

POSTER

THE RELATIONSHIP BETWEEN SELF-CONCEPT AND TWICE EXCEPTIONALITY IN SCHOOL STUDENTS: A SYSTEMATIC REVIEW OF THE LITERATURE

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ABSTRACT

This study aims to contribute to the understanding of the relationship between the condition of twice exceptionality (2e) and self-concept in school students. A systematic review of the literature was conducted based on the PRISMA method through the analysis of empirical articles obtained from various electronic databases. The findings indicate that 2e school students construct their general self-concept in relation to experiences that are closely related to their condition. Despite being able to identify both their social and academic strengths and weaknesses, there is a tendency to develop a negative general self-concept as a result of unfavorable experiences related to the lack of understanding of their 2e in the educational context and the absence of optimal measures for their social and academic adaptation. The need for further empirical research to investigate in depth the situation of self-concept in 2e students, especially in the Latin American context, is highlighted. It is essential for psychology professionals to be trained in this area in order to provide psychological support to 2e school students, with the aim of improving their self-concept and, consequently, their personal well-being.