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# Education for the gifted/talented student at Bellevue East High School.

Wendell R. McConnaha  
*University of Nebraska at Omaha*

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EDUCATION FOR THE GIFTED/TALENTED  
STUDENT AT BELLEVUE EAST HIGH SCHOOL

Presented to the

Graduate Faculty  
University of Nebraska  
at Omaha

In Partial Fulfillment •  
of the Requirements for the Degree  
Specialist in Education

University of Nebraska at Omaha

by

Wendell R. McConnaha

March 1985

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

Supervisory Committee

Name	Department
<u>Wayne Glendon</u>	<u>Teacher Education</u>
<u>Paul Kennedy</u>	<u>Ed Admin</u>

Thomas R. Petruc  
Chairman

April 9, 1985  
Date

## TABLE OF CONTENTS

Chapter I . . . . .	1
Introduction . . . . .	1
Background of the Problem . . . . .	2
Definition of Terms of the Study . . . . .	5
Purpose of the Study . . . . .	6
Hypothesis Number One . . . . .	7
Hypothesis Number Two . . . . .	7
Hypothesis Number Three . . . . .	7
Procedures of the Study . . . . .	8
Limitations of the Study . . . . .	10
Format of the Study . . . . .	11
Chapter II . . . . .	12
Review of Related Literature . . . . .	12
Chapter III . . . . .	20
Presentation of the Data . . . . .	20
Figure 1: <u>Standard Error of Difference Between Means</u> . . . . .	21
Table I: <u>Piers-Harris Self-Concept Scale</u> . . . . .	22
Table II: <u>Attitude Toward School Questionnaire</u> . . . . .	23
Table III: Survey Inventory (Part 1) . . . . .	25
Table IV: Survey Inventory (Part 2) . . . . .	27
Table V: Survey Inventory (Part 3) . . . . .	30
Chapter IV . . . . .	31
Summary and Conclusions . . . . .	31
Recommendations . . . . .	33
Bibliography . . . . .	35
Appendices . . . . .	37

## Chapter 1

### INTRODUCTION

Education of the gifted/talented child in the United States is not a recent innovation. In 1635, the Boston Latin Grammar School was established for intellectually gifted children. This was a year prior to the opening of Harvard University. By the late nineteenth century, universal public schools nurtured the principle of a single school for all children, which supposedly upheld the American interpretation of equality for all. In the early twentieth century, multiple tracking programs were incorporated by which students were afforded enrichment without early acceleration, and, until after World War II, emphasis remained on enrichment.<sup>1</sup>

It was not until the late 1950's, when Russia launched its first Sputnik, that American educators paid serious attention to instructional programs for the gifted. The desire to maintain the nation's military superiority, by identifying and nurturing competent students for careers in the applied sciences, provided the impetus that educators needed in order to establish formal provisions and procedures for the identification, selection and placement of the gifted student.

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<sup>1</sup>U.S. Congress, House, Committee on Education, Subcommittee on the Exceptional Child, Education of the Gifted and Talented, by the United States Commissioner of Education, (Washington, D.C.: Government Printing Office, 1972) p. 43.

## BACKGROUND OF THE PROBLEM

During the past few years emphasis on education for the gifted/ talented student has increased. The foundation of this new impetus was laid in 1974 with the passage of PL 93-380 and was supported by the following statement, in 1975, from the United States Department of Education:

The United States Department of Education recognizes the education of the gifted and talented as being an integral part of our education system and supports the endeavors of all those who are involved in providing increased educational opportunities for these students.<sup>2</sup>

Fiscal support for the USDE statement came in 1976 with a Special Projections Act appropriation of 2.56 million dollars for developing professional as well as program resources in the field of gifted and talented.

At the state level, Nebraska has been actively involved in gifted and talented education since 1971. The Nebraska Department of Education was one of the first state education departments to employ a full-time consultant, and Nebraska was one of the first states to have legislation (LB448) specifically funding programs for the gifted and talented students. The Nebraska Department of Education has provided direction for programs by defining gifted children as those who "excel markedly in ability to think, reason, judge, invent, or create, and who need special facilities and/or educational services to assist them to achieve more nearly their

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<sup>2</sup>U.S. Congress, Senate, Committee on Education, Subcommittee for Review of Public Law 93-380, Report by the United States Commissioner of Education, (Washington, D.C.: Government Printing Office, 197-) p. 116.

potential" -- Rule Three Regulations for Approved Criteria for the Classification of Gifted/Talented Students, further recognizes six categories of giftedness: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual or performing arts ability, and psychomotor ability.<sup>3</sup>

The Bellevue School District has historically accounted for individual differences among its students. Initial efforts at identifying and labeling the students in the field of gifted/talented education began in 1973. At the present time the identification program in Bellevue has been refined to a fourteen-point qualification system based on a triad of academic ability, commitment to task, and intellectual ability. This point system will be explained later in Chapter 1.

In the Bellevue Public School System, it was determined that educational opportunities for students should be expanded to match the potential of the individual rather than be limited by established educational programs or procedures. Education of the gifted/talented student should emphasize enduring methods and sources of learning as opposed to final emphasis on the present state of knowledge. Used either as an entity or in combination with the student's traditional program, the following methods were used to meet the student's needs:

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<sup>3</sup>State Department of Education, State of Nebraska, A Review of Rule Three, Regulations for Approved Criteria for the Classification of Gifted and Talented Students, 1973, p. 2.



Early Admission -- Children considered for early admission to kindergarten or first grade are generally within one year of the regular school admission age. Gifted children admitted to school early tend to continue to be academically advanced throughout their school years; little evidence of negative effects has been documented. To be admitted early, children are carefully selected on an individual basis. Social and emotional as well as academic ability are evaluated by qualified personnel.

Acceleration -- Acceleration can take many forms. Children may "skip" a grade, progress at their own speed if in an ungraded situation, take heavy class loads at the secondary level, or use summer school for advancement.

Enrichment -- Enrichment in the regular classroom has traditionally been the program selected most often for gifted students. It may involve the use of extra or different materials, assignments, and pupil projects.

Special Summer Programs -- Students may advance at a faster rate than average, or may be provided opportunities for experiences not normally offered in the regular curriculum.

Advanced Placement -- Secondary students are counseled to take university level courses for which cooperating colleges may grant credit and/or advanced standing. This allows students to concentrate on areas of particular interest in greater depth.

Independent Study -- A student may pursue topics of special interest to an extent greater than is normally possible in a regular classroom.

Community Sponsor or Tutors -- Talented community members share their particular interests with gifted students. This type program has been recommended for creatively gifted students and for youngsters from disadvantaged backgrounds.<sup>4</sup>

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<sup>4</sup>Belleve Public Schools, Operational Procedures Manual, Procedure 6156.1, December 1977.

Utilizing the strategies listed above, a learning center was developed at Bellevue East High School. This center, staffed by two certified staff members who serve as facilitators, serves ninety-three gifted/talented students in grades 10-12. The 1980-81 school year marked the first full year of operation for the center at Bellevue East. The primary question answered by this study was: What are the effects of the Bellevue East Learning Center on the gifted students at Bellevue East High School as it is presently being operated?

#### DEFINITION OF TERMS OF THE STUDY

Leadership - is the act of directing or guiding on a course. In this study it is based on the number of leadership positions within school organizations held by individual members of the sample and control groups as indicated on the Survey Inventory.

Self-Concept - is the image conceived in the mind that someone has of himself or herself. In this study it is the mental image the individual members of the sample and control groups have of themselves as based on the Piers-Harris Self-Concept Scale.

Positive Attitude - is feeling good about a situation. In this case feeling good about school as recorded by individual members of the sample and control groups on the Attitude Toward School Questionnaire.

Piers-Harris Self-Concept Scale - (Piers and Harris, 1969) is an 80-item scale assessing the area of self-concept, particularly physical aspects, abilities, and personality. Raw scores between 46 and 60 are considered average.

Attitude Toward School Questionnaire - is a 69-item scale with four-option responses ranging from strongly agree to strongly disagree. The questionnaire is intended to measure a subject's attitude or feelings regarding school behaviors, (i.e., school, teachers, learning, subjects, independence, and self-concept).

The Survey Inventory - is a 20-item questionnaire developed by Tidwell. It was designed to obtain information from individual subjects in the following areas:

a) the number of hours spent weekly attending school, participating in extracurricular, home recreational, and vocational activities, and sleeping.

- b) the total number of books and magazines read each month.
- c) the total number of employment experiences, free time activities, club and sports activities, past and present club affiliations or leadership positions, achievements, and perceptions regarding possessed abilities.
- d) college plans, educational goals, and perceptions regarding popularity or happiness.
- e) expressions of personal needs, life goals, and career choices.

Early Admission - children are allowed to enter school earlier than the normal date. Admission is based on social and emotional stability as well as academic ability.

Acceleration - skipping a grade at the elementary level, working at their own level in an ungraded situation, and taking heavy class loads.

Enrichment - using extra or different materials, assignments, or pupil projects for instruction.

Special Summer Programs - advancing at a faster rate than normal, or taking advantage of opportunities for experiences not normally offered during the school year.

Advanced Placement - taking university level courses for which the student is granted credit and/or advanced standing.

Independent Study - pursuing topics of special interest to an extent not possible in a regular classroom.

Community Sponsors or Tutors - involves talented community members sharing their particular interests with students who could not receive the skill through their regular school day.

#### PURPOSE OF STUDY

The purpose of this study was to determine the degree to which the Bellevue Public Schools meets the needs of the gifted/talented students at the Bellevue East Learning Center. Meeting the needs of the students is defined as:

- a) Establishment of a positive self-concept in the student.
- b) Verification of a positive attitude toward school.
- c) Active involvement in school leadership positions.

### Hypothesis Number One

It was hypothesized that there would be no significant difference in the self-concept of the gifted/talented students when compared to a control group of ninth grade students who are involved in the gifted/talented program at Mission Junior High School, nor would there be any significant difference in the self-concept of the gifted/talented students when compared to a control group of ninety-three seniors who are not involved in the program at the Bellevue East Center.

### Hypothesis Number Two

It was hypothesized that there would be no significant difference in the positive attitude toward school of the gifted/talented students when compared to a control group of ninth grade students who are involved in the gifted/talented program at Mission Junior High School, nor would there be any significant difference in the positive attitude toward school of the gifted/talented students when compared to a control group of ninety-three seniors who are not involved in the program at the Bellevue East Center.

### Hypothesis Number Three

It was hypothesized that there would be no significant difference in the involvement in school leadership between the gifted/talented students when compared to a control group of ninth grade students who are involved in the gifted/talented program at Mission Junior High School, nor would there be any significant difference in school leadership between the gifted/talented students when compared to a control group of ninety-three seniors not involved in the program at the Bellevue East Center.

## PROCEDURES OF THE STUDY

The sample group of forty-eight male students and forty-five female students was enrolled in the Learning Center Program for gifted/talented students at Bellevue East High School. All students were identified by a fourteen-point screening instrument designed by staff from the Bellevue School District. In order to qualify, the students were required to earn a total of fourteen or more points on the Placement Form by earning from one to four points from each of the following categories: 1) Teacher Nomination Form, 2) a group intelligence test, 3) an achievement test, 4) an individual intelligence test, and 5) the Creativity Checklist. The Placement Form, Teacher Nomination Form, and Creativity Checklist appear at the end of this study (see Appendix A).

Control Group "A" consisted of ninety-three ninth grade students who were enrolled in the gifted/talented program at Mission Junior High School in Bellevue. All of these students were identified by the same fourteen-point screening instrument as described for the sample group.

Control Group "B" consisted of ninety-three twelfth grade students who were enrolled in Bellevue East High School. These students, while not involved in the program at the Learning Center, were enrolled in accelerated classes, and closely approximate both the sample group and Control Group "A" in intelligence and academic achievement.

To test Hypothesis Number One, the sample group was compared with Control Group "A" and with Control Group "B" to determine differences in self-concept as measured by the Piers-Harris Self-Concept Scale. The Piers-Harris Scale was administered by the facilitator of the Learning Center. The results of this assessment provided a measure of

the extent to which the sample group enrolled in the Learning Center was similar to gifted and talented students not enrolled in the Center. The results also established a ninth grade norm with which to compare scores for conjecture as to the degree which self-concept might be attributed to maturation, as opposed to experiences in the Learning Center.

To test Hypothesis Number Two, the sample group was compared with Control Group "A" and with Control Group "B" to determine differences in positive attitude toward school as measured by the Attitude Toward School Questionnaire. The Attitude Toward School Questionnaire was administered by the investigator. The results of this assessment provided a measure of the extent to which the sample group enrolled in the Learning Center was similar to the gifted and talented students not enrolled in the Center. The results also established a ninth grade norm with which to assess the degree which attitude toward school might be attributed to maturation, as opposed to experiences in the Learning Center.

To test Hypothesis Number Three, the sample group was compared with Control Group "A" and with Control Group "B" to determine differences in involvement in school leadership as measured by the Survey Inventory. The Survey Inventory was administered by the investigator. The results of this inventory assess the extent to which the sample group enrolled in the Learning Center was similar to the gifted and talented students not enrolled in the Center. The results also established a ninth grade norm with which to compare the degree which involvement in school

leadership might be attributed to maturation, as opposed to experiences in the Learning Center.

#### LIMITATIONS OF THE STUDY

This study was limited to a sample group of ninety-three gifted/talented students who were attending Bellevue East High School and whose program was monitored through the Learning Center at the high school. There was no attempt to generalize the findings to other secondary students in other schools nor to students in other districts.

Of the many talents and characteristics normally attributed to gifted/talented students, only three areas were measured. The three instruments used were the Piers-Harris Self-Concept Scale, a standardized, nationally-normed test; the Attitude Toward School Questionnaire, a standardized, nationally-normed test; and the Survey Inventory, which is an instrument developed for a Doctorial Dissertation by a Mr. Tidwell at Brigham Young University. All instruments were administered by the investigator, or the facilitator of the Learning Center, in a small group setting. These tests and instruments were selected for use because of the ease with which they can be administered in a group setting and their compatibility with this study.

#### SIGNIFICANCE OF THE STUDY

The primary purpose of this study is to provide a psycho-educational portrayal of the gifted/talented student. Traditionally, descriptive studies of this group have focused primarily on components related to the domain of school achievement. This research, however, was multi-faceted in nature. In this study, investigation includes how the gifted

student feels about himself or herself, about school, and about relationships with others.

Study of the results of this project enabled the Bellevue School District to evaluate the job it was doing with the secondary gifted/talented student, evaluate how the student feels about himself or herself and his program of studies, and evaluate what changes may be needed to do a more complete job with his educational program.

#### FORMAT OF THE STUDY

The project compares data from the various groups for the 1980-81 school year.

Chapter I serves as an introduction to gifted/talented education on the national, state, and local level.

Chapter II reviews the related literature dealing with giftedness at the secondary level and with learning styles for this age group.

Chapter III displays the data gathered regarding the sample and control groups used in this study.

Chapter IV includes the summary, conclusions, and recommendations.



## Chapter II

### REVIEW OF RELATED LITERATURE

#### The Nature of Giftedness

This study is concerned with giftedness, and it is pertinent to survey the research and thinking pertaining to the nature of this attribute of humans. There is some consensus as to the characteristics and behaviors exhibited and as to the potential possessed by those to whom the term gifted/talented applies.

#### Development of Awareness of Giftedness

As mentioned in Chapter I, there is evidence that greatness in human achievement has been recognized and valued for hundreds of years.<sup>1</sup> Those persons in the population who possess high ability have been referred to as "brilliant", "genius", and "prodigy", but the term "gifted" is universally used at this time to describe people who excel markedly in ability to think, reason, judge, or create. Whether it appears to some degree in many persons or in only a few is debated, but present identification procedures generally limit true giftedness to approximately two to three percent of the population.<sup>2</sup>

About five million persons in the United States are gifted, according to Webb. Less than one million of these are "exceptionally

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<sup>1</sup>M.E. Labuda, Creative Reading for Gifted Learners: A Design for Excellence, (Neward, Delaware: International Reading Association, 1979).

<sup>2</sup>J.T. Webb, M.S. Meckstroth, and S.S. Tolan, Guiding the Gifted Child, (Columbus, Ohio: Ohio Psychology Publishing Company, 1982) p. 142.

gifted". "Exceptionally gifted" are those who have an IQ of 140 and above, or about 0.4 percent of the population. Those who are "gifted to highly gifted" have an IQ of 130-139, and they comprise approximately 2.0 percent of the national population. The "superior to gifted" possess an IQ of 120 to 129, which is 7.2 percent of the population.<sup>3</sup>

The word "gifted" is an emotionally-loaded word, evoking feelings that range from admiration to resentment, to hostility.<sup>4</sup> The results of popular opinion have led to national ambivalence and alternate cycles of approval and neglect for the identified gifted student.

It was not unusual to view intelligence as divinely or diabolically inspired nor to see genius as an aspect of insanity in the not-too-distant past. Aristotle observed that there was never a great genius without a tincture of madness, and this has become part of conventional wisdom. Ethical lapses and villainy were also thought to accompany giftedness. The intellectual has also been separated from the general population in moral and religious matters. For example, Darwin's thinking and writing set him apart because he challenged the popular literal interpretation of the Bible.<sup>5</sup>

Contempt for intellectualism has been, and continues to be, deep seated in American public life. Subjects of contempt are the mad

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<sup>3</sup>Ibid.

<sup>4</sup>B.H. Baskin and K.H. Harris, Books for the Gifted Child, (New York: R.R. Bowker Company, 1980) pp. 117-119.

<sup>5</sup>Ibid.

scientist who unleashes forces that cannot be controlled. Intellectualism and practicality have frequently been seen as incompatible. The American hero has been the doer, not the thinker. Pragmatism and opportunism rules the period of the American frontier as well as the industrial period that followed. Assaults on intellectuals reached great heights during the McCarthy era in the 1950's, when thinkers were accused of being communists, in a time of obsession with national security. Remnants of this mind set remain, but the need for intellectualism in addition to purely physical prowess is becoming more apparent and should have broad implications.

Sir Frances Galton is credited with the beginning of the scientific study of giftedness. He assembled evidence for the role played by inheritance in the achievement of persons who were eminent in many fields. He also developed techniques for the objective observation and measurement of human traits and statistical methods of summarizing obtained data.<sup>6</sup> Modern psychological and statistical concepts of deviation and individual differences are credited to Galton.

Interest in the education of gifted/talented children in American public schools was initiated in St. Louis, Missouri, where a system of flexible promotions for the more able students was practiced.<sup>8</sup>

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<sup>6</sup>M.E. Dennis and W.E. Dennis, The Intellectually Gifted, (New York: Grane and Stratton, Inc., 1976) p. 233.

<sup>7</sup>H.A. Lyons, Giftedness, Creativeness and Talent, (Columbus, Charles E. Merrill Books, 1965) p. 17.

<sup>8</sup>Ibid., p. 21.

Modifications of this procedure resulted in tracking programs which allowed faster and more differentiated advancement through the schools. While some acceleration and special grouping programs continued, from the early 1900's onward, the major emphasis in American schools has been on serving the masses of children. There has been little additional effort directed toward the development of special abilities by the schools.<sup>9</sup>

During the more than 100 years of existence of the United States Office of Education, its service to gifted education has ranged from nonexistent to strong advocate and promoter of legislation for gifted and talented education.<sup>10</sup>

In 1971, a landmark document known as the Marland Report reawakened concern for the special needs of the gifted. A startling and unsettling picture of neglect emerged from this report from the United States Office of Education along with recommendations for action to be taken under the existing legislative authority of Public Law 91-230, Section 806. As a result of the Marland Report, the Office for Gifted and Talented (OGT) was established within the Department. The purpose of the OGT was to make an impact on the national gifted scene; however, the funding was not there for such an enormous task. By 1975, categorical funds were made available for education of the gifted population under

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<sup>9</sup>D. Sisk, Children with Exceptional Needs, (New York: Holt, Rinehart, and Winston, 1978) p. 147.

<sup>10</sup>J.C. Williams, Readings in Gifted and Talented Education, (Guilford, Connecticut: Special Learning Corp., 1978) p. 131.

provisions of the Special Project Act of PL 92-380, Section 404.<sup>11</sup>

These funds were appropriated for state grants, local projects, in-service training, leadership training, and research. In 1978, the Gifted/Talented Children's Education Act was passed by Congress which further involved state and local agencies in providing for gifted education by requiring higher level content and instruction to enhance the unique learning abilities of gifted children in order to receive federal funds.

#### Definitions of Giftedness

Multiple definitions have contributed to the confusion about precisely what is meant by giftedness. The most common identifier has been cognitive ability, or performance, as measured by standardized tests, but cut-off points for these instruments have not been consistent. Another approach has been to arbitrarily decide that a certain percentage of all people will be gifted and to include those who score at the highest end of the scale down to where the arbitrary percentage is reached.

#### Stereotypes and Mythology Surrounding Giftedness

Out of popular mythology and conventional wisdom has grown the stereotype of a gifted/talented person as an abnormal human being, totally engrossed in esoteric and impractical preoccupation. The gifted child is often thought to be a "pathetic creature, over-serious, and undersized, sickly, hollow-chested, stoop-shouldered, clumsy, nervously

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<sup>11</sup>P.L. Jacobson, The World of the Gifted Child, (New York: Walker and Company, 1979) p. 267.

tense, and bespeckled".<sup>12</sup> They also have been described as solitary, friendless, lacking social skills, lacking physical and also manual abilities, bookworms-always absorbed in books and studies, and vapid and sissified.<sup>13</sup>

Enough is now known about the characteristics of high-ability children to refute these many commonly held myths that have so curiously surrounded giftedness. In reality, virtually the opposite of all these stereotypes is true. Gifted children clearly have the advantage in categories of physical growth, dexterity, social skills, and sensitivity. Standardized assessments have consistently shown high scores for the gifted on trustworthiness, tenacity, goal-directedness, and emotional stability. Marland observed, in a summary of key national studies by numerous researchers, that gifted children express concern about inequities in society, problems of morality, religion, and world peace, and at a far earlier age than their peers. He said that they do reject conformity for its own sake but possess unusually high social ideas and values. Gifted/talented children are not loners but develop social interests early.<sup>14</sup>

The work of Terman began to dispel erroneous ideas regarding giftedness as well as to provide one of the first comprehensive definitions and composite portraits of the traits of the gifted. From the

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<sup>12</sup>L.M. Terman and M.H. Odem, The Gifted Child, (New York: Heath, 1951) p. 85.

<sup>13</sup>B.H. Baskin and K.H. Harris, Op. Cit., p. 39.

<sup>14</sup>S.P. Marland, Jr., "Our Gifted and Talented Children", Intellect, (October, 1972) p. 7.

volumes of data compiled on his 1500 subjects who possessed intelligence quotients of 140 or above, the following was formed:

[The subjects] ... came from superior intellectual, physical and environmental backgrounds and generally maintained this superiority, tended to be many sided, intellectually and emotionally stable and well adjusted ... were normal to superior in social intelligence, interest and play activities. [They] averaged better than most people on nearly every personality trait; were well in advance of their age mates in educational achievement and benefited by acceleration with almost no occurrence of failure in school subjects.<sup>15</sup>

Follow-up studies of these children were conducted in three time periods which produced these findings as summarized by Terman and Odem:

- a. The average member of our group is a slightly better physical specimen than the average child ...
- b. For the fields of subject matter covered in our tests, the superiority of gifted over unselected children was greater in reading, language usage, arithmetical computation, science, literature and the arts. In spelling and recall of factual information ... the superiority of the gifted was somewhat less marked.
- c. The interests of gifted children are many sided and spontaneous. They learn to read easily and read more and better books than the average child ... they make numerous collections, cultivate many kinds of hobbies and acquire far more knowledge of plays and games than the average child.
- d. As compared with unselected children, they are less inclined to boast or overstate their knowledge, they are more trustworthy when under temptation to cheat; their character preferences and social attitudes are more wholesome and they score higher on tests of emotional stability.

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<sup>15</sup>L.M. Terman, Genetic Studies of Genius, (Stanford, California: Stanford University Press, 1925) p. 56.

- e. The deviation of the gifted subjects from the generality is the upward direction for nearly all traits. There is no law of compensation whereby the intellectual superiority of the gifted tends to be offset by inferiorities along non-intellectual lines.<sup>16</sup>

These follow-up studies showed that giftedness did not dissipate but continued to grow and develop as gifted children became gifted adults.

Of all human groups, the gifted and talented are probably the least likely to form stereotypes. Their great versatility, multiple talents, and countless ways of effective expression defy stereotyping.

In conclusion, the concept of the gifted child has changed to a great extent since the early days of initial identification. The purpose of this study is to present a broadened psycho-educational profile of students currently identified as gifted. By studying a wide-range characterization of gifted/talented students, based on self-concepts, attitude toward school, and leadership, this study enables a meaningful comparative analysis of the gifted student and the extent to which these data reflect, or contradict, the findings of the investigators and authorities who have been reviewed earlier in this chapter.

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<sup>16</sup>L.M. Terman and M.H. Oden, The Gifted Child Grows Up, (Stanford: Stanford University Press, 1947) pp. 23-24.



## Chapter III

### PRESENTATION OF THE DATA

Three measuring instruments were used in the study, two of which dealt with essentially uni-dimensional affective variables, while the third - a survey inventory - secured a range of personal information from the subjects. Approximately fifty minutes was typically required to complete the administration of the measuring instruments. In all, the data gathering extended over a period of several months.

To determine if the differences in the mean scores for the Sample Gifted Group and mean scores for Control Group "A" and Control Group "B" are significant, or whether the differences are merely due to chance, it was necessary to select a level of significance. Most psychological research applies to either the .01 or the .05 levels, although other significance levels may be employed for special reasons.

The level of significance selected for this study was .01. This means that on 99.7 chances out of 100, no difference on mean scores larger than three standard deviations would occur on a particular test between the Sample Gifted Group and either Control Group (significance at .01 equates to three standard deviations). If, therefore, the actual difference was larger than the three standard errors of the difference between the means, it could be said that the difference was significant and not due to chance.

The standard error of the difference between two means (standard deviation of the distribution of differences between means of samples) was obtained by the following method:

FIGURE 1: STANDARD ERROR OF DIFFERENCE BETWEEN MEANS

$$\sigma_p = \sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}$$

$$\text{or } \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

- $\sigma_1$  = Standard deviation of Sample Group  
 $\sigma_2$  = Standard deviation of Control Group  
 $n_1$  = Number of items in Sample Group  
 $n_2$  = Number of items in Control Group

This method will determine the standard error between the groups. Because with .01 significance the difference might be as much as three times the amount, (.01 significance = 3 standard deviations) the standard error was multiplied by three. This amount then represents the least significant difference. Any difference in mean scores between the Sample Gifted Group and either Control Group which was larger than this amount was considered significant.

The Piers-Harris Self-Concept Scale is an eighty-item scale assessing the area self-concept - particularly physical aspects, abilities, and personality. Raw scores between forty-six and sixty are considered average.

The means and standard deviations for the Sample Group, Control Group "A", and Control Group "B" are presented on Table 1. The results from the analysis reveal that, on the Piers-Harris, the gifted sample group obtained a higher mean score ( $\bar{x}$ =56.92) than did Control Group "A" ( $\bar{x}$ =50.59), and Control Group "B" ( $\bar{x}$ =52.68). In addition, comparisons of their standard deviations indicate less response variability for the gifted sample group than for either Control Group.

Table 1  
Means and Standard Deviations of  
Sample and Control Groups on the Piers-Harris Self-Concept Scale

Study Group	Mean Score	Standard Deviation
Sample Gifted Group	56.92	10.87
Control Group "A"	50.59	17.12
Control Group "B"	52.68	13.09

The difference in the mean scores between the Sample Gifted Group and Control Group "A" was 6.33. Testing for significance, it was determined that a difference of 6.80 would be necessary to be considered significant. The difference in the mean scores between the Sample Gifted Group and Control Group "B" was 4.24. Testing for significance, it was determined that a difference of 5.71 would be necessary to be considered significant. Therefore, although mean scores were lower for both Control Groups than for the Sample Gifted Group, the differences could not be considered significant.

The Attitude Toward School Questionnaire is a sixty-nine item scale with four-option responses ranging from strongly agree to strongly disagree. The questionnaire is intended to measure a subject's attitude, or feelings, regarding school behaviors; i.e., school, teachers, learning, classes, independence, and self-concept. The items are categorized according to whether the statement is indicative of a positive or negative school attitude. A subject's responses are coded, based on the following scheme: strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1. A mean score varying from 1.0 to 4.0 is calculated for all items. Higher mean scores indicate increasingly positive or negative attitudes toward school behaviors.

The means and standard deviations for the Sample Group, Control Group "A", and Control Group "B" are presented in Table 2. The results from the analysis reveal that, on the Attitude Toward School Questionnaire, the gifted Sample Group obtained a higher positive mean score ( $\bar{x}=3.73$ ) than did Control Group "A" ( $\bar{x}=3.68$ ) and Control Group "B" ( $\bar{x}=3.16$ ). The Sample Group also obtained a less negative score on those items calling for a negative response ( $\bar{x}=2.58$ ) than did Control Group "A" ( $\bar{x}=2.43$ ). This response reaction did not hold true for Control Group "B" who had a negative response score mean lower than the Sample Group ( $\bar{x}=2.71$ ). In addition, comparisons of standard deviations indicate less response variability for the gifted Sample Group than for either control group.

Table 2  
Mean and Standard Deviation of  
Sample and Control Groups on  
The Attitude Toward School Questionnaire

Study Group	Mean Score	Standard Deviation
Sample Gifted Group		
Positive Attitude	3.73	0.76
Negative Attitude	2.58	1.02
Control Group "A"		
Positive Attitude	3.68	1.02
Negative Attitude	2.43	1.06
Control Group "B"		
Positive Attitude	3.16	1.21
Negative Attitude	2.71	1.24

The difference in the mean scores between the Sample Gifted Group and Control Group "A" was .05 positive attitude and .13 negative attitude. Testing for significance, it was determined that a difference of .84 positive attitude and .99 negative attitude would be necessary to be considered

significant. The difference in the mean scores between the Sample Gifted Group and Control Group "B" was .57 positive attitude and .13 negative attitude. Testing for significance, it was determined that a difference of .95 positive attitude and 1.08 negative attitude would be necessary to be considered significant. Therefore, difference between mean scores for the Sample Gifted Group and the Control Groups could not be considered significant.

The Survey Inventory, a twenty-item questionnaire developed by Tidwell, was designed to obtain information from subjects in the following areas:

1. The number of hours spent weekly attending school, participating in extra-curricular, home, recreational, and vocational activities, and sleeping.
2. The number of books, magazines, or newspapers read each month.
3. The number of club and sports activities, leadership positions, achievements, and perceptions regarding possessed abilities.
4. The college plans, educational goals, and perceptions regarding popularity.
5. The expressions of personal needs, life goals, and career choices.

The means and standard deviations for the Sample Group, Control Group "A", and Control Group "B" are presented on Table 3, Table 4, and Table 5.

Table 3 represents the weekly activity schedule for each of the three groups. The results of the analysis reveal that, on the Survey Inventory, the Gifted Sample Group obtained a higher mean score on those activities which would be attributed to direct relationship to the school program; i.e., Classroom Instruction ( $\bar{x}$ =29.30) and Extracurricular ( $\bar{x}$ =12.25). The control groups tended to obtain a higher mean on those

activities not directly related to school; i.e., Control Group "B", Home Responsibilities ( $\bar{x}$ =11.12) and Employment ( $\bar{x}$ =16.27), and Control Group "A", Television ( $\bar{x}$ =3.10). Standard deviations for all groups were high indicating a high degree of response variability for all three groups.

Table 3  
Means and Standard Deviations of the Weekly  
Activities for the Sample and Control Groups  
on the Survey Inventory

Activity	Mean Number of Weekly Hours	Standard Deviation
Classroom Instruction		
Sample Gifted Group	29.30	0.86
Control Group "A"	29.60	0.72
Control Group "B"	25.70	1.02
Extracurricular		
Sample Gifted Group	12.25*	1.56
Control Group "A"	9.35	0.88
Control Group "B"	5.85	1.67
Home Responsibilities		
Sample Gifted Group	8.91	6.64
Control Group "A"	8.68	4.82
Control Group "B"	11.12	10.19
Employment		
Sample Gifted Group	15.20*	11.91
Control Group "A"	4.84	6.87
Control Group "B"	16.27	15.47
Recreation		
Sample Gifted Group	9.81	6.39
Control Group "A"	7.69	7.78
Control Group "B"	9.91	9.86
Sleeping		
Sample Gifted Group	7.84	1.07
Control Group "A"	8.17	1.06
Control Group "B"	7.26	1.46
Television		
Sample Gifted Group	2.47	1.91
Control Group "A"	3.10	1.99
Control Group "B"	2.43	1.36

\* significant at the  $p = .01$

When comparing the difference in the mean scores between the Sample Gifted Group or Control Group "A", two areas showed a significant difference. In the area of Extracurricular Participation, a difference greater than .677 would be considered significant. The difference was 2.9. In the area of Employment, a difference greater than 9.223 would be considered significant. The difference was 10.36.

When comparing the differences in the mean scores between the Sample Gifted Group and Control Group "B", there were also two areas of significance. In the area of Instruction, a difference greater than .895 would be considered significant. The difference was 3.60. In the area of Extracurricular Participation, a difference greater than 1.168 would be considered significant. The difference was 6.40. These significant differences will be discussed in Chapter IV.

Table 4 illustrates the weekly activities of the students which involve the use of their free time as well as an analysis of their self-perceived achievements and abilities.

Results summarized in this section and listed on Table 4 were obtained from an item analysis of the Survey Inventory completed by all three groups.

Reading activities; The Sample Group ( $\bar{x}=1.57$ ) read more books per month than either Control Group "A" ( $\bar{x}=1.26$ ) or Control Group "B" ( $\bar{x}=1.09$ ). The Sample Group ( $\bar{x}=2.39$ ) and Control Group "A" ( $\bar{x}=2.39$ ) both read more magazines per month than Control Group "B" ( $\bar{x}=1.81$ ). All three groups read more magazines than books by almost a two to one ratio. In this area, as in all categories on Table 4, none of the differences were significant.

Table 4  
Means and Standard Deviations of  
Activities, Achievements, and Abilities for the  
Sample Group and Control Groups on the Survey Inventory

Activity	Mean	Standard Deviation
Books Read Per Month		
Sample Group	1.57	1.51
Control Group "A"	1.26	1.38
Control Group "B"	1.09	1.13
Magazines Read Per Month		
Sample Group	2.39	2.05
Control Group "A"	2.39	2.13
Control Group "B"	1.81	1.13
Past & Present Club Memberships		
Sample Group	2.35	2.86
Control Group "A"	2.24	2.51
Control Group "B"	1.66	1.58
Past & Present Leadership Positions		
Sample Group	2.24	1.58
Control Group "A"	0.52	0.58
Control Group "B"	0.41	0.28
Employment Hours Per Week	*	
Sample Group	15.20	11.91
Control Group "A"	4.84	6.87
Control Group "B"	16.27	15.47
Number of Sports Per Year		
Sample Group	1.89	1.46
Control Group "A"	2.81	1.36
Control Group "B"	1.66	1.28
Honors Received		
Sample Group	2.35	2.12
Control Group "A"	1.19	0.81
Control Group "B"	0.79	0.73
Talents and Abilities		
Sample Group	2.33	0.89
Control Group "A"	1.76	0.88
Control Group "B"	2.07	1.25

Club affiliation; Subject's responses to the survey item "clubs and organizations to which you belong, or to which you have belonged, both inside and outside of school" show the Sample Group ( $\bar{x}=2.35$ )



belonging to slightly more clubs and organizations than either Control Group "A" ( $\bar{x}=2.24$ ) or Control Group "B" ( $\bar{x}=1.66$ ).

Leadership positions; Responses to the item dealing with leadership positions "presently held, or held in the past, within clubs or organizations, both inside and outside of school" indicate one of the few areas of great difference between the groups. The Sample Group ( $\bar{x}=2.24$ ) indicated a higher number of leadership positions held than either Control Group "A" ( $\bar{x}=0.52$ ) or Control Group "B" ( $\bar{x}=0.41$ ). However, due to the high standard deviation of the Sample Gifted Group (1.58), neither score when tested for significance proved to be a significant difference.

Employment; The Sample Group ( $\bar{x}=15.20$ ) and the Control Group "B" ( $\bar{x}=16.27$ ) worked a greater number of hours per week outside the home than did Control Group "A" ( $\bar{x}=4.84$ ). This would be attributed to the ages of the Sample Group and Control Group "B" (17-18) when compared to the age of Control Group "A" (14-15). Once again, however, due to the large standard deviation of the Sample Gifted Group (11.91), this difference could not be considered significant.

Sports; Responses to the item "number of sports" in which you are presently active" indicated Control Group "A" ( $\bar{x}=2.81$ ) was involved in approximately one more sport per year than either the Sample Group ( $\bar{x}=1.89$ ) or Control Group "B" ( $\bar{x}=1.66$ ). This could also have been predicted. The upper grade students (10-12) have the opportunity to participate in three sports per year while the junior high students, including grade 9, have the opportunity to participate in four sports per year.

Honors; When requested to recount "the number of achievements, honors, or awards received both inside and outside of school", the Sample Group ( $\bar{x}=2.35$ ) showed a higher mean than either Control Group "A" ( $\bar{x}=1.19$ ) or Control Group "B" ( $\bar{x}=0.79$ ).

Talents and abilities; Answers to the question asking the subjects to identify their strongest talents and abilities indicated that on the average, the Sample Group ( $\bar{x}=2.35$ ), Control Group "B" ( $\bar{x}=2.07$ ), and Control Group "A" ( $\bar{x}=1.76$ ) all believed they possess approximately two such special talents or abilities.

In Table 5, items pertaining to personal plans and perceptions are analyzed. It should be noted that the percentage of students indicating a particular level of ultimate educational achievement does not always correspond with their ultimate career choice. Although the older students' scores (Sample Group and Control Group "B") tend to reflect a realistic concept of the level of education required for employment in a particular category of career choice, Control Group "A", with their high educational aspirations ( $\bar{x}=42.9\%$  EdD or PhD) coupled with their low category of career choice ( $\bar{x}=71.4\%$  semi-professional and managerial), tend to illustrate a lack of sophistication or knowledge of career awareness rather than a lack of giftedness. It should also be noted that standard deviations are not computed for this section of the Survey Inventory. Therefore, none of the differences were tested for statistical significance.

It is interesting to this researcher that the categories, and order selected, of the life goals is identical for both the Sample Group (Physical, organizational 35.1%; Affiliation, social 27.0%; and Achievement, intellectual 20.7%) and Control Group "B" (Physical, organizational

44.8%; Affiliation, social 27.6%; and Achievement, intellectual 20.7%). Control Group "A", however, was quite different in the selection of goals (Achievement, intellectual 36.0%; Affiliation, social 21.4%; and Self-actualization 14.3%).

In the student's perception of his/her popularity, Control Group "A" ( $\bar{x}$ =81.0% very popular or popular) and the Sample Group ( $\bar{x}$ =83.8% very popular or popular) considered themselves much more popular with their peers than did Control Group "B" ( $\bar{x}$ =65.5% very popular or popular).

Table 5  
Mean Percentages Regarding  
Personal Plans and Perceptions for the  
Sample Group and Control Groups on the Survey Inventory

Focus of Inventory Item	Mean Percentage		
	Sample Group	Control Group "A"	Control Group "B"
Highest Educational Goal			
High School Diploma	0	4.8	24.1
Jr. College or Voc. Tech School	51.9	4.8	65.2
B.A. or B.S. Degree	28.6	33.3	20.7
M.A. or M.S. Degree	14.3	14.2	0
EdD or PhD Degree	5.2	42.9	0
Career Choices (Roe Categories)			
Higher professional and managerial	64.9	28.6	13.8
Semi-professional and managerial	35.1	71.4	66.0
Skilled	0	0	20.2
Life Goals (Maslow Categories)			
Physical, organizational	35.1	0	44.8
Affiliation, social	27.0	21.4	27.6
Achievement, intellectual	21.6	36.0	20.7
Self-actualization	0	14.3	0
Perception of Popularity			
Very popular	5.4	2.4	6.9
Popular	78.4	78.6	58.6
Unpopular	16.2	4.8	31.0
Very unpopular	0	14.2	3.5

## Chapter IV

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

It may be concluded that the primary purpose of this study, to determine the degree to which the Learning Center at Bellevue East High School is meeting the needs of the gifted/talented students, has evolved into a psycho-educational portrayal of three diverse groups of students. However, by using the data collected through the use of the three instruments, the three hypotheses stated in Chapter I can be addressed.

It was hypothesized that there would be no significant difference in the self-concept of the Sample Group when compared to the two Control Groups. The analysis of the results of the Piers-Harris Scale in the preceding chapter, and listed in Table 1, reveals that all three groups fell within the average response range. Although the Sample Group felt better about themselves than did either Control Group "A" or Control Group "B", the difference was not significant.

The analysis of the results of the Survey Inventory in the preceding chapter and listed on Table 3, Table 4, and Table 5 reveals that there is no significant difference in self-concept between the three groups. On Table 3, areas where differences were found to be significant (Extra-curricular Activities and Employment), the difference could be attributed to differences in age or course offerings rather than differences in gifted/non-gifted programs.

On Table 4, there were no significant differences between the three groups when asked to identify their strongest talents or abilities.

On Table 5, there was some difference in the area of self-perceived popularity between two groups (Sample Group and Control Group "A") and the accelerated students not in a special program (Control Group "B"). In spite of this difference, this researcher concludes that all three groups had positive self-concepts and that there is little difference between the three groups.

The hypothesis that there would be no significant difference in attitude toward school between the Sample Group, Control Group "A", and Control Group "B" was evaluated through the use of the Attitude Toward School Questionnaire. The results of this questionnaire are listed on Table 2. Analysis of these data indicate that all three groups were equally positive in regard to their school experiences. These results coupled with data collected on participation in sports, extra-curricular activities, and time spent studying lead this researcher to conclude that there is no significant difference between the three groups in their attitude toward school.

The hypothesis that there would be no significant difference in the involvement in school leadership was addressed through the use of the Survey Inventory. Results of this inventory, which are outlined in Chapter III, are listed on Table 4. Although the number of clubs and organizations to which each of the three groups have been involved in is similar (Sample Group 2.35, Control Group "A" 2.24, and Control Group "B" 1.66), the leadership attained by the Sample Group was higher. The

leadership positions held by the Sample Group ( $\bar{x}=2.24$ ) when compared to the number of organizations joined ( $\bar{x}=2.35$ ) is remarkable. This is especially true when compared to Control Group "B" ( $\bar{x}=0.41$  leadership/ $\bar{x}=1.81$  organizations) and Control Group "A" ( $\bar{x}=0.52$  leadership/ $\bar{x}=2.24$  organizations). These differences, however, are not statistically significant due to the high standard deviations.

The item analysis of this data would lead this researcher to conclude, based on tests of significance, that there are few differences between those students in identified programs and those not so identified. The only differences of significance would be attributed to differences in age between junior high and senior high students. The problem with these tests of significance is that they are based on a computation of standard deviation. With a population of less than one hundred, when the question asks the number of hours worked, the answers could range from zero to forty for one week. When this happens, the standard deviation is extremely high, and to be significant, the difference in means would have to be very great.

### Recommendations

Additional studies in this area would be worthwhile. Data collected as part of this study represents one year in the life of three specific groups who total just three hundred in number. How the results of this study would compare to a different group of students from a different part of the country would be interesting. Many of the differences in means which were not great enough to be considered significant due to the

large standard deviation associated with a small population would perhaps be significant when compared to a thousand gifted students.

It can be said that the Learning Center at Bellevue East is doing nothing to hurt the self-concept nor attitude toward school of its students when compared to other groups within the school. It would appear, in fact, that in the area of leadership, the Learning Center students are ahead of other groups evaluated. It would be this researcher's recommendation, therefore, that the Gifted/Talented program at Bellevue East High School be continued as it is currently operating.

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## APPENDICES



Appendix A

FORMS USED FOR IDENTIFICATION OF GIFTED AND TALENTED STUDENTS IN  
THE BELLEVUE PUBLIC SCHOOLS

- I. Teacher Placement Form
- II. Teacher Nomination Form
- III. Creativity Checklist

TABLE 1

QUALIFYING INFORMATION			
Item	Score	Points	
Teacher Nomination Form	_____	_____	
Achievement Test Score*	_____ % tile highest subtest	_____	
_____ Test	_____	_____	
_____ Subtest	_____	_____	
Group Intelligence Test	_____ IQ	_____	
Individual Intelligence Test	_____ IQ	_____	
_____ Test	_____	_____	
Creativity Checklist	_____	_____	
*-not required in grades K, 1, 2	Total Points	_____	
	Date qualified	_____	

Student \_\_\_\_\_  
 Classroom Teacher \_\_\_\_\_  
 Grade \_\_\_\_\_  
 6 \_\_\_\_\_  
 5 \_\_\_\_\_  
 4 \_\_\_\_\_  
 3 \_\_\_\_\_  
 2 \_\_\_\_\_  
 1 \_\_\_\_\_  
 K \_\_\_\_\_

Teacher Nomination Form Score	Points	Group Intelligence Test Score IQ	Points	Achievement Test %tile Score	Points	Individual Intelligence Test Score IQ	Points	Creativity Checklist Score	Point
75-79	1	116-120	1	75-80	1	116-120	1	30-32	1
80-85	2	121-125	2	81-87	2	121-125	2	33-35	2
86-90	3	126-130	3	88-94	3	126-130	3	36-38	3
91-up	4	131-up	4	95-up	4	131-up	4	39-40	4

Grades K, 1, 2 - A minimum total of 11 points must be scored to qualify for the gifted program.  
 Grade 3-12 - A minimum of 14 points must be scored to qualify for the gifted program.

See Operational Procedure 6171.2 for additional information

TABLE II

BELLEVUE PUBLIC SCHOOLS  
Bellevue, Nebraska

Ins. 71-9/80

Teacher Nomination Form  
Gifted Program K-12

Student \_\_\_\_\_ Teacher \_\_\_\_\_  
School \_\_\_\_\_ Date \_\_\_\_\_

Check the response which best describes the student's functioning in each of the three areas listed.

Areas to be Evaluated

	Below Average	Average	Above Average	High	Very High
General Abilities	<u>0 pts.</u>	<u>20 pts.</u>	<u>25 pts.</u>	<u>30 pts.</u>	<u>35 pts.</u>

General Abilities includes: knowledge, skills, perceptiveness, verbal facilities, reasoning, intellectual curiosity.

-----

	Below Average	Average	Above Average	High	Very High
I. Commitment to Tasks Initiated	<u>0 pts.</u>	<u>20 pts.</u>	<u>25 pts.</u>	<u>30 pts.</u>	<u>35 pts.</u>

Task Commitment includes: persistence, easily motivated and responsive, works independently, concern with detail and complexity.

-----

	Below Average	Average	Above Average	High	Very High
II. Creativity	<u>0 pts.</u>	<u>20 pts.</u>	<u>25 pts.</u>	<u>30 pts.</u>	<u>35 pts.</u>

Creativity includes: curiosity, fluency of ideas, flexibility, sensitivity, originality, imagination, independence in thought.

-----

TOTALS:	I. General Abilities	_____	points
	II. Commitment to Tasks	_____	points
	III. Creativity	_____	points
	GRAND TOTAL	_____	points

Teachers: Compute total score and return this form to \_\_\_\_\_ before

TABLE III

BELLEVUE PUBLIC SCHOOLS  
Bellevue, Nebraska

CREATIVITY CHECKLIST  
Gifted Program K-12

Ins. 72-9/79

Student \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Teacher \_\_\_\_\_

	*1	2	3	4
Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	_____	_____	_____	_____
Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out") unique, clever responses.	_____	_____	_____	_____
Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	_____	_____	_____	_____
Is a high risk taker; is adventurous and speculative.	_____	_____	_____	_____
Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if ..."): manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects and systems.	_____	_____	_____	_____
Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	_____	_____	_____	_____
Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.	_____	_____	_____	_____
Is sensitive to beauty; attends to aesthetic characteristics of things.	_____	_____	_____	_____
Is nonconforming; accepts disorder, is not interested in details, is individualistic; does not fear being different.	_____	_____	_____	_____
Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	_____	_____	_____	_____
Column Total	_____	_____	_____	_____
Weight	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Weighted Column Total	_____	_____	_____	_____

-Seldom or Never Observed  
-Occasionally Observed

Appendix B

SAMPLES OF INSTRUMENTS USED TO COLLECT DATA

- I. Survey Inventory
- II. Attitude Toward School Survey
- III. Piers-Harris Children's Self-Concept Scale

SURVEY INVENTORY

1. How many hours do you spend in school each day?
2. How many hours do you spend in extracurricular activities each day?
3. How many hours do you spend each week in home responsibilities?
4. How many hours per week are you employed outside the home?
5. How many hours per week do you spend in recreational activities?
6. How many hours per night do you sleep?
7. How many hours per day do you spend watching T.V.?
8. Describe your leisure reading during a typical month.
9. Describe your club affiliations and leadership positions held.
10. Describe, in order, your favorite free time activities.
11. List the sports in which you are, or have been active.
12. List the awards or achievements you have received.
13. What are strong talents or abilities which you possess?
14. What are your highest educational goals?
15. How popular are you? very popular, popular, unpopular, very unpopular.
16. What is your ultimate life goal?
17. What would be your ultimate career choice?



## II

### ATTITUDE TOWARD SCHOOL SURVEY

#### STATEMENTS:

1. School is fun.
2. Teachers are fair.
3. Learning is important.
4. Social studies is a valuable class.
5. I am able to work on my own.
6. I feel good about my school work.
7. I wouldn't go to school if I didn't have to.
8. Teachers give grades to their favorites.
9. Most of my classes won't help me in life.
10. English is a valuable class.
11. I need a lot of help to complete my studies.
12. I don't enjoy my school work.
13. School could be made a lot better.
14. Teachers are not very well prepared.
15. Math is a valuable class.
16. I work better alone than in a group.
17. I'm happy with my grades.
18. Science is a valuable class.
19. I am above the class average in grades.
20. I don't like my looks.
21. I am not popular.
22. I am not good in sports.
23. I enjoy going to school each day.
24. I get the most out of every school day that I can.

**THE PIERS - HARRIS  
CHILDREN'S SELF CONCEPT SCALE**

*(The Way I Feel About Myself)*

*by*

ELLEN V. PIERS, Ph.D.

and

DALE B. HARRIS, Ph.D.

*Published by*

Counselor Recordings and Tests

BOX 6184 ACKLEN STATION

NASHVILLE, TENNESSEE 37212

THE WAY I FEEL ABOUT MYSELF

NAME .....

AGE ..... GIRL OR BOY.....

GRADE ..... SCHOOL.....

DATE .....

Here are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you and so you will circle the no. Answer *every* question even if some are hard to decide, but do *not* circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me..... yes no
2. I am a happy person..... yes no
3. It is hard for me to make friends..... yes no
4. I am often sad..... yes no
5. I am smart..... yes no
6. I am shy..... yes no
7. I get nervous when the teacher calls on me..... yes no
8. My looks bother me..... yes no
9. When I grow up, I will be an important person..... yes no
10. I get worried when we have tests in school..... yes no
11. I am unpopular..... yes no
12. I am well behaved in school..... yes no
13. It is usually my fault when something goes wrong..... yes no
14. I cause trouble to my family..... yes no
15. I am strong..... yes no
16. I have good ideas..... yes no
17. I am an important member of my family..... yes no
18. I usually want my own way..... yes no
19. I am good at making things with my hands..... yes no
20. I give up easily..... yes no

21. I am good in my school work ..... yes no
22. I do many bad things ..... yes no
23. I can draw well ..... yes no
24. I am good in music ..... yes no
25. I behave badly at home ..... yes no
26. I am slow in finishing my school work ..... yes no
27. I am an important member of my class ..... yes no
28. I am nervous ..... yes no
29. I have pretty eyes ..... yes no
30. I can give a good report in front of the class ..... yes no
31. In school I am a dreamer ..... yes no
32. I pick on my brother(s) and sister(s) ..... yes no
33. My friends like my ideas ..... yes no
34. I often get into trouble ..... yes no
35. I am obedient at home ..... yes no
36. I am lucky ..... yes no
37. I worry a lot ..... yes no
38. My parents expect too much of me ..... yes no
39. I like being the way I am ..... yes no
40. I feel left out of things ..... yes no

41. I have nice hair. .... yes no
42. I often volunteer in school ..... yes no
43. I wish I were different ..... yes no
44. I sleep well at night. .... yes no
45. I hate school. .... yes no
46. I am among the last to be chosen for games. .... yes no
47. I am sick a lot ..... yes no
48. I am often mean to other people. .... yes no
49. My classmates in school think I have good ideas ..... yes no
50. I am unhappy ..... yes no
51. I have many friends ..... yes no
52. I am cheerful ..... yes no
53. I am dumb about most things ..... yes no
54. I am good looking ..... yes no
55. I have lots of pep. .... yes no
56. I get into a lot of fights. .... yes no
57. I am popular with boys. .... yes no
58. People pick on me ..... yes no
59. My family is disappointed in me ..... yes no
60. I have a pleasant face ..... yes no

61. When I try to make something, everything seems to go wrong. yes no
62. I am picked on at home ..... yes no
63. I am a leader in games and sports ..... yes no
64. I am clumsy..... yes no
65. In games and sports, I watch instead of play ..... yes no
66. I forget what I learn..... yes no
67. I am easy to get along with..... yes no
68. I lose my temper easily..... yes no
69. I am popular with girls..... yes no
70. I am a good reader ..... yes no
71. I would rather work alone than with a group ..... yes no
72. I like my brother (sister) ..... yes no
73. I have a good figure ..... yes no
74. I am often afraid..... yes no
75. I am always dropping or breaking things ..... yes no
76. I can be trusted ..... yes no
77. I am different from other people..... yes no
78. I think bad thoughts ..... yes no
79. I cry easily..... yes no
80. I am a good person..... yes no
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