

ATTITUDINAL EFFECTS OF INTERGENERATIONAL
PROGRAMS ON GIFTED STUDENTS

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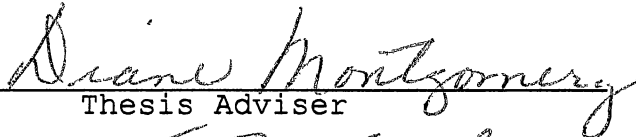
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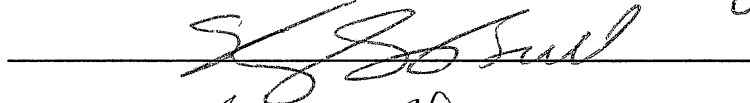
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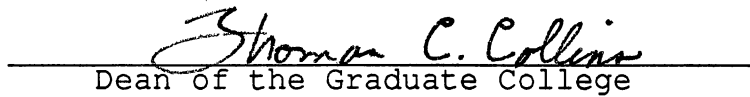
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CHAPTER I

INTRODUCTION

Gerontologists, psychologists, educators and specialists in human development acknowledge an increase in the number of older adults in our population (Newman, 1989). At the same time that Americans are living longer and healthier lives, schools are reporting dramatic changes in the nature of today's student. Increasing numbers of children are disinterested in learning. In response to these dual needs, programs combining older adults and youths are being developed. These efforts, commonly referred to as Intergenerational Programs, are designed to facilitate a reciprocal sharing of the resources and experiences of older adults and young children. It is believed that intergenerational contacts may engender mutual respect and break down some long-standing barriers and stereotypes existing between the young and the old. These programs of older adults (Smith, 1992) helping youth and youth responding in kind, encourage continued activity for older adults and increased learning opportunities for students (Peck & Montgomery, 1989).

Unfortunately, not only are Intergenerational Programs sparsely implemented in schools, but they are not well-

researched. Programs that have the potential to build mutual trust, learning and understanding if instituted could benefit students, older adults, schools and communities (Stephens, 1990). Older adults are a resource of living history, invaluable and needed by the wider community. Understanding how to maximize their value as a natural resource cannot be overemphasized (Burden, 1990).

Students, particularly those who are gifted, have a need to experience interaction with others at an early age (Clark, 1992). E. Paul Torrance (1986), an authority on creativity and gifted education, supports the intergenerational approach to learning, especially among the gifted. Many of the teaching techniques he devised are designed to facilitate an understanding and sound awareness of others, such as: sociodrama, especially the role reversal production technique and the sociometric audience technique; scenario writing; mentoring; quality circles; and historical research.

Anthropologist Margaret Mead (1970) has argued that an educational necessity in the future is not only that the old must teach the young and peers teach one another, but the young must teach the old. Many students who are gifted need practice in being considerate of other people. Older adults can provide opportunities for children who are gifted to experience the character of an older person, to hear them historically interpret a story, feel pleasure in the educational experience, and to recognize that learning new

things is good (Robbert, 1981). It seems reasonable to expect that Intergenerational Programs will provide the young and the old with these feelings and values. Yet, empirical data to substantiate this belief is sorely lacking (Jantz, Seefeldt, Galper & Serock, 1976a).

According to Newman (1989), during the years 1963 to 1985 a consistent growth of interest was evidenced in Intergenerational Programs from diverse local and national constituencies. Newman views this interest as a need to maintain connections between the generations that Margaret Mead (1970) said were "essential for the mental health and stability of a nation" (p. 128). Implementing these programs implies that we are involved in a broad based effort with the potential for fostering major changes in society contributing to the stability of our nation.

A few communities have sporadically experimented with Intergenerational Programs. For example, in 1963, the Foster Grandparents Program (FGP) was introduced in Enid, Oklahoma. Its focus was described as the matching of lower income, healthy older adults to children with special exceptional needs (Newman, 1989). Tucson Unified School District reported (Stephens, 1990) that children participating in an Intergenerational Program benefitted from a caring community of people who are productive, adaptable and diverse. Intergenerational Programs in schools may have a significant role in supporting this mission.

Although the history of Intergenerational Programs attempts to promote the interaction of young and old, little is known about the effectiveness of these programs. Additionally, research is limited on children's attitudes toward older adults and the older adults' attitudes toward children. Allen, Allen and Weekly (1986) conducted a study with adolescent gifted students and older adults, but few studies to date have been done with gifted elementary students and older adults. One reason may be the complexity involved when designing research on human attitude. Mussen, Conger, and Kagan (1969) define the construct attitude as predispositions to act, react and respond to a person, or thing, in either a positive or negative way. It is assumed that attitudes and stereotypes, including those toward old people, have consequences for both the behavior others direct toward older people and the development of one's self-concept as an older person (Jantz, et al., 1976a).

Kerlinger (1975) and others have suggested techniques to measure children's attitudes. He has reported techniques capable of measuring attitudes using open-ended questions, semantic differential scales, picture series, and individual interviews.

Jantz, Seefeldt, Galper & Serock (1976b), authors of the Children's Attitudes Toward the Elderly (CATE), stress the importance of understanding children's attitudes toward older adults, and planning to develop positive attitudes toward aging and older adults.

The CATE includes questions that are Piaget-based techniques designed to assess children's cognitive development in regard to concepts of age. The components of attitudes; the cognitive, affective and behavioral domains, are analyzed using four subtests. It is believed that children learn attitudes from the information presented to them by the total environment (Piaget, 1969). Children learn attitudes from those around them with whom they identify, and because they identify with these people, want to be like them and imitate them (Jantz, et al., 1976a).

There is limited information available on the attitudes children hold toward aging and older adults. de Beauvoir (1973) states that society's attitude toward the old is deeply ambivalent. Whether or not children share in this ambivalence has not been ascertained.

Liebman (1984) states that children's fear of aging is often a result of inexperience of company with older people. By implementing Intergenerational Programs into the schools, older adults may be viewed as active, alert and loving individuals who have much to offer society and the school community and hopes of dispelling stereotypes of older adults can be fully realized.

To date, limited research has focused specifically on the attitudes of gifted elementary children toward the older adults. Studies have shown that elementary and secondary school students' attitudes toward the older adults are stereotypically negative (Hickey & Kalish, 1968; Jantz,

Seefeldt, Galper, & Serock, 1977). While this is a fact we cannot ignore, many of these children's attitudes towards the older adults are negative or stereotypical (Jantz, et al., 1976a). The purpose of this study was to unite the generations for structured activities to investigate the nature of the student's understanding of age as a result of the experience.

Statement of the Problem

As Intergenerational Programs are incorporated into schools to increase interaction between generations, more realistic views may be enhanced for the students. The purpose of this study was to examine what effects Intergenerational Programs have on the attitudes of fourth and fifth grade gifted students. Particular effects on cognitive understanding of aging, opinions about older people and opinions about young people were compared.

CHAPTER II

REVIEW OF THE LITERATURE

This first section of the review of the literature addresses the definition of giftedness relative to definition of need. The next section reviews current literature about Intergenerational Programs in educational settings. During the last 30 years society has had a growing interest in uniting the generations educationally and socially. Gifted education has been seeking answers to appropriate curriculum for the last 40-80 years. Recent resurgence of intergenerational importance and gifted education was brought to light by Gallagher (1975). These two entities, though separated by decades have much in common. This review of the literature examines the issues and brings to the front the research findings between gifted students and Intergenerational Programs.

Giftedness

Allen , Allen & Weekly (1986) studied gifted adolescents and older adults by providing for affective and interpersonal experiences. Gifted students, by definition in the Marland report (1972), need a differentiated curriculum and providing interpersonal experiences was

viewed as a valuable part of the curriculum for gifted students. Results of the Allen, Allen & Weekly study found that even though much research has shown that negative stereotypes of the elderly develop very early in childhood, it is not too late to change these attitudes at adolescence. Gallagher (1975) purports that the proper study of mankind is man. He felt this was particularly true for gifted students, whose future position of leadership will often bring them into influential contact with the lives of many people.

Few studies have dealt with Intergenerational Programs and gifted students. A closer look at the lifestyles and how Intergenerational Programs have been incorporated into the schools will be shared in the next section.

Intergenerational Programs

Baby Boomers, those persons born between 1946 and 1964, are the largest demographic group in the United States. These Baby Boomers have a technological image that is unique to the times (Gerber, Wolff, Klores, & Brown, 1989). Modern technology has affected the lifestyles of American families with television and computer games. As a result, families are spending less time interacting with one another creating an impersonal, rapidly moving, informational society. This modern technology has created a gap between the young and old which is having a variety of effects on youngsters, older adults and the future of society (Burriss, 1988).

One reason children today may have an unrealistic perception of the aging process may be the logistical distance many have between immediate families and grandparents. Anspaugh, Walker & Ezell (1986), observed that the trend today is for family mobility. This is opposed to generations ago when children lived near grandparents and participated in daily life, providing a more realistic perception of the aging process (Gerber, et al., 1989; Robbert, 1981).

Brien (1980) also found that children who have little interaction with older adults view them as passive in society with no specific role except loving their grandchildren. Children have a tendency to fear old age because with it comes death (Brien, 1980). Perhaps interaction with older adults can help children deal with this aspect of life without as much fear.

This segregation of the ages has created a unique situation for grandparents. Sociologists and a 1985 magazine survey found these contemporary grandparents have taken the noninterference role (Gerber, et al., 1989). Gerber reported grandparents still feel being a grandparent is a deeply meaningful responsibility and saw themselves as an unbiased adult to talk with, just to be with at times, someone who has no rules to impose, no formalities to enforce, someone just to have fun with (Gerber, et al., 1989).

Children and older adults who are geographically separated may benefit from Intergenerational Programs. Kalish (1969) further states that children and older adults share the plight of belonging to somewhat segregated groups being stereotyped in similar ways. These programs may develop an awareness of the aging process and help children realize that older adults are a link with the past.

Younger people can come to recognize the implications of aging by contact with older persons. An older person offers an insight into another culture. Many offer love without discipline and care without control. Children, particularly those who are gifted, may need to interact with their grandparents and observe how their parents treat their grandparents. This may help them to formulate subsequent roles when each generation is a generation older.

Grandparents often lead to children's first contact with the decay and dying aspect of humanity. Children need to recognize the reality of death and of change, and the observation of older adults may help. Kalish (1969) believes a child viewing older adults through the different stages of the life cycle will build a better understanding for the child and will foster acceptance of the aging process.

Powell and Arquitt (1980) believe children's attitudes toward older adults are a major influence on how older persons will be treated in the future society. They express concern that future generations will experience severe

problems if relations are not improved through increased opportunities for intergenerational interaction. Burris (1988) encourages persons or agencies to become involved with intergenerational programming because she feels they have the potential for fostering major changes in our society.

Jantz et al., (1976a) were interested in children and adults interactions with each other. They felt that since children are intimately involved in the process of aging themselves, they should be allowed to develop attitudes toward aging and older adults that would lead them to become more informed. They also believed that children learn attitudes from the information presented to them from the total environment. Because of this interest in attitudes, they developed a test called the CATE: Children's Attitudes Toward the Elderly. This test was designed to assess the attitudes of children, ages 3-11, towards the elderly through analysis of the affective, behavioral, and knowledge components of attitudes.

In view of a rapidly changing population, Seefeldt, Jantz, Galper & Serock (1977) conducted further research in the area of attitudes of children toward older adults. They believe that exploration of children's attitudes toward the elderly and the aging process is necessary. Their philosophy concurred with Klausmeir and Ripple (1971) that children's attitudes and stereotypes are developed early in life and remain as relatively stable, enduring, and

directing forces in the child's life. They also viewed aging as inevitable, irrevocable, and an entity that affects everyone, and thus believed negative attitudes and stereotypes toward aging and elderly were especially dangerous. Hickey & Kalish (1968) note research that suggests children's attitudes toward older adults are less than positive.

Children's knowledge of age, the types of interactions and behaviors they exhibit toward the older adults, and their feelings about aging and older adults were explored by Seefeldt, et al., (1977). This study was conducted with 180 children, 20 at each of nine grade levels. The results showed that children's knowledge of attitudes toward older adults change and increase in quality as children grow. They suggest the need for a spiraling, sequential curriculum, that presents children with a basic understanding of age and older adults during the early years and expanding on this knowledge as the child matures.

Realistic experiences with active, healthy, older people might help to eliminate children's stereotyping of the physical and behavioral characteristics of age. If children have contact with a variety of older persons who are healthy, active and attractive, they may be forced to give up their stereotypes of the older adult as a group of sick, passive and unattractive people.

Seefeldt, et al., (1977) recommended selecting materials that present a realistic view of aging for the regular

classroom curriculum. Discussion groups could meet and compare their own experiences with those of others and those represented in the materials. Their philosophy purports education cannot afford the luxury of having its most important affective outcomes occur as accidents or unintended effects of the curriculum and of school life in general. The authors suggested the identification of children's attitudes toward aging and older adults be the first step in planning activities that focus on old age. With this understanding schools can avoid accidents of promoting children's negative attitudes of education and of changing stereotypes.

Seefeldt, Jantz, Galper & Serock (1979) in a training manual for Intergenerational Programs, Young & Old Together, encouraged schools to orient and train older adults to work as volunteers with children in school and nonschool settings. The manual stressed the need for Intergenerational Programs in today's schools. Because of today's families' lifestyles, Margaret Mead (1970) purported that the continuity of all cultures depends on the living presence of at least three generations.

Seefeldt, et al. (1979), recommend specific goals for the curriculum in a total program. Some of their suggestions were: increase frequency of contact between generations, foster positive attitudes between generations, provide additional services for children with special needs, meet older citizens' needs for growth and development, and

foster a sense of the continuity of human life. Some goals for the children might be: appreciate relating with older people, develop an understanding of the aging process, increase positive attitudes toward age and the older adults, improve in specific academic skills, receive support from an older person, and learn new skills. Some goals for the older adults might be: increase their circle of friends, improve physical and mental health, and develop an increased sense of self-worth and importance. This manual was well organized and informational for those interested in setting up an Intergenerational Program within their community.

Robbert (1981) conducted an Intergenerational Program with preschoolers. She stated that certainly there is no better way to improve society's values and attitudes toward older adults than by exposing young children to old people. Letting young people know that older adults are caring individuals who will listen to their problems and concerns is an important quality that must be shared.

Another value purported in the literature of this kind of program is building human relations. Children learn to value others when social concern and kindness are part of the curriculum. By focusing on relationships with adults outside the school, it is possible to build interdependent relationships with the old and the young. Bringing young children and older people together meets a number of emotional and social needs for the young child.

Lastly, interaction between the young and the old may enhance intellectual development. Being with older people for an hour requires different skills on the part of the child. He or she will have to speak distinctly and explain things to an older person that peers might take for granted. Erikson (1982) believed all ages of the life cycle had value or life itself had no value.

Enhancement of intellectual development is foremost in the study by Lowenthal & Egan (1989). They used older adult volunteers to enhance the children's reading readiness. Older adults benefitted through their participation in the program and results indicated the children had an increased interest in reading.

There are only a few studies conducted on aging and attitudes toward older adults with gifted students (Allen, Allen, & Weekly, 1986). The main thrust of the course studied was to provide intergenerational contact through retrospection with older adults in the community. Advocates of gerontological education have stated that intergenerational contact can be one of the most effective aspects of programs on aging (Firman & Stowell, 1980; Peacock & Talley, 1984). An initial assessment was conducted to determine the extent to which gifted students hold negative attitudes toward the elderly. A seminar was conducted to inform the students about issues concerning aging in our society today through the use of readings, films, guest speakers, and discussions. For the next two

weeks students prepared questions and interviewed an older adult about significant events in their life. Students produced a visual presentation and shared it with the older adults. Their attitudes after the seminar were reassessed, using attitude change as a measure of the impact of the curriculum.

The results of the study showed that an Intergenerational Program as part of the school curriculum had a positive influence on gifted students' attitudes toward older adults. Further, the curriculum had a selective impact on attitude change in that there was a significant decrease in distinctly negative attitudes toward older adults. Even though much research has shown that negative stereotypes of older adults develop very early in childhood, (Bennett, 1976; Fillmer, 1984; Hickey & Kalish, 1968; Jantz, et al., 1977; Peacock & Talley), early intervention is necessary to dispel myths about old age. The later study shows that it was not too late to change these attitudes at adolescence. The practicum showed positive benefits for both students and older adults.

The most positive approach to eliminating disadvantageous attitudes concerning the older population according to Anspaugh, Walker & Ezell (1986) is to present accurate information and positive views of aging to elementary students. Through this process, a more positive attitude of awareness can be developed.

The most important place for implementation is our elementary education system, as it is one of the major contributors toward the formation of children's attitudes. If school systems endorse a way of life that values worth and dignity of each individual, they must include interaction with older adults. Most curricula omit social interaction between young and old as a valuable component to transmitting positive, realistic concepts about aging. Burris (1988) believes that it is important to recognize that children not only need experiences with older adults, but they need opportunities to reflect on these experiences. She feels documentation is important.

The results of the Burris study (1988) indicate children demonstrated an increase in positive attitudes toward older people. It was noted by the older people that the benefits of the program were the good feelings of usefulness and value that resulted. In addition, staff members and parents who evaluated the Intergenerational Program considered it effective. Each person or agency who makes the decision to become involved with intergenerational programming has the potential for fostering major change in society.

Not all Intergenerational Programs are able to document positive changes in children's or older adults' attitudes toward one another, nor do all lead to an increase in self-esteem and life-satisfaction on the part of elders. Ivester and King (1977) found no association between contact with

grandparents and positive attitudes toward older adults. Lessons on death and dying designed to change adolescents' attitudes toward older adults did not appear to be effective. The children did experience a small decrease in death anxiety but their attitudes toward the old became more negative.

Other studies report negative results after participation in Intergenerational Programs. Baggett (1981) found that a group of children from kindergarten through the third grade responded more negatively to an attitude measure following experiences with older adults than children without the experiences. Immorlica (1980) found that the greater the intergenerational interactions between older adult volunteers and 120 elementary school children, the more unfavorable were children's attitudes toward older adults. Perhaps the attitudes were reflective of the children's observation of these older adults.

In spite of these contradictory findings, the literature seems to indicate that Intergenerational Programs have significant effects on both older adults and children who participate in them. Planning can be a key element in an Intergenerational Program being successful. Both older adults and students need to be prepared for the experience. McDuffie, Buemi, Patch, Nash, & Brown (1986) believes joining young and old can be a mutually happy experience when careful planning and thought are given in implementing Intergenerational Programs.

Although Cohon (1985) relates an intuitive appeal for Intergenerational Programs and supports this view with scientific findings, a research methodology that will yield more data is needed. Control groups are used only infrequently and inconsistencies often appear in the data that is produced. Research designs can test this hypothesis by recruiting both active and inactive older adults for Intergenerational Programs and examining differences between them and with matched control groups. Cohon (1985) suggests examining variables by particular aspects of the theories which might include, morale or life satisfaction, self-concept or self-esteem.

Review of the literature indicates there is a need to investigate Intergenerational Programs and the effect they have on attitudes with gifted elementary students and older adults. This Intergenerational Project with fourth and fifth grade gifted students will offer some answers and insights needed in this field of study.

CHAPTER III

METHODOLOGY

As Intergenerational Programs are incorporated into schools to increase interaction between generations, more realistic views about aging, opinions about old and young people and children's concept of age are factors that must be examined in order to design curricula that are appropriate for the age of children targeted for this interaction. The purpose of this study was to examine what attitudinal effects Intergenerational Programs have on gifted students.

Subjects

In order to assure the rights of human subjects in research, permission was requested from the O.S.U. Institutional Review Board (Appendix A), the Broken Arrow School District (Appendix B) and parents for students to participate in the study (Appendix C). Four classes of fourth and fifth grade intellectually gifted students (N=102) from a large suburban school district in Oklahoma were selected from thirteen elementary schools (one class from each of four schools) to participate in this study. These students were all Caucasian with similar middle to

middle upper socio-economic backgrounds. Students were identified as gifted in accordance with local and state mandated identification procedures. Students participating in this study were identified by the definition of giftedness which focuses on exceptional intellectual abilities which require differentiated educational services (Marland, 1972). Students in the study were in the 97 percentile of the student population with minimum I.Q. scores of 128 or higher as determined by the Otis-Lennon or Weschler Intelligence Scale for Children-Revised.

Instrument

The Children's Attitudes Toward the Elderly (CATE) by Jantz, Seefeldt, Galper & Serock (1976b) was modified and utilized as the measure for the dependent variables (Appendix D). Three scores were extracted from each subjects' protocol: Concept of Age, Semantic Differential about Young People, and Semantic Differential about Old People. This measure was chosen because it was designed and piloted in a school district similar to the research group. The measure was designed for subjects primarily from single family housing, development-housing projects and apartment complexes which paralleled the study community. The CATE was designed to be administered to children from 3-11 years of age and assesses their attitudes toward older adults through the three components of attitudes: affective, behavioral and cognitive. The three scores extracted were

from the Semantic Differential subtest which measures the evaluative dimension of children's attitudes toward young and old people and the Concept of Age subtest which yields an assessment of the child's level of cognitive development with regard to age concepts.

While each subtest is to be viewed as experimental and in need of further validity and reliability studies, an administration of the CATE (Jantz, et al., 1976b) to a random sample of children (N=180) ages 3 to 11, indicated a consistency of understanding of and response to, test items. Coefficients of inter-rater reliability (2 raters) on category scoring for the Word Association subtest ranged from .7977 to .9838. Divesta & Rick (1966) investigated the Semantic Differential Subtest and have established the appropriateness of the evaluation adjectives for young children, second through seventh grades. Correlation with scale score for each item and scale correlations give a measure of the internal consistency of each scale. Coefficients of inter-rater reliability (2 raters) on category scoring for the Picture Series subtest ranged from .7184 to .9777. Further administrations of the subtest to various samples are needed to establish the generalizability of results. To facilitate and increase consistency and accuracy, the researcher developed a scoring chart (Appendix E). The CATE was selected because it is a well constructed, valid, reliable instrument which met the requirements of the

present study to measure the attitudes of children toward the elderly.

Design

The design utilized in this study examined what differences existed between groups of students who received an experimental treatment (n=83) and those students placed in the control group (n=24) who did not receive any treatment. Subjects in the experimental groups were administered a pre-pre-test at the beginning of the study to potentially increase the size of the control group and check for differences among group before treatment. This brought the control group to an N=189. After four weeks, subjects in the experimental group and the control group were administered the pre-test. Subjects in the treatment group received a specialized curriculum (Appendix F) for three weeks and were then administered a post-test. The control group was also administered the post-test but did not receive any treatment. Four weeks later, a delayed post-test was administered to the treatment group to determine if the effects of the treatment were long-lasting. Table I depicts visually the experimental design.

TABLE I
EXPERIMENTAL DESIGN

		2			
T1	PPT	___ 1 ___	PRE	___ treatment ___	PT ___ 3 ___ DPT
				5	
T2	PPT	___ 4 ___	PRE	___ treatment ___	PT ___ 6 ___ DPT
				8	
T3	PPT	___ 7 ___	PRE	___ treatment ___	PT ___ 9 ___ DPT
C1			PRE	___ 10 ___	PT

T = Treatment Group	PPT = Pre-Pre-Test	PT = Post-Test
C = Control Group	PRE = Pre-Test	
	DPT = Delayed Post-Test	

Procedure

The researcher met with the building principals and teachers to explain the purpose of the study and establish timetables and testing procedures. In accordance with the O.S.U. Institutional Review Board guidelines, the researcher was granted approval to conduct the study by the school district and study institution. Permission for children to participate in the study was obtained from parents. In addition, parents were informed of potential risk and assured that students could withdraw from the study. In addition, parents were informed by written notice that coded numbers were assigned to students to guarantee anonymity and confidentiality.

An ANOVA was used to determine if there were any differences between the three intact groups on the pre-pre-test. The Children's Attitude Toward the Elderly (CATE) was administered to treatment students (N=102) to assess: 1) their attitudes toward older adults, 2) their attitude toward young people and 3) their attitudes toward aging.

The CATE and experimental treatment were administered by the certified teacher assigned to each classroom. Tests were administered at appropriate intervals as determined by the research design. The pre-pre-test was administered to the treatment group at the beginning of the study and the pre-test was administered four weeks later. The experimental treatment was then implemented for three weeks. Students met two days per week, two hours each session, which is the regular time for the resource lab. Upon completion of the treatment curriculum, a post-test was administered to the experimental group and the control group. After four weeks, the delayed post-test was administered to the experimental group.

The four subtests of the CATE were used to assess any differences in the affective, physical and behavioral components of children's attitudes toward older adults. A description of each subtest and statistical technique used are as follows:

Word Association Subtest

The absolute frequency of responses for each item and the relative frequency (percentage) of the total sample responding to each item, of the Word Association Subtest were obtained.

Semantic Differential Subtest

The total score for each student for each of the concepts of young people and old people was obtained. The means and standard deviations for the total sample were determined. The t-test was used to test the differences between means for the two concepts of young people and old people for the experimental group and the control group. An ANOVA was used to test for the main effect between the pre-treatment and post-treatment results.

Picture Series Subtest

Mean ages for the four pictures representing men at various stages of life were obtained from the data resulting from student's responses when asked to estimate the ages of each of the men in the pictures.

Concept of Age Subtest

Student's responses to the Concept of Age Subtest were assigned a level score of 0 - 3 for each item, thus yielding a possible total score of 36 as recommended in the test

manual. An ANOVA was used to test for any differences after treatment.

Hypotheses

The purpose of the study was to test the following hypotheses: 1) There are no differences in fourth and fifth grade gifted students attitudes after participating in an Intergenerational Program. 2) There are no differences in attitudes toward older adults between grade levels. 3) There are no differences in gifted students attitudes toward young people after participating in an Intergenerational Program. 4) There are no differences in gifted fourth and fifth grade students attitudes toward old people after participating in an Intergenerational Program. 5) There are no changes in fourth and fifth grade students' concept of age after participating in an Intergenerational Program.

CHAPTER IV

RESULTS

The purpose of this study was to determine if there were any differences in attitudes of fourth and fifth grade gifted students after participating in an intergenerational curriculum and after interaction with active adults over 55 years of age.

There were 102 subjects divided into 2 groups: Experimental (n=27) (n=28) (n=24), and Control (n=23). A one-way ANOVA was used to determine if the assumption of homogeneity between groups was met on the pre-pre-test. The statistical data produced from that test determined that the groups did not meet the assumption. Therefore, the group diverging from the homogenous groups was dropped from the procedure, putting the other two pre-pre test groups in the control group. The experimental group was n=79 and the control group resulted in n=75.

Meeting the criterion allowed the two treatment pre-pre groups (# 1 & 4 in Table I) to be combined and collapsed with the pre-test control groups to become the control group.

After three weeks of treatment, a post-test was administered. The data were analyzed using four ANOVA's to

determine if differences exist pre to post between the Experimental Group and the Control Group on all four measures.

Descriptive Statistics

Demographics

The demographic data were collected at the beginning of the study including all responses from 102 subjects. The resultant control group consists of the remaining subjects $n=79$ after dropping the group that was not homogeneous. Of the total sample in this resultant control group, there were 32 female, and 47 males which consisted of 44 fourth grade students and 35 fifth grade students. The subjects' ages ranged from 9 years 1 month to 11 years 11 months in both treatment and resultant control group.

The questions "Do you have living grandparents?" and "How often do you see them?" were asked by the researcher to determine if students' knowledge and feelings toward older adults was based on experience with their own grandparents. Only 1 subject out of the total sample did not have living grandparents. Students in the sample responded to how often they saw their grandparents as follows: 1 reported seeing their grandparents often (daily or weekly), 29 reported seldom (once a month) seeing their grandparents, 8 reported rarely (once or twice per year) seeing their grandparents, and 64 reported never seeing their grandparents.

The CATE Subtests

Word Association Subtest

The Word Association test consisted of four sections.

Section 1. As recommended in the test manual, subjects were asked to "List all the words you can think of that describes old people." The responses to this question were used to determine the subjects' overall knowledge and feelings about old people in each of three content categories: affective, physical, and behavioral. The data were analyzed to yield a measure of positiveness or negativeness of knowledge and feelings in each of the categories by subtracting the number of negative responses from the number of positive responses for each subject (Jantz, et al., (1976b)). A zero does not necessarily mean there was no response to the question. If a subject gave an equal number of positive and negative responses in a category, their score could equal zero. A weighted scoring for the results might yield a more accurate picture of students' responses.

Affective Category. Frequency distribution scores for the affective category ranged from -9 to +9. Results are reported in Figure 1.

Physical Category. The frequency distribution scores for the physical category ranged from -8 to +6. Results are reported in Figure 2. Most of the subjects (42%) received scores of -1 and 0.

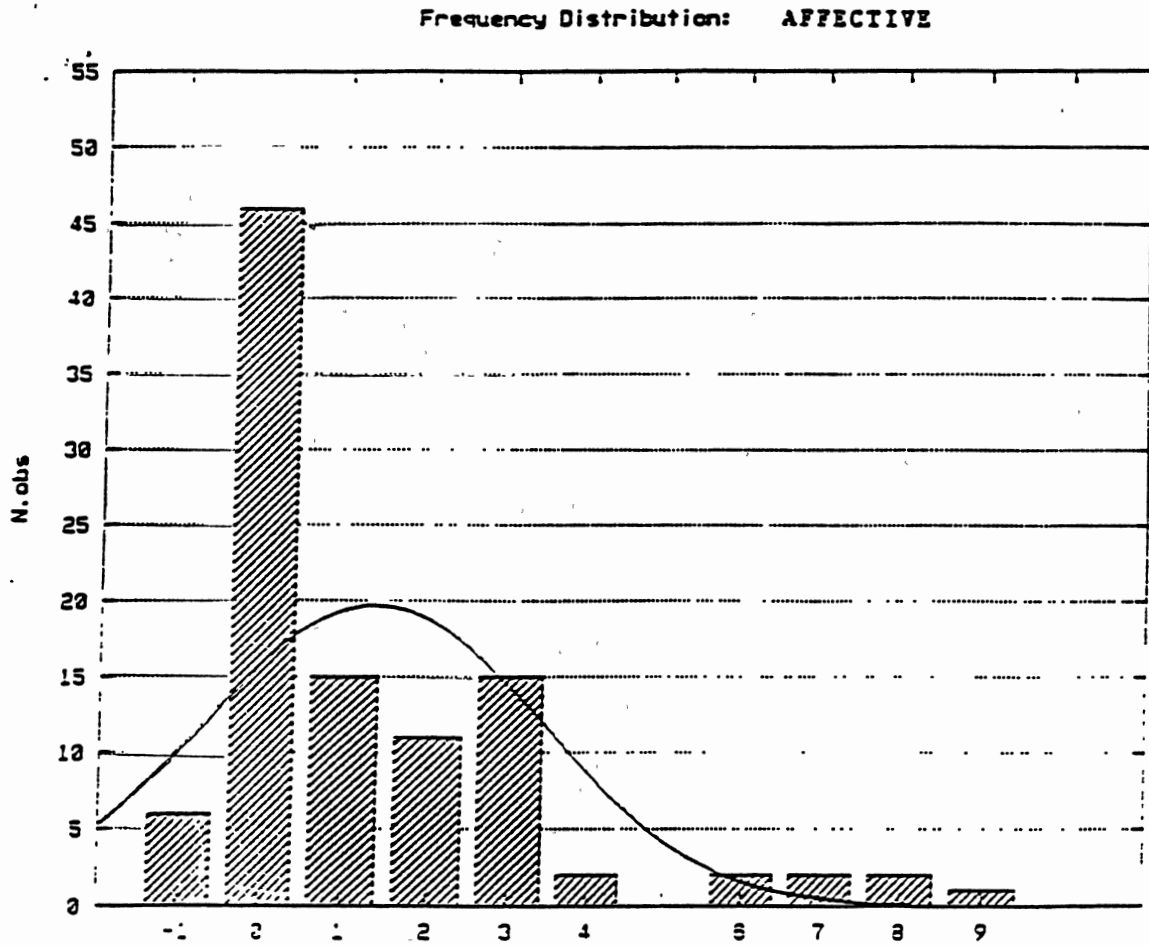


Figure 1. Frequency Scores for Word Association Subtest Affective.

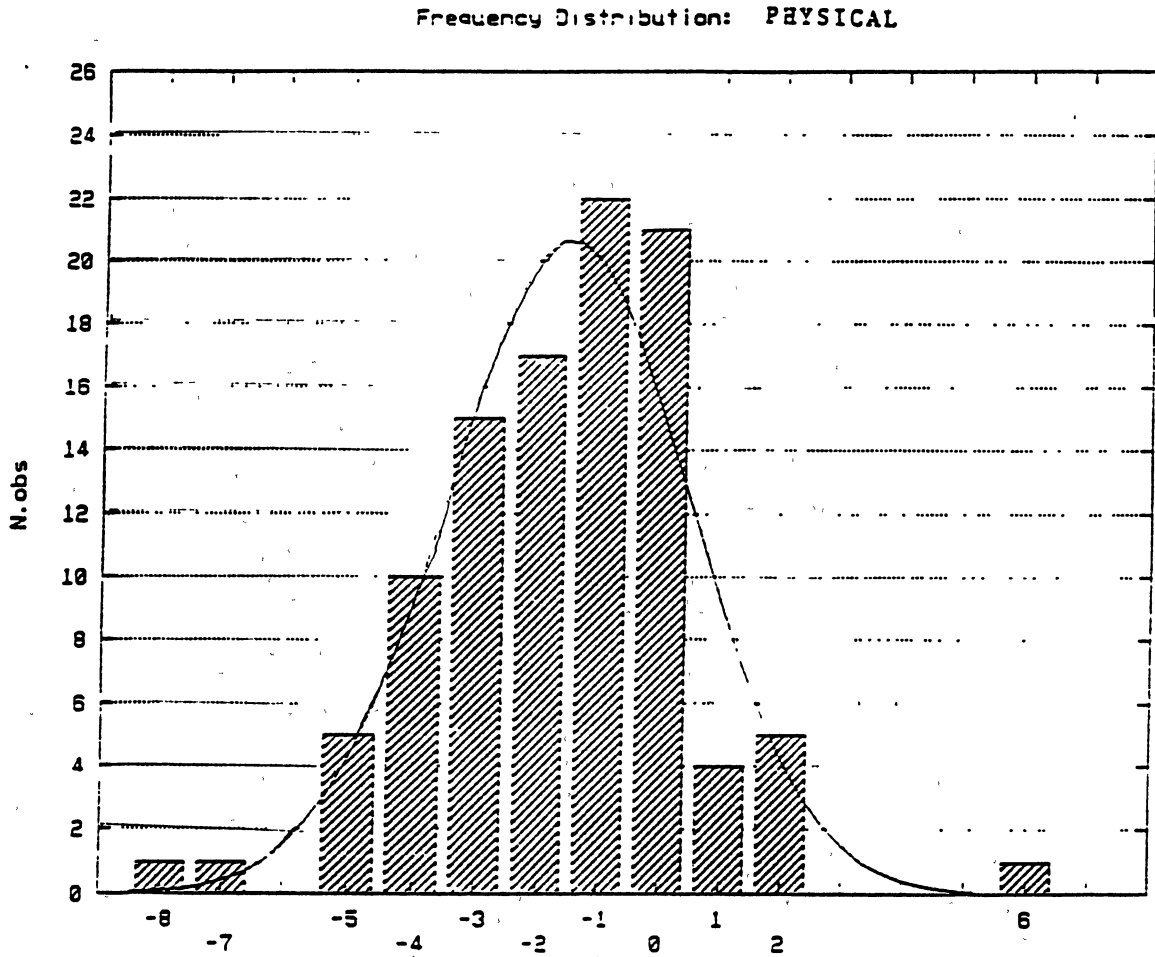


Figure 2. Frequency Scores for Word Association Subtest Physical.

Behavior Category. The frequency scores for the behavior category ranged from -3 to +3. Results are reported in Figure 3. Most of the subjects (63%) received a score of 0, 19% gave a positive response and 18% gave negative responses.

Section 2. Question: "What old people do you know?"

A. The responses were used to analyze the extent to which subjects knew: (1) older adults in their family structure, such as grandparents, aunts, or uncles (2) older adults outside of their family. Of the total sample, 100% knew an older person in their family. Fifty subjects knew an older person outside of the family structure and 52 did not know any older person outside of the family structure.

Question: "What do you do with them? The response to this question was used to determine what behavioral interaction the subjects had with these older adults. The activities were categorized as active, passive or helping. Of the total sample, 51 subjects were active with the older person, 49 did passive activities with the older person, 1 reported doing things for the older person in their family and 1 did not respond to the question. Interaction with older adults outside of the family structure is reported as follows: Of the total sample, 16 reported doing active things with the older adult, 25 reported doing passive activities, 9 reported doing things for the older person, and 81 either did not respond or did nothing with the older person they knew outside of the family structure.

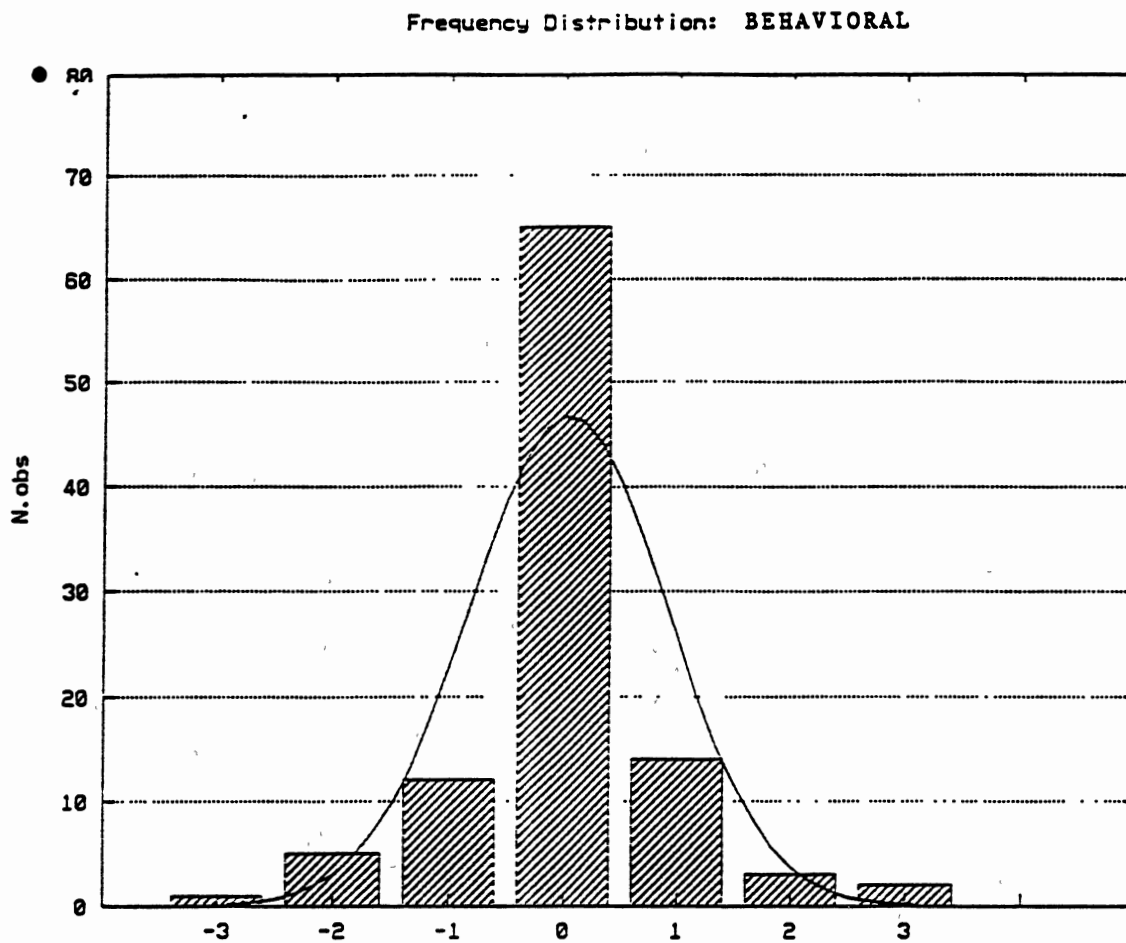


Figure 3. Frequency Scores for Word Association Subtest Behavioral

Section 3. Question: "Can you give me another name for old people?" Of the total sample, 55 correctly gave another name for older people, such as senior citizen, older adult, or elderly, 47 did not give an appropriate name and 1 did not respond to the question.

Section 4. Question: "How do you feel about getting old?" Of the total sample, 26 responded positively about getting old, 20 were neutral, 55 responded negatively and 1 did not respond to the question about getting old.

Semantic Differential Subtest

The 10 bi-polar adjectives for each subtest for Young and Old People were combined for a total score of 50 maximum for each test. The results for subtest Young People and subtest Old People are reported by grade level. Total scores are reported in Table II, III, IV, and V.

The scores for the Semantic Differential Young People for fourth and fifth grade are reported as follows: fourth grade scores ranged from 25 to 43 with 54% of the subjects falling between 33-38; fifth grade scores ranged from 30 to 46 with 23% falling between 32- 33, 5% falling between 44-46 and the rest being evenly distributed between 30-41.

The scores for the Semantic Differential Old People are reported as follows: fourth grade scores ranged from 22 to 48, with 57% scoring between 33-40; fifth grade scores ranged from 22-50, with 63% scoring between 34-43.

TABLE II
 FREQUENCY DISTRIBUTION FOR SEMANTIC
 DIFFERENTIAL YOUNG PEOPLE
 GRADE 4

SDYP Score	n	% Percentage
25-26	2	5.71
27-28	3	8.57
29-30	3	8.57
31-32	2	5.71
33-34	7	20.00
35-36	5	14.29
37-38	7	20.00
39-40	2	5.71
41-42	2	5.71
43	2	5.71

TABLE III
FREQUENCY DISTRIBUTION FOR SEMANTIC
DIFFERENTIAL YOUNG PEOPLE
GRADE 5

SDYP Score	n	% Percentage
25-26	0	.00
27-28	0	.00
29-30	4	9.30
31-32	7	16.28
33-34	7	16.28
35-36	6	13.95
37-38	5	11.63
39-40	11	25.58
41-42	1	2.33
43-44	1	2.33
45-46	1	2.33

TABLE IV
FREQUENCY DISTRIBUTION FOR SEMANTIC
DIFFERENTIAL OLD PEOPLE
GRADE 4

SDOP Score	n	% Percentage
22-23	1	2.86
24-25	0	0.00
26-27	1	2.86
28-29	1	2.86
30-31	0	0.00
32-33	6	17.14
34-35	3	8.57
36-37	4	11.42
38-39	8	22.35
40-41	3	8.57
42-43	3	8.57
44-45	2	5.71
46-47	2	5.71
48-49	1	2.86

TABLE V
 FREQUENCY DISTRIBUTION FOR SEMANTIC
 DIFFERENTIAL OLD PEOPLE
 GRADE 5

SDOP Score	n	% Percentage
22-23	2	4.66
24-25	1	2.33
26-27	1	2.33
28-29	0	0.00
30-31	3	6.98
32-33	1	2.33
34-35	8	18.60
36-37	4	9.31
38-39	6	13.96
40-41	2	4.65
42-43	7	16.28
44-45	3	6.98
46-47	2	4.65
48-49	1	2.33
50	1	2.33

An ANOVA was used to determine if there were any differences between the grades on the Semantic Differential Scales Young and Old as stated in the hypotheses. Due to mortality of five participants withdrawing from the study (N=97). See Table VI and Table VII for the results.

Two t-test were run to determine: 1) if there were any differences between the treatment and control group before treatment and 2) if there were any differences between the treatment and control group after treatment. The results of those two tests were not significant at the .05 level. Figure 4 and 5 illustrates the frequency scores for the Semantic Differential Subtests young and old people.

Picture Series Subtest

The Picture Series Subtest of the CATE was based upon four 8" x 10" drawings of men at four stages of life. Picture 1 represented the youngest man and picture 4 represented the oldest man. Subjects were asked the following questions based upon these pictures.

Section 1. A. Question: "Which person do you think is the oldest, and why? This question allowed the researcher to determine if fourth and fifth graders could identify the oldest man and on what basis they made such an identification. Only 3 subjects failed to correctly identify the picture representing the oldest man. Subjects responses were divided into two categories for possible reasons for identification. The results for the

TABLE VI
ANOVA SUMMARY TABLE FOR SEMANTIC DIFFERENTIAL
YOUNG PEOPLE
GRADES 4 & 5

Source of Variance	df	SS	MS	F
Between groups	1	27.57	27.57	3.717
Within groups	<u>96</u>	<u>9840.56</u>	102.50	
Total	97	9868.13		

n.s. $p < .05$

TABLE VII
ANOVA SUMMARY TABLE FOR SEMANTIC DIFFERENTIAL
OLD PEOPLE GRADE 4 & 5

Source of Variance	df	SS	MS	F
Between groups	1	35.70	35.70	2.500
Within groups	<u>96</u>	<u>8569.92</u>	89.27	
Total	97	8605.62		

n.s. $p < .05$

PRETEST/POSTTEST SCORES
SEMANTIC DIFFERENTIAL - YOUNG PEOPLE

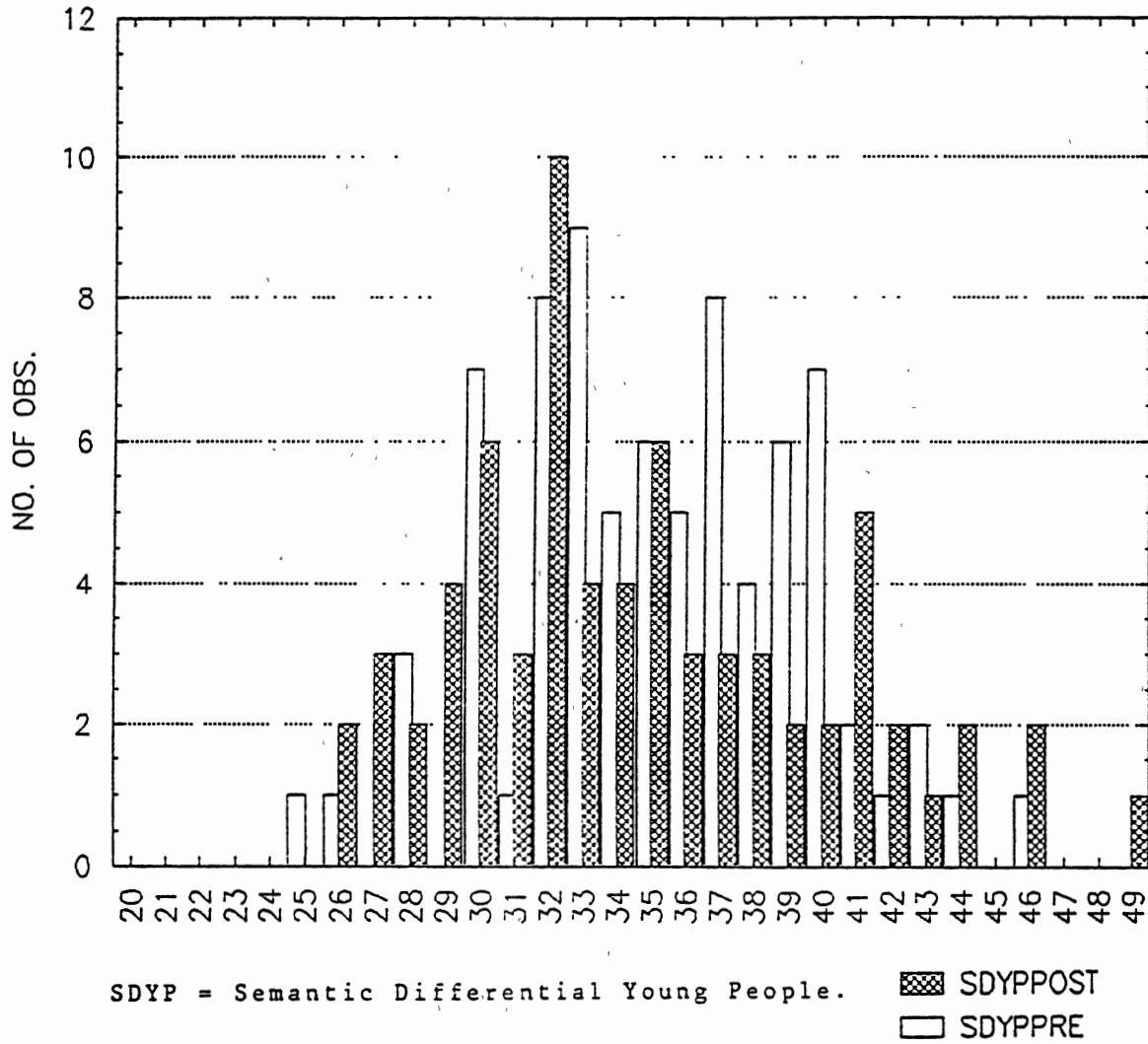


Figure 4. Semantic Differential Pre-test/Post-test Young People.

PRETEST/POSTTEST SCORES
SEMANTIC DIFFERENTIAL - OLD PEOPLE

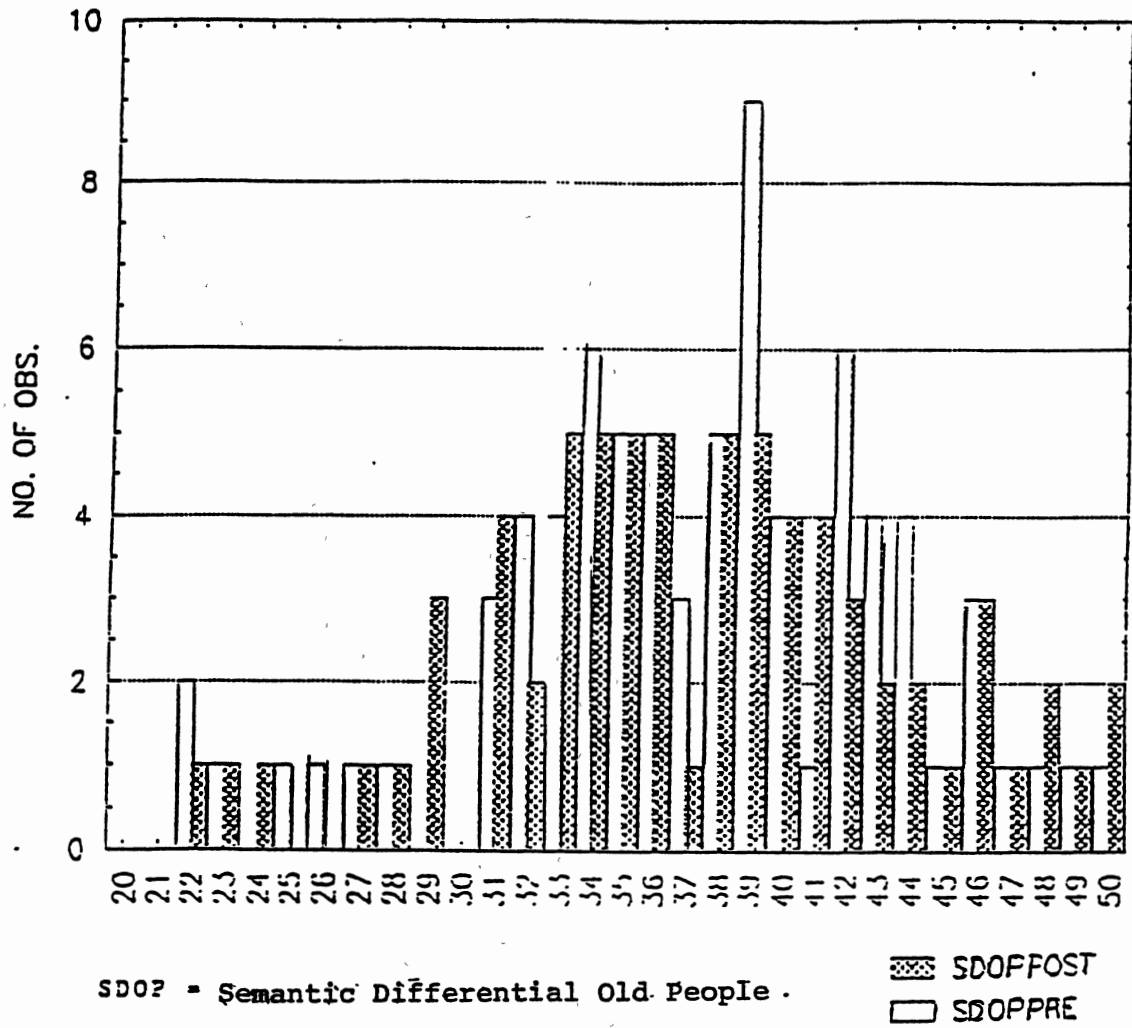


Figure 5. Semantic Differential Pre-test/Post-test
Old People.

sample were: two subjects made selections based on evaluative judgment and 96 made selections based on physical descriptive judgment.

B. Question: "How will you feel when you are that old?" (Referring to oldest man in the picture). This question was asked to determine how the subject felt about being old using a concrete example such as picture 4. Of the total sample, 35 subjects responded positively, 54 subjects gave neutral responses, and 13 responded negatively about getting old.

C. Question: "What things would you help this person do?" (Referring to the oldest person in the photograph). This question was used to analyze the subjects "helping" behavior toward older adults. The sample reported, 16 subjects responded with affective ways to help older adults, such as he's nice, they are mean or I like them. Sixty-one subjects responded with behavior stereotypical, such as I would help them across the street or I would help them get up, and 25 subjects responded with behavioral unique answers, such as I would mow their yard or carry their groceries.

D. Question: "What things could he help you do?" (Referring to the oldest man in the picture). This was used to analyze the "helping" behaviors that the subjects would expect an older person to assume toward them. Of the total sample, 2 responded with affective type behaviors, 96

responses were stereotypical, such as help me with my homework or help me with a problem, and 3 did not respond.

Section 2. A. Question: "Can you put these pictures in order from the youngest to the oldest?" The responses to this question were used to determine the subjects' concept of relative age. Of the total sample, 101 correctly put the pictures in order and only 1 failed to correctly place the pictures in order.

B. Question: "How old do you think each of these men are?" This question was used to determine if the subjects could accurately assign an age to each of the four men in the pictures. Results in Tables VIII, IX, X, and XI.

Section 3. A. Question: "Which of these people would you prefer to be with? Why?" This question was used to determine how subjects felt about being with people at the four stages of life represented by the pictures.

By post analysis, of the total sample, 33 preferred to be with the youngest man in photo 1, 27 preferred to be with the 2nd youngest man in photo 2, 22 preferred to be with the 2nd oldest man in photo 3, and 19 preferred to be with the oldest man in photo 4.

After students selected the picture of the man they preferred to be with, they were asked on what basis they made their selection. Of the total sample, 28 made their selection based on age-related reasons, meaning they responded with such things as he is young and more energetic

TABLE VIII
 FREQUENCY DISTRIBUTION FOR AGE IN PHOTO
 YOUNGEST GRADES 4 & 5

Age	n	% Percentage
16-17	1	.98
18-19	6	5.88
20-21	27	26.47
22-23	8	7.84
24-25	21	20.59
26-27	7	6.86
28-29	7	6.86
30-31	9	8.82
32-33	3	2.94
34-35	7	6.86
36-37	3	2.94
38-39	2	1.96
40	1	.98

TABLE IX
FREQUENCY DISTRIBUTION FOR AGE IN PHOTO
2ND YOUNGEST GRADES 4 & 5

Age	n	% Percentage
20-22	1	.98
23-25	2	1.96
26-28	0	0.00
29-31	14	13.73
32-34	10	9.80
35-37	30	29.41
38-40	18	17.65
41-43	9	8.82
44-46	10	9.80
47-49	4	3.92
50-52	4	3.92

TABLE X
FREQUENCY DISTRIBUTION FOR AGE IN PHOTO
2ND OLDEST GRADES 4 & 5

Age	n	% Percentage
30-34	1	.98
35-40	6	5.88
41-45	3	2.94
46-50	23	22.55
51-55	19	18.62
56-60	26	25.49
61-65	15	14.70
66-70	8	7.84
71-72	1	.98

TABLE XI
FREQUENCY DISTRIBUTION FOR AGE IN PHOTO
OLDEST GRADES 4 & 5

Age	n	% Percentage
40-44	1	.98
45-49	2	1.96
50-54	3	2.94
55-59	3	2.94
60-64	4	3.92
65-69	9	8.82
70-74	21	20.58
75-79	15	14.70
80-84	21	20.58
85-89	17	16.66
90-94	5	4.90
95	1	.98

or he is the age of my dad. Eight made their selections for altruistic reasons, meaning they responded with wanting to do things to make the older person feel better or happier and 64 made their selections for evaluative reasons, such as he's nice, or he's more active.

B. Question: "What kinds of things could you do with that person?" This question was used to determine if there would be any differences in activities chosen by subjects to interact with one of the men in the pictures. Of the total sample, 77 selected activities requiring active interaction, 21 selected activities of a passive nature, and 1 responded that they would do things for the person they selected from the picture. Three subjects did not respond to the question.

Hypotheses

Hypotheses: 1) There are no differences in fourth and fifth grade gifted students' attitudes after participating in an Intergenerational Program. 2) There are no differences in gifted students' attitudes toward older adults between grade levels after participating in an Intergenerational Program. 3) There are no differences in gifted students' attitudes toward young people after participating in an Intergenerational Program. 4) There are no differences in gifted fourth and fifth grade students' attitudes toward old people after participating in an Intergenerational Program. 5) There are no changes in fourth and fifth grade students'

concept of age after participating in an Intergenerational Program.

Summary Tables

Data were analyzed statistically using t-tests and ANOVA's to determine if results were able to reject the null hypotheses or fail to reject the null hypotheses. In addition to this, correlations were run between Pre-pre-test, Pre-test to Post, and Post to Delayed Post. The results are reported as follows: SDYP $r = .1$ to $.2$, SDOP $r = -.1$ to $.2$ and CA $r = -.1$ to $.1$.

A one-way ANOVA was used to determine if any differences existed between the treatment and resultant control groups for the Semantic Differential Young People, Semantic Differential Old People and The Concept of Age on the pre-test/post-test measures. Results are reported in Table XII, XIII, XIV. The results were not significant.

An ANOVA was used to determine if any differences existed between the treatment group on the post-test and delayed post-test measures. The results are reported in Tables XV, XVI, and XVII for the Semantic Differential Young/Old People and the Concept of Age. Subjects who did not complete the four administrations of the study were dropped thus affecting the number of subjects in the analysis. Conclusions and recommendations will be discussed in Chapter 5.

TABLE XII

ANOVA SUMMARY TABLE FOR PRE-TEST/POST-TEST
SEMANTIC DIFFERENTIAL YOUNG PEOPLE

Source of Variance	df	SS	MS	F
Between groups	1	.044	.044	.0018
Within groups	<u>199</u>	<u>488.792</u>	24.567	
Total	200	488.836		

n.s. $p < .05$

TABLE XIII

ANOVA SUMMARY TABLE FOR PRE-TEST/POST-TEST
SEMANTIC DIFFERENTIAL OLD PEOPLE

Source of Variance	df	SS	MS	F
Between groups	1	14.881	14.881	.419
Within groups	<u>199</u>	<u>7061.269</u>	35.484	
Total	200	7076.150		

n.s. $p < .05$

TABLE XIV
ANOVA SUMMARY TABLE FOR PRE-TEST/POST-TEST
CONCEPT OF AGE

Source of Variance	df	SS	MS	F
Between groups	1	.044	.044	.001
Within groups	<u>199</u>	<u>6224.951</u>	31.281	
Total	200	6224.995		

n.s. $p < .05$

TABLE XV
ANOVA SUMMARY TABLE FOR POST-TEST/DELAYED POST-TEST
SEMANTIC DIFFERENTIAL YOUNG PEOPLE

Source of Variance	df	SS	MS	F
Between groups	1	38.972	38.972	1.022
Within groups	<u>166</u>	<u>6325.762</u>	38.107	
Total	167	6364.734		

n.s. $p < .05$

TABLE XVI

ANOVA SUMMARY TABLE FOR POST-TEST/DELAYED POST-TEST
SEMANTIC DIFFERENTIAL OLD PEOPLE

Source of Variance	df	SS	MS	F
Between groups	1	86.429	86.429	2.515
Within groups	<u>166</u>	<u>5703.428</u>	34.358	
Total	167	5789.857		

n.s. $p < .05$

TABLE XVII

ANOVA SUMMARY TABLE FOR POST-TEST/DELAYED POST-TEST
CONCEPT OF AGE

Source of Variance	df	SS	MS	F
Between groups	1	.936	.936	.023
Within groups	<u>166</u>	<u>6761.512</u>	40.732	
Total	167	6762.448		

n.s. $p < .05$

CHAPTER V

CONCLUSIONS

The results are insightful regarding children's attitudes toward the elderly. Gifted students are typically sensitive and perceptive toward others (Clark, 1992), thus how they perceive older adults is of interest. Gallagher, (1975) recommended gifted students interact with older adults to enrich their leadership skills and gain an insight into older adult's problems.

Observational data and intuitive reactions from the researcher reveal the fourth and fifth grade students in this study readily accepted these older adults into the classroom. As evidenced on the attitude scales students had many stereotypical views of older adults, such as they wear glasses, they are sad, or they are rich, but they were also realistic about the limitations many older adults live with. The physical attributes of older adults were observed keenly by these students and they had concerns about their loss of eyesight, hearing and in some cases mobility. The students enjoyed asking the older adults questions and many students said they thought older adults were wiser because of their life experiences. Students appeared to appreciate the fact that older adults many times do not work and therefore have

more time to spend with them and to listen to them. Many said they would go to an older adult if they had a problem to solve.

However, in analyzing the data the researcher had to separate observation from fact. Even though students visibly enjoyed the experiences with the older adults, the results of this study reported students attitudes toward older adults did not change. Perhaps this interaction with older adults reminded them that old age is inevitable along with the possibilities of sickness and death. This observation by the researcher concurs with Brien's study (1980).

The mean score for the Semantic Differential Young People pre-treatment was 35.448 with the mean score for post-treatment being 35.29 and delayed post mean score being 32.324. Although not significant there was a slight decrease in mean scores between pre and post treatment. The mean score dropped on the delayed post which may indicate the students attitudes about young people dropped after time had lapsed after treatment. The mean score for the Semantic Differential Old People pre-treatment was 37.314 with the mean score for post-treatment being 37.80 and the delayed post being 36.35. There was only a slight drop in these mean scores. The mean scores for the Concept of Age were more stable with pre-treatment mean score being 22.56 and post-treatment being 23.01 and delayed post being 22.85.

This indicates that the scores did go up after treatment but returned to the beginning mean score after time had elapsed.

Intergenerational Programs are being incorporated into many school curriculums. In order for these programs to be effective more knowledge about children's attitudes toward older adults must be collected.

Limitations of Study

The length of treatment greatly effects making a change. It is recommended that the testing intervals be of greater length of time. It is also recommended that the treatment time be extended to 9 weeks or one school year. The CATE provided us with enough information to be aware of children's fears toward aging. A three week treatment did not improve gifted children's attitude's toward older adults, perhaps 9 weeks or 36 weeks would. One problem with the time constraint was the requirement for treatment groups to take the CATE multiple times. Gifted students in particular dislike repetition so they voiced their dislike when presented the same test again. This reaction may be confounding to the results.

Another reason why attitudes may not have changed in this study is the nature of the middle and middle to high social economic community fact that 100% of these students had living grandparents and many had some interaction with them during the year. This might contribute to confounding the results. If these students already had accurate

perceptions of older adults then interaction with other older adults might not influence them.

Another limitation of the study is the low number of subjects. The analyzed protocols for the control group was 76; however approximately 2/3 of the "control group" was compared on a pre-pre-test given to the treatment group.

The curriculum written for this study focused primarily on active older adults who were members of the Broken Arrow Seniors. The activities planned represented healthy older adults hiking, bowling, and playing Pickle Ball. Gifted students being keenly aware of people were not swayed in their attitudes toward older adults. They enjoyed being with the older adults who participated in the study but still maintained their beliefs and perceptions about getting older. Recommendations from other studies persuaded the researcher to choose active older adults and to interact with them in the school environment or community center. Seefeldt, et al., (1977) and Robbert (1981) noted researchers in the intergenerational field cautioned against taking children to nursing homes because of their fear of sickness and lack of understanding. More generalizable results demand an equal representation of the good and bad of aging to gain more accurate results about children's attitudes toward aging.

The search for appropriate materials to use for the gifted was frustrating. There was literature on oral history projects but curriculum was limited in activities to

pursue in the classroom. The researcher ultimately had to design a curriculum to address the needs of the gifted students and accommodate the older adults as well. School districts need to explore incorporating awareness programs for students if they are to have a more accurate view of the world.

Future Studies

The sample for this study was all white, with other ethnic groups not represented. Further research with minority groups is recommended to examine if affective, physical and behavioral attitudes vary among ethnic groups.

Socioeconomic backgrounds need to be varied in order for results to be generalizable. The subjects in this study all had similar socioeconomic backgrounds. This was a limitation of this study because the gifted population was already identified and assigned to classes. This may be a confounding factor in the results. Future studies are needed that incorporate all economic levels to give more generalizable results.

Jantz, et al., (1976b) had significant results using grades K-6. In this study, the grade level differences were slight and might have been so, due to the fact the sample was only representative of fourth and fifth grades. It is recommended that similar data be collected on first, second and third grade gifted students to see if any differences in attitudes toward older adults exists in lower grades.

Gifted students are by nature inquisitive. Several asked why there were only pictures of males represented. It would be interesting to see if pictures of females at all stages of life would make a difference in children's responses. Many students, especially females, reacted negatively when asked to select a man from the pictures they would like to spend time with. Pictures of females at the four stages of life would present another dimension to be explored with both male and female students.

Although the design of study was sound for the time interval, variance might be increased with more time between testing intervals. If time is a constraint, multiple versions of the instrument would prevent students from becoming bored with the same test.

The test was designed for a community that had increased in size rapidly over the last decade. The pilot sample included rural and urban as well. The community used in this study was primarily suburban and had also expanded rapidly in the last decade. This newer community has a more modern lifestyle and as reported by the subjects 63% never see their grandparents. This lack of representation of the urban and rural could have confounded the results.

It is recommended that this study be extended to include comparisons of gifted students and regular classroom's attitudes toward the elderly. Literature tells us that gifted students are highly sensitive and perceptive toward others. It would be interesting to explore this area

for correlations and comparisons to know if incorporating Intergenerational Programs would be of more benefit to one group or the other. The literature accounts for a few studies using gifted subjects and these were adolescents. More research is needed before the results can be generalized and curriculums can be incorporated.

Student's participating in this study appeared to enjoy the interaction with older adults. Gifted students in particular need social interaction with older adults. In order to take their places in society they need to be aware of the problems and have a more realistic view of the world. Intergenerational Programs can provide these students with opportunities to explore another human dimension. Further research is recommended in this area and additional curriculum materials must be written to address this need in society.

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APPENDIXES

APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL

**OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
FOR HUMAN SUBJECTS RESEARCH**

Proposal Title: Attitudinal Effect of Intergenerational Programs on
Gifted Students and Older Adults

Principal Investigator: D. Montgomery/K. Bull/C. Brasel

Date: 12-13-91 IRB # ED-92-016

This application has been reviewed by the IRB and

Processed as: Exempt Expedite Full Board Review

Renewal or Continuation

Approval Status Recommended by Reviewer(s):

Approved Deferred for Revision

Approved with Provision Disapproved

Approval status subject to review by full Institutional Review Board at next meeting, 2nd and 4th Thursday of each month.

Comments, Modifications/Conditions for Approval or Reason for Deferral or Disapproval:

- 1) Omit name blank on student data sheet
- 2) IRB understands that the study has not yet been completed even though dates on letters, etc. indicate it was done in the Fall semester.

Signature: *Ying K. Bull* Date: 1-21-92
Chair of Institutional Review Board

APPENDIX B

BROKEN ARROW SCHOOL DISTRICT APPROVAL

Broken Arrow Public Schools

C. G. Oliver, Jr., Superintendent of Schools
BROKEN ARROW, OKLAHOMA 74012

Ms. Candace Brasel
2733 South Aspen Court
Broken Arrow, Oklahoma 74012


Dear Ms. Brasel:

The administrative staff has reviewed and approved your request to conduct research study in the Broken Arrow Public Schools. We would like to see a copy of the final results.

If you have any questions, or if you need any assistance, please call my office.

Sincerely,

BROKEN ARROW PUBLIC SCHOOLS



Edward D. Whitworth, Ed.D.
Assistant Superintendent
for Administrative Services

lc

APPENDIX C

PARENT'S PERMISSION LETTERS

Dear Parents,

I am a Kaleidoscope teacher in the Broken Arrow School District, with Arrow Springs being my home school. Dr. Oliver has given me permission to conduct my research in the elementary schools to meet my Master's requirements.

I am interested in gifted students' attitudes toward older adults. I will administer a brief questionnaire and then the class will participate in activities with the Broken Arrow Seniors for three weeks during their regularly scheduled Kaleidoscope time. At the end of the three weeks, I will again administer a questionnaire to evaluate if there has been any change in students' attitudes.

This activity is scheduled to begin October 21 and will conclude November 8, 1991. Your child's regular Kaleidoscope teacher and I will work together to coordinate these activities so they will meet your child's needs. I will share the results of this study with you in the Spring.

I will need your permission for your child to participate in this study. Students will be assigned coded numbers to guarantee anonymity and confidentiality. Also, students may withdraw from the study at any time.

You may contact me at Arrow Springs Elementary, if you have any questions about the curriculum or scheduling. Please complete the form below and return it to the Kaleidoscope teacher as soon as possible.

Sincerely,

Candy Brasel
Kaleidoscope Resource Teacher
Arrow Springs Elementary

My child _____

_____ may participate in the Grandperson's Project.

_____ may not participate in the Grandperson's Project.

Parent's Signature _____

Dear Parents,

I am a Kaleidoscope teacher in the Broken Arrow School District, with Arrow Springs being my home school. Dr. Oliver has given me permission to conduct my research in the elementary schools to meet my Master's requirements.

I am interested in the attitudes of gifted children toward older adults. I am conducting this research study at three other elementary schools and I need a group of students that will act as a control group. This means I will administer a questionnaire to your child in October and then again in November. Students will not receive any specialized curriculum addressing older adults. I will then compare the results with the other schools that did receive a specialized curriculum and interacted with older adults. The results of the study will be shared with you in the Spring.

This study is scheduled to begin October 21 and will conclude November 8, 1991. Coded numbers will be assigned to students to guarantee anonymity and confidentiality. Also, students may withdraw from the study at anytime. If you should have any questions you may reach me at Arrow Springs Elementary.

In order for your child to participate in this study I will need your permission. Please complete the form below and return it to Mrs. Sullivan as soon as possible.

Sincerely,

Candy Brasel
Kaleidoscope Resource Teacher
Arrow Springs Elementary

My child _____

_____ may participate in the Grandperson's Project.

_____ may not participate in the Grandperson's Project.

Parent's Signature _____

APPENDIX D

INSTRUMENT: THE CATE

THE CATE
WORD ASSOCIATION

Section 1

List all the words you can think of that describes old people.

Section 2

What old people do you know and what do you do with them?

Section 3

Write down another name for old people.

Section 4

How do you feel about getting old?

THE CATE
THE CHILD'S CONCEPT OF AGE

1. You will grow older, but your father will stay the same age.

Why?

2. Your mother and your grandmother are the same age.

Why?

3. Your grandfather was born before your father.

Why?

4. You and your mother are the same age.

Why?

5. If someone was born first, then they are older than you.

Why?

6. You were born before your teacher was born.

Why?

7. Your grandmother grows older every year.

Why?

8. If someone is bigger than you, then they are older than you.

Why?

9. You grow older every year.

Why?

10. If someone is five years older than you, they will always be five years older than you.

Why?

11. Someone is two years older than you, but you will catch up to them and be the same age someday.

Why?

12. How old were you when you were born?

Why?

THE CATE
PICTURE SERIES

Section 1

Directions: Photographs are shuffled and placed in random order on testing table.

Which person do you think is the oldest?

Record Response:

Why?

Record Response:

Photographs remain on table.

Directions: If child has identified correctly in (A) examiner continues.

If child has failed to identify, examiner points to photograph of oldest man.

How will you feel when you are that old?

Record Response:

Directions: Examiner points to oldest person.

What things would you help this person do?

Record Response:

Directions: Examiner points to oldest person.

What things could he help you do?

Record Response:

THE CATE
PICTURE SERIES

Section 2

Directions: Photographs remain on testing table in random order.

Can you put these pictures in order from the youngest to the oldest?

Response: (Ability to order) yes no

Directions: Photographs are placed in proper sequence. Examiner points to photographs, one at a time in correct order.

How old do you think each of these men are? Record actual age.

Photograph 1 (Youngest)

Photograph 2 (2nd Youngest)

Photograph 3 (2nd Oldest)

Photograph 4 (Oldest)

Section 3

Directions: Examiner indicates all four photographs.

Which of these people would you prefer to be with?

1 2 3 4

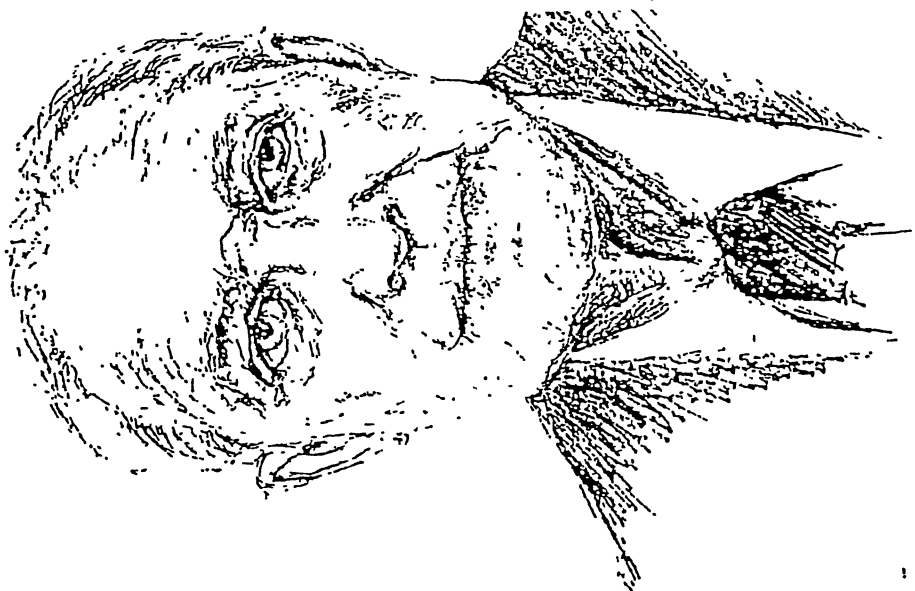
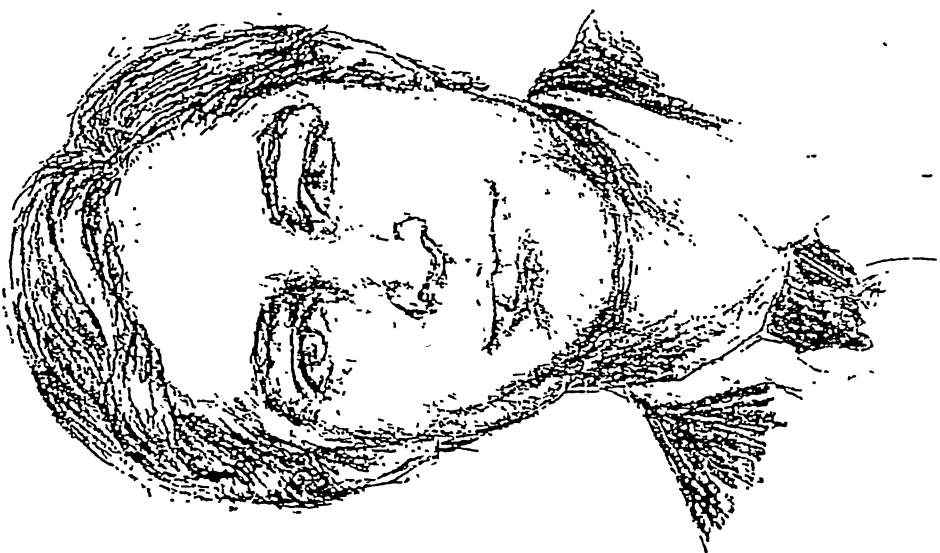
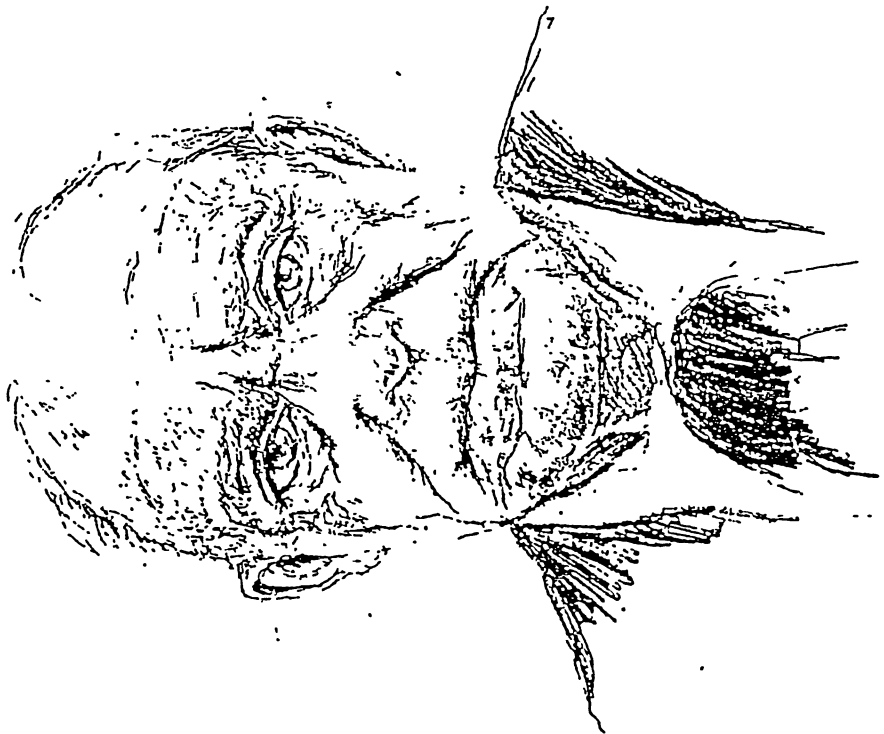
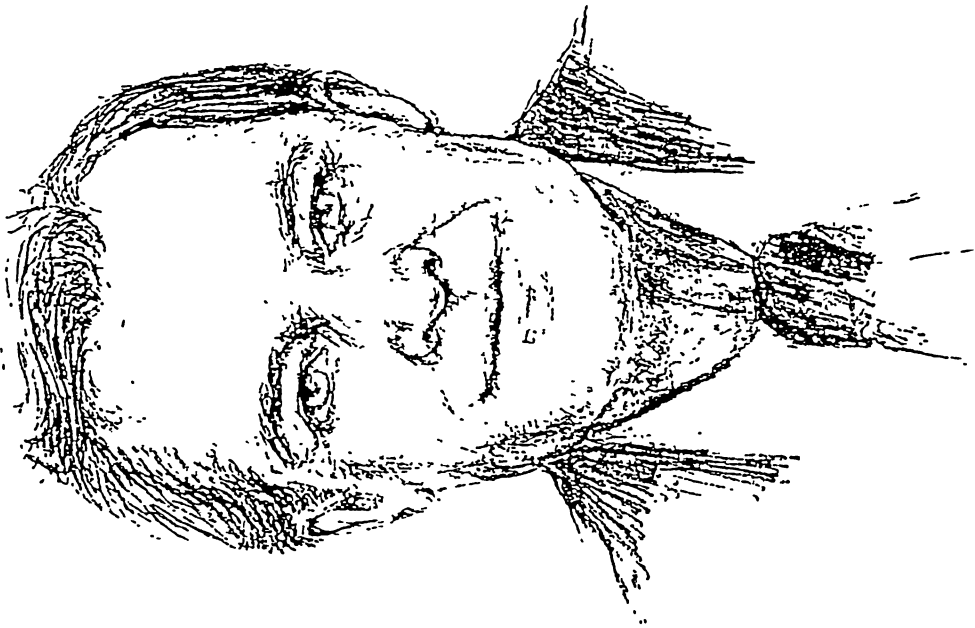
Why?

Record Response:

Directions: Examiner points to photograph chosen in 3 (A).

What kinds of things could you do with that person?

Record Response:



APPENDIX E
SCORING CHART

SCORING CHART FOR
AFFECTIVE, PHYSICAL & BEHAVIORAL ASPECTS
OF THE CATE

- P UGLY FINGERNAILS	- P TROUBLE WALKING	- A CRABBY
- B SLOW	- P WRINKLED	+ A NICE
- P TIRED	- B WORRY WARTS	+ B FUN
- B OLD CLOTHES	+ A FRIENDLY	- P FAT
- P OLD TIMER	- P GREY HAIR	- P BALD
- B GRUFF VOICE	- P FALSE TEETH	+ A POLITE
+ A LOVING	+ A CONSIDERATE	+ A SWEET
+ B TALKATIVE	+ A WISE	- P OLD
- P BLIND	+ B CANDY GIVING	- A SAD
+ P ELDERLY	+ - P 100 YRS OLD	- P WEAK
- P SMALL	+ - P NOT PRETTY / NOT UGLY	
- B NOT ACTIVE	+ A CARING	- A SHY
+ A SPECIAL	- P AGED	+ A HAPPY
+ B EDUCATED	- P WHEEL CHAIR	- A MEAN
- B OVER-PROTECTIVE	+ - P GRANDAD	- A STINGY
- A GRUMPY	+ - P GRANNY	- P SKINNY
+ A NEAT	+ - P MEE MA	+ B VISITS
+ A LOYAL	- B OLD HOUSE	+ B GOLF
- A LOYAL	+ - B DRINK COFFEE	- P COFFIN
- A BORING	+ - P AGE	- P CANE
+ B STORYTELLER	+ a TENDER-HEARTED	- P DEAD
+ P HUGGABLE	+ B CARVES WOOD	+ P TALL
- B BAD DANCER	- P LIMPING	+ P PRETTY
- P FUNERAL	+ B HARDWORKING	+ P CLEAN
+ A CHEERFUL	+ A NICE TO VISIT	+ A GOOD
+ B GOOD COOK	- P HEART PROBLEMS	+ B RIGHT
+ A WILLING	- P DIABETES	- B POOR
+ P HARMLESS	+ P HEALTHY	- B PIPE
- B NO MONEY	- B OLD FASHIONED	- P MOLES
+ A THANKING	+ - b DOMINOES	- P BED
- P NURSING HOME	+ P CUDDLY	+ B BOLD
+ B SPOILER	- P ARTHRITIS	- P WEAK
- P CATARACTS	+ - P SKIN	+ B QUIET
- P POOR CONDITION	+ B EXCITING	- P SLEEP
- P FRAGILE	- P TROUBLE TALKING	+ A SILLY
+ A TRUTHFUL	+ - P 70	- P SHORT
+ A GENEROUS	+ A GIVING	- P COUGH
+ B GOOD LISTENERS	+ B HELPFUL	+ A GREAT
+ A WONDERFUL	- P SHRIVELED	+ B NORMAL
+ A FRIENDS	+ A INTERESTING	+ P OKAY
- P PEOPLE NEEDING CARE	+ A PEOPLE WHO ARE LOVED	
+ A UNSELFISH	+ A YOUNG AT HEART	- P SICK
+ P GRANDPARENT	+ B FUN TO BE AROUND	+ B KISSY
- P CRIPPLE	+ B RETIRED	- P WEARY
- P WEAR GLASSES	- B TALK FUNNY	- P FOGEE
+ B GET YOU NICE THINGS	- P WEAR DENTURES	- P CREEKY
+ A GOOD TIME	- B NON-ACTIVE	- P SINGLE
+ A LIKE KIDS	- P BAD HEARING	- B SMOKER

Scoring Chart (Continued)

+ B	FUN TO TALK TO	- P	OVER THE HILL	- P	GEIZER
- P	UNHEALTHY	- P	HOSPITAL	- A	GROUCH
- P	BAD EYESIGHT	- P	BRAINLESS	- B	NAPS
- P	SAGGY SKIN	- P	DIE OF OLD AGE	+ P	SENIOR

APPENDIX F
THE CURRICULUM

OLD AGE IS A STATE OF MIND CURRICULUM
written by
Candace Ann Brasel

Activities:

COMPARE AND CONTRAST OLD AND YOUNG

Materials Needed: (2) 8 1/2" X 11" drawing paper, crayons
or markers

Have students write word OLD in the center of one sheet of the drawing paper and YOUNG in the center of the other. Encourage them to write it in large letters. Then have them use the letters to illustrate characteristics of old and young people. Not only will student use their productive thinking skills but will also use their creativity.

READ: Sea Swan written by Kathryn Lasky

Discuss age and learning to do new things
Brainstorm jobs people over 55 can have.
Brainstorm characteristics of a grandperson.
Think of a job an older person might do that a younger person usually does.
Write a story about a person (grandperson) getting a new
Create a poster: Must symbolize attributes of a grandperson. Share with class.

OLD AGE IS A STATE OF MIND

A word search using vocabulary words that portray older adults as active caring persons.

YOU'RE NOT GETTING OLDER YOU'RE GETTING BETTER

Sharpen research skills by finding out how old some famous persons were when they made their greatest discoveries or inventions. Students will discover that many famous persons were well over 55. Mathematical skills must also be applied as students must not only find when the invention or event took place or was discovered; but also must know when the person was born to come up with the answer.

Materials Needed: Worksheet "You're not Getting Older
You're Getting Better"

References Needed: Encyclopedia
Famous Firsts
Cobblestone Magazines
Book on the Presidents
Book on Inventors

Great activity for Grandperson's Week. One fact might be read over the intercom each morning to begin the day.

READ POEM: Grandmother's Brook - Rachel Field's

Have students make a list of their favorite things. You might want to categorize for younger students. Favorite: food, friend, day, pet, color, game, smells, sounds, movie, toy, stuffed animal, holiday. This will give students a word bank to use to write a story or a poem.

Pretend it is the year 2041. Ask students how old they will be then. Have them write a poem telling their grandchild about their favorite childhood memory.

SEASONS OF YOUR LIFE

Materials needed: Learning About the Lives of Amazing people pg. 90.

After reading do the worksheet "Seasons of your Life" Students will compare life to the seasons as they draw scenes from their lives.

Read: The Crack of Dawn Walkers written by Amy Hest.

Discuss relationships with grandparents. What makes them special? Discuss doing things with older adults besides grandparents. Ask students what kinds of things they enjoy doing things with older adults? Have students make a timeline of their life from birth to death. Have students draw a portrait of themselves as they think they will look when they are a grandperson.

Read: The Canada Geese Quilt.

Have students embroider a quilt square or embroider a tea towel. Make quilt squares using wallpaper sample books for the designs. Hook squares together with yarn. Hang the completed quilt in your classroom. Invite a grandparent to teach the kids how to embroider.

CHILDREN'S BOOKS

These books are helpful in introducing positive intergenerational relationships. They depict children with changing attitudes toward older adults and explore feelings many children experience when learning to deal with this part of society.

Books about Grandfathers

Aliki, A. (1979). The Two of Them. New York: Greenwillow.

Relationship between a grandfather and his granddaughter from birth to death.

Gaeddert, L. (1989). A Summer like Turnips. New York: Holt.

A 1991-1992 Sequoyah nomination. While spending his summer vacation at his retirement village, Bruce helps Gramps get over the recent death of his wife.

Hest, A. (1984). Crack of Dawn Walkers. New York: Macmillan.

Every other Sunday, Sadie and her grandfather go for their special early-morning walk.

Lexau, J. (1979). I Hate Red Rover. New York: Dutton.

Jill does poorly with a game at school, until sharing her problem with Grandpa helps both of them.

Martin, B. (1987). Knots on a Counting Rope. New York: Holt.

Boy-strength of Blue Horses and his grandfather reminisce about the young boy's birth, his first horse, and an exciting horse race.

Books about Grandmothers

Auch, M. J. (1989). Glass Slippers Give you Blisters
New York: Holiday House.

1991-1992 Sequoyah Nominee. Kelly's involvement in helping design a production of her junior high school's drama club, spurred on by encouragement from her artistic grandmother, helps her discover her own artistic identity.

Clifford, E. (1985). The Remembering Box. New York: Houghton-Mifflin.

Nine-year-old Joshua's weekly visits to his grandmother on Jewish Sabbath give him an understanding of love, family, and tradition which helps him accept her death.

Jakes, M. (1985). Blackberries in the Dark. New York: Knopf.

Nine-year-old Austin visits his grandmother the summer after his grandfather dies and together they try to come to term with their loss.

Kinsey-Warnock, N. (1989). The Canada Geese Quilt. New York: Dutton.

1991-1992 Sequoyah Nominee. Worried that a new baby and her grandmother's illness will change her family's life, Ariel makes a special quilt.

Lasky, K. (1988). Sea Swan. New York: Macmillan.

Based upon a 91 year old grandma named Jenny Walk, who lives on an island in Maine.

Neus, B. (1986). Listen to me.

Whenever mom and dad are too busy to talk and to listen, Grandma saves the day, helping out and being a good listener.

Van Leeuwen, J. (1987). Oliver, Amanda & Grandmother. New York: Dial.

When Grandmother Pig comes for a visit, Oliver and Amanda learn just how much fun it is to have a grandmother in the house.

VITA 2

Candace Ann Brasel

Candidate for the Degree of
Master of Science

Thesis: ATTITUDINAL EFFECTS OF INTERGENERATIONAL PROGRAMS
ON GIFTED STUDENTS

Major Field: Applied Behavioral Studies

Biographical:

Personal Data: Born in Webb City, Missouri, March 17,
1949, daughter of Leo J. and Nellie B. Cox.
Married to Greg P. Brasel. Two children, Brian
Michael Brasel and Adrienne Babette Brasel.

Education: Graduated from Joplin Senior High School,
Joplin, Missouri, in June 1967; received Bachelor
of Science Degree in Education from Northeastern
State University at Tahlequah in May, 1983;
completed requirements for the Master of Science
degree at Oklahoma State University in May, 1992.

Professional Experience: Elementary Third Grade
Assignment, 1983-1987; Gifted Resource Teacher,
1987-1992, Broken Arrow School District.