

Summary of the Research Project “Students with High Potential to Develop Advanced Literacy Skills - School Achievement and Meeting Their Educational Needs” (preliminary title)

My research project has got three overarching aims. There will be two different studies in the research project to address the three different aims. The first overarching aim is to investigate who the students with high potential/high cognitive abilities in the Swedish compulsory school are, to investigate their school achievement from 6th to 9th grade, as well as to investigate what background and contextual factors that are associated with negative/positive school achievements for this group of students. The second overarching aim is to investigate teachers’ experiences of literacy instruction using Response to Intervention (RtI) as a model to meet the educational needs of students with advanced literacy skills in primary school, and also how primary school teachers define and identify students with advanced literacy skills. Finally, the third overarching aim is to investigate students’ experiences of the intervention and their perceptions of their learning and development regarding literacy skills.

Study 1

The aim of the first study is to investigate in a Swedish school context in a national representative population, school achievement of students with high cognitive abilities from grade 6 to grade 9, and also to investigate what background and contextual factors that are associated with a positive/negative school achievement, to contribute to more knowledge on these students. This study will use data from the Swedish database *Utvärdering genom uppföljning* (UGU).

Preliminary research questions

RQ1 What is the school achievement of students with high cognitive abilities from grade 6 to grade 9 in a Swedish school context?

RQ2 What background and contextual factors are associated with a positive/negative school achievement of students with high cognitive abilities?

RQ3 What subgroups are there within the group of students with high cognitive abilities regarding perceptions about school, teaching and learning?

Study 2

The aim of the second study is to investigate how teachers in primary school define advanced literacy skills, and to investigate how primary school teachers identify and meet the educational needs of students with advanced literacy skills. It is also to investigate how literacy instruction in primary school may be designed from an inclusive perspective by using the RtI model to meet the educational needs of all students and specifically the educational needs of students with advanced literacy skills. Moreover, the aim is also to investigate what the experiences of students with advanced literacy skills are of the intervention and what their perceptions of their learning and development regarding literacy skills are. The method will be mixed, using teacher and student surveys pre and post intervention, observations of teaching, teacher and student interviews post intervention, and teacher interviews in focus groups post intervention.

Preliminary research questions

RQ 1 How do primary school teachers define, identify and meet the needs of students with advanced literacy skills?

RQ2 How can RtI be applied as a model to meet the educational needs of students with advanced literacy skills in primary school?

RQ3 What are primary school teachers’ experiences of RtI as a model for literacy instruction to meet the needs of students’ with advanced literacy skills?

RQ4 How do students with advanced literacy skills experience RtI as a model for literacy instruction and what are their perceptions of their learning and development regarding literacy?

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