem & Intersectionality) -- 11. The Social Emotional Impact of Living 2e: It is Not Just a School Thing (Joanna L. Haase & Lisa Hancock) -- 12. See Me! Addressing the Invisibility of Gifted Black Girls with other Learning Exceptionalities (Carlita R. B. Cotton, Joy Lawson Davis & Kristina Henry Collins) -- Part 5. Time (Chronosystem: Cross-Sectional vs Longitudinal Changes over Time) -- 13. Reframing The Future of 2e Research: An Introduction to Arnstein's Spiral Theory of Development (Karen B. Arnstein).

Sommario/riassunto

This book addresses critical issues related to appropriately servicing gifted students with other learning exceptionalities, also known as twice exceptional (2e) students. Utilizing a social, emotional, and cultural lens, it extends beyond the historical cognitive discussion within the domains of special and gifted education and draws on a variety of interpreted perspectives, featuring leading authors, experts, and specialists from several countries and from different academic disciplines and backgrounds. The collection offers a balance between theoretical/methodological and empirical chapters to provide a discourse for operationalization and implementation of services that best serve the educational and individualized needs for a diverse group of students. This work demonstrates the importance of knowing and attending to the social, emotional and cultural dimensions of 2e students while simultaneously fostering the appropriate cognitive skill development for whole-child well-being.
