

ABSTRACT

A Narrative Inquiry Into the Experiences of a Gifted Secondary School Student With Asperger Syndrome (AS)

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This narrative enquiry sought to investigate the scholastic experiences of a student diagnosed with a dual exceptionality of Asperger Syndrome (AS) and giftedness at a secondary school in Trinidad and Tobago. Data were collected through interviews, observations, and document analysis. Four themes that impacted on the quality of the student's experiences were: 1) support mechanisms, 2) peer relations, 3) need for coping mechanism (sensory domain), and 4) need for autonomy. Findings show that as a result of the enabling support mechanisms in his life, namely therapeutic and parental, the student was able to function to a great degree in his academic setting.

Keywords: Asperger Syndrome; Case studies; Gifted students; Secondary school students; Inclusive education; Mainstreaming; Autism; Trinidad and Tobago