

## Philadelphia College of Osteopathic Medicine DigitalCommons@PCOM

---

PCOM Psychology Dissertations

Student Dissertations, Theses and Papers

---

2011

# Parent Perceptions of Preadolescent Giftedness and Self Concept

Letitia Pickel

Philadelphia College of Osteopathic Medicine, [thepic66@comcast.net](mailto:thepic66@comcast.net)

Follow this and additional works at: [http://digitalcommons.pcom.edu/psychology\\_dissertations](http://digitalcommons.pcom.edu/psychology_dissertations)

 Part of the [School Psychology Commons](#)

---

### Recommended Citation

Pickel, Letitia, "Parent Perceptions of Preadolescent Giftedness and Self Concept" (2011). *PCOM Psychology Dissertations*. Paper 167.

This Dissertation is brought to you for free and open access by the Student Dissertations, Theses and Papers at DigitalCommons@PCOM. It has been accepted for inclusion in PCOM Psychology Dissertations by an authorized administrator of DigitalCommons@PCOM. For more information, please contact [library@pcom.edu](mailto:library@pcom.edu).

Philadelphia College of Osteopathic Medicine

School Psychology

Department of Psychology

PARENT PERCEPTIONS OF PREADOLESCENT GIFTEDNESS

AND SELF CONCEPT

by Letitia Ann Pickel

Submitted in Partial Fulfillment of the Requirements for the Degree of

Doctor of Psychology

January 2011

**PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE  
DEPARTMENT OF PSYCHOLOGY**

**Dissertation Approval**

This is to certify that the thesis presented to us by **Letitia Ann Pickel** on the **16th** day of **November, 2010**, in partial fulfillment of the requirements for the degree of Doctor of Psychology, has been examined and is acceptable in both scholarship and literary quality.

**Committee Members' Signatures:**

**Diane L. Smallwood, Psy.D., Chairperson**

**Rosemary Mennuti, Ed.D.**

**Barbara B. Williams, Ph.D.**

**Robert A. DiTomasso, Ph.D., ABPP, Chair, Department of Psychology**

### Acknowledgements

I would like to take this opportunity to thank everyone who accompanied me on my journey to complete this dissertation for my doctoral degree. I would like to thank the parents of this study for their participation and for allowing me the chance to view their parenting experiences through *their* eyes. I would like to thank the school district of the study, specifically, the superintendent, Dr. Judith DeStefano and former superintendent, Mr. Ronald Meinders, for permitting me to have access to their parents for the purpose of furthering my education and the education of those interested in the field of giftedness.

I would like to extend heartfelt gratitude to the members of my dissertation committee for their guidance, expertise, and wisdom. Through the direction of Dr. Diane Smallwood, I was able to conceptualize the perceptions of others into a meaningful process of discovery and maintain a course of exploration and insight. The qualitative expertise of Dr. Rosemary Mennuti provided much support and enlightenment, which was extremely helpful and encouraging. The ideas and participation of Dr. Barbara Williams as a member of my validation team were of great value to this study and very much appreciated. In addition, a sincere thank-you to Mary Sharp-Ross, Laura Monahan, and Erica Backenson for their participation as the validation team members of this study and the Philadelphia College of Osteopathic Medicine for allowing me the opportunity to continue my educational endeavors at their institution.

Finally, and most importantly, I would like to thank my amazing husband, Frank, for his love and support through the most trying of times. His ability to always make me

laugh and his unremitting encouragement has helped me through some of the most difficult times, and for that I am grateful. Only with his love, support, and humor, I was able to persevere and complete this project.

To my three awe-inspiring children, Francis, Christopher, and Kayla, with whom I feel so very blessed to have shared this experience with - my accomplishment is also our triumph as a family – you provided the strength I needed to continue on this journey when life felt the need to interrupt the balance of our lives together. Your ideas, opinions, and daily activities remained a constant reminder of what is truly important in life, and for this, I thank you. Not only does each of you have extraordinary gifts unique to your personalities but insights that were of great value to me during this journey. As you know, I have always placed a great value on education and the question was never *if* I would finish this degree, my life simply redirected the *when*, as time often does. How wonderful it was for me to share this experience with you and use it as a lesson for life: you can accomplish anything you set your minds and hearts to - it may not be exactly when you want it but if you persevere and ride out the waves of life, you will get there. This legacy is my gift to you.

### Abstract

Parent perceptions of preadolescent giftedness with regard to the social-emotional development and self-concept of their children were investigated for this study. This study utilized a qualitative approach through information provided by the parents of 21 preadolescent children, with IQ's of 110 and above, who participate in a suburban school districts gifted and talented / enrichment program. Interviews were conducted with each parent and included 7 open-ended questions that were intended to elicit personal views regarding their child's social-emotional development and self-concept. Information from these interviews, incorporated with the background and demographic questionnaire were examined for potential themes and patterns with the intent to interpret these data and draw conclusions about their meaning, relevant to giftedness. Common themes expressed by the respondents were humor, noticeable sensitivity, a positive evolution of social-emotional development, positive discipline practices, extra-curricular experiences, and progressive social relationships.

## Table of Contents

Chapter 1 - Introduction.....	1
Chapter 2 – Literature Review .....	4
Historical Perspectives.....	4
Defining Giftedness .....	6
Recognizing Deviations from the Norm .....	9
Childhood Development .....	10
Early Childhood.....	12
Preadolescent Social Development.....	13
Identity Formation and Self-Concept.....	16
Parenting Issues and Styles .....	17
Authoritarian .....	19
Permissive.....	20
Authoritative .....	20
Behavioral Issues .....	22
Social-Emotional Difficulties .....	22
Psychological Concerns .....	23
Adjustment and Adaptation .....	25

Risk and Resilience.....	26
Counseling Issues and Needs.....	28
Summary Statement.....	28
Statement of the Problem.....	30
Research Questions.....	31
Chapter 3 - Method.....	33
Research Design.....	33
Recruitment.....	34
Participants.....	36
Materials.....	36
Design and Procedure.....	37
Data Analysis.....	39
Reliability and Validity.....	40
Limitations.....	41
Chapter 4 - Results.....	43
Parent Questionnaire Analysis.....	43
Interview Question Analysis.....	46
Cluster Analysis.....	55



Analysis of Predominant Characteristics .....	56
Chapter 5 - Discussion .....	59
Parent Perceptions of Parenting a Gifted Preadolescent Child .....	59
Parent Perceptions of the Child's Social-Emotional Development .....	61
Evolution of Themes .....	61
Validation Team Analysis.....	64
Summary of Results .....	67
The Preadolescent Female .....	72
Significant Contributory Results.....	73
Limitations of the Study.....	75
Future Directions .....	76
References .....	78
Appendices .....	94
Appendix A – Parent Letter of Invitation .....	94
Appendix B - Adult Consent for Participation in Research .....	97
Appendix C - Adult Consent for Audiotaping .....	102
Appendix D – Standard Questions for Qualitative Parent Interview.....	103
Appendix E – Background and Demographic Parent Questionnaire.....	104

Appendix F – Each Question – All Subject Responses .....	107
Question 1 .....	107
Question 2 .....	110
Question 3 .....	115
Question 4 .....	124
Question 5 .....	133
Question 6 .....	143
Question 7 .....	154
Question 8 .....	162

Tables

Table 1 .....	167
Table 2 .....	168
Table 3 .....	169
Table 4 .....	170

Figures

Figure 1 ..... 171

Figure 2 ..... 172

Figure 3 ..... 173

Figure 4 ..... 174

Figure 5 ..... 175

Figure 6 ..... 176

Figure 7 ..... 177

## Parent Perceptions of Preadolescent

### Giftedness and Self Concept

#### Chapter 1

#### Introduction

Children in general face multiple daily stressors specific to childhood such as fighting with parents and/or peers, getting bad grades, and not making sports teams or being elected to clubs. Moreover, a consistent relationship between experiencing multiple daily stressors and maladjustment in childhood has been documented (Sandier, Wolchik, MacKinnon, Avers, & Roosa, 1997). As a result, the additional stressors that gifted children might face in combination with the typical, everyday stressors identified by children in general could leave gifted children at higher risk for psychosocial maladjustment (Preuss & Dubow, 2004).

Preuss and Dubow (2004) suggest that gifted children not only face the typical stressors of being a child but that they also must cope with the multiple daily stressors specific to being gifted, such as pressure from others to be perfect, feeling different and misunderstood by their peers and impatience with problems lacking an easy solution. These problems can arise during a gifted student's adjustment to being gifted, by the quality of educational experience bestowed upon the gifted child, their family environments, and their personal characteristics (Neihart, 1999); therefore, being gifted might result in a gifted child becoming more vulnerable or more at-risk for particular social and emotional problems during childhood (Chan, 2006).

According to research conducted by Morawska & Sanders (2008), gifted children and their parents experience unique relational challenges as well, but there is a lack of research about the nature and extent of these difficulties. However, there is some evidence that differential outcomes for gifted children depend on the family environment (Morawska & Sanders, 2008). Although little is known about the variations in parenting a gifted and non-gifted child, and most research suggests that most parents face similar issues, there are differences in terms of parent expectations and of confidence in their ability to manage and assist a gifted child, as well as, family dynamics and parenting style (Baumrind, 1966).

Although the predominant mentality is that “the gifted appear to be doing fine” (Winner, 2000) and many gifted children grow up to become happy and well adjusted individuals (Plucker & Levy, 2001), there are many who fail to fulfill personal achievement and face the challenge of depression and isolation even before adulthood. The social-emotional problems that can occur during childhood for these gifted children (Chan, 2006) can ultimately happen to any child; however, for the gifted child, the characteristics of giftedness may make a difference between the gifted child’s social-emotional development and/or self-concept from that of his or her non-gifted peers (Neihart, 1999).

The purpose of this study is to investigate the perspectives of parents who have a child with a high average IQ and who participate in a gifted and talented / enrichment program of a selected school district. Because the research regarding the topic of

giftedness continues to unfold into the many facets of intelligence, qualitatively examining the characteristics of the gifted child through the perceptions of their parents may assist in understanding this population's strengths and weaknesses, social-emotional development, and self-concept.

## Chapter 2

### Literature Review

Recognition that gifted children are amongst our most precious resources (Seligman, 1998) does not prevent them from being a neglected special needs population (Pfeiffer, 2001). Although research from the National Association for Gifted Children and the National Research Center on the Gifted and Talented suggest that high-ability students are “at least as well adjusted as any other group” (Neihart, 1999), gifted and talented students may face sources of risk to their social and emotional development that may go unrecognized (Reis & Renzulli, 2004). In addition, it is generally acknowledged that gifted and talented students, despite their generally high cognitive abilities, are not immune to social and emotional problems similar to those experienced by their nongifted age peers (Chan, 2006).

#### *Historical Perspectives*

Much time and effort has been spent over the last hundred years defining giftedness (Sternberg, 1990). In recent decades, however, much of the interest in giftedness has shifted from a focus on who is gifted to how the gifted think (Steiner, 2006). As a result, research focusing on giftedness has utilized qualitative research in order to explore the personal experiences of the gifted as well as the experiences of those around them (Coleman, Guo, & Dabbs, 2007).

Refinement of a definition to explain the concept of giftedness has often been related to the question being asked and to the consistency of answers (Janos & Robinson,



1985). Much of the investigation regarding giftedness has relied on the research of Terman (1925) and his pivotal findings regarding developmental issues of those gifted. In his *Genetic Studies of Genius*, Terman (1925) began a longitudinal study of 1,528 intellectually gifted children, referencing the issues they demonstrated regarding their psychosocial development, maturity, adjustment, mental health, personality characteristics, friendships and intimate attachments. Terman's (1925) research is a hallmark of the interpretation of giftedness and the questions surrounding it.

In addition to Terman's (1925) contributions to the understanding of giftedness, Gardner (1983) introduced the concept of multiple intelligences in his research to explain those individuals with special talents in the visual, performing, and athletic circles. In his *Frames of Mind* research, Gardner (1983) initially presented his influential theory of multiple intelligences (MI), arguing from cognitive science and brain research that each person had seven distinct sets of abilities and potential. In place of the one traditional view concerning general intelligence, he contended that there are seven, each operating in a specific cultural domain: verbal-linguistic, logical-mathematical, visual-spatial, bodily kinesthetic, musical, interpersonal, and intrapersonal (Klein, 1997). Later on, Gardner (Biales, 2007, 1995) added "the intelligence of the naturalist", which included the ability to understand living things and to use this knowledge productively as in farming.

The history of giftedness suggests that research has often speculated how high intellectual functioning affects psychological well-being (Neihart, 1999). Regardless of the definition that is chosen for research in the area of giftedness, most investigators find

that a “substantial relationship exists between intelligence and psychological and social maturity” (Janos & Robinson, 1985, p.151). A view specific to this research is that gifted children are more at-risk for adjustment problems than are their non-gifted peers and that the child’s giftedness increases this vulnerability. Supporters of this view hypothesize that the gifted are more sensitive to interpersonal conflicts and experience greater degrees of alienation and stress than do their peers as a result of their cognitive capabilities (Neihart, 1999).

The cognitive abilities of gifted children inherently sets them apart from their typical peers, although there have been opposing views about whether or not possessing higher intellect is a strength or an “Achilles’ heel” in terms of social adjustment (Preuss & Dubow, 2004). In addition, research has suggested that gifted children as a group might be at an increased risk for not developing some of the skills necessary to function socially and emotionally and that these vulnerabilities might influence the abilities of gifted children to fulfill their potentials (Preuss & Dubow, 2004).

### *Defining Giftedness*

The varying definitions of giftedness and the impact of social context and diversity on the development of talent pose significant challenges for the field of psychology (Robinson & Clinkenbeard, 1998) and reflect “the broad mindedness of our current culture” (Harrison, 2004, p.79) regarding giftedness. Defining giftedness is problematic even among scholars and researchers in the field of gifted education (Harrison, 2004) and is too complex to be reduced to absolutes (Miller, 2005). However,

most definitions, whether they are psychologically based or educationally driven, have moved away from equating giftedness with intelligence as defined by general IQ tests (Robinson & Clinkenbeard, 1998), finding them to be inadequate measures of giftedness (Reis & Renzulli, 20004). As a result, a review of the current literature suggests a definition of giftedness that changes from study to study, depending on the hypothesized intelligence being researched, which in itself poses a problem.

Although there is no one agreed upon definition of giftedness or talent that dominates the field (Robinson & Clinkenbeard, 1998) and the “intelligence” that IQ tests purport to measure has never been measured by precise scientific terms or been supported by evidence from cognitive neuroscience that it can be (White, 2000), the meaning of giftedness has evolved to mean very little to those who possess such attributes - those who “disobey” the usual rules of childhood development (Jenkins, 2005). Ideally, giftedness must be conceptualized broadly enough to include the gifted child’s intellectual, creative, and motivational abilities (Steiner & Carr, 2003), as well as his or her social and emotional difficulties (Neihart, 1999). Realistically, however, giftedness can manifest itself very differently from child to child and not necessarily at the same time for each child along the developmental continuum (Sternberg & Davidson, 2005).

The conceptualization of Steiner, Carr (2003) and Neihart (1999) is consistent with Renzulli’s (1978) model of giftedness that is defined as the interplay between high intellectual abilities, creativity, and persistence, implying that we can only speak of highly gifted children only if they possess all three characteristics. However, it is Monk’s

(1985) triadic model that suggests the relevance of three specific social features that are imperative for social development in gifted children: family, school, and peer group. According to Monks (1985), the influence of family, school, or peer group can make or break the potentially gifted child. This assumption is based on the idea that giftedness is not a fixed and stable characteristic; instead, it is an individual characteristic that can be developed only in a stimulating and motivating environment. Additionally, this model was further developed to include the ideas of Gardner (Biales, 2007, 1995) which suggest that early detection of giftedness in children is essential for the guidance and stimulation of a specific talent and identification of problematic characteristics of gifted children related to social-emotional development (Guldemond, Bosker, Kuyper, & Werf, 2007).

According to the National Association for Gifted Children, there are a handful of foundational definitions that may be categorized from conservative (related to demonstrated high IQ) to liberal (a broadened conception that includes multiple criteria that might not be measured through an IQ test) (Derryberry & Barger, 2008). For the purpose of this study, a more liberal definition will be utilized to include those children academically gifted as well as talented in the areas of sports, artistic ability, and creativity; this is an approach to giftedness maintained by Gardner's (1999) theory of multiple intelligences.

Among the more recent approaches to intelligence, Gardner's (1999) theory of multiple intelligences has intrigued researchers and has gained increasingly widespread acceptance as a promising approach to understanding the gifted child (Chan, 2008).

Gardner (1999) proposed that each individual has specific strengths and weaknesses and can be conceptualized to have multiple abilities or intelligences; each intelligence having its own set of operations, supporting specific activities (Klein, 1997). Gardner (1999) also defined intelligence as a “biopsychological potential to process information in certain ways, with each intelligence allowing the individual to problem solve with value within a cultural context” (Chan, 2008, p.41). To date, he has identified eight intelligences (Gardner, 1999), which are in contrast to the conventional measurement of intelligence which recognizes only scholastic intelligence, restricted by verbal-linguistic and logical mathematical intelligences, and excluding all other abilities (Chan, 2008).

#### *Recognizing Deviations from the Norm*

Both developmentally and educationally, gifted children begin to speak at an early age, learn to walk early, develop an unusually extensive vocabulary, have an amazingly retentive memory, and an uncanny ability to grasp unique conceptual relationships (Khoury and Appel, 1977). Moreover, gifted children tend to acquire and process information and solve problems better, faster or at earlier ages than other students (Robinson & Clinkenbeard, 1998) and are noted for their interest in abstract topics beyond the here and now (Hoh, 2005). In addition, parents of gifted children report early oral expression, unusual and sometimes intense curiosity, unusual retentive memory, capacity for abstract reasoning, high level of questioning, desire for learning, and an advanced sense of humor (Harrison, 2004).

According to Liu and Lien (2005), gifted children who demonstrate high potential or achievement in general intelligence and/or specific talents represent a developmental variation of the population and are likely to have discordant rates of social, emotional, and intellectual development. Thus, gifted children who regard their advanced abilities as different may be affected in the way they see themselves with reference to their social group (Foust & Booker, 2007). As a result, these children may exhibit feelings of isolation and an emotional intensity that may create problems, ranging from awkward social interactions to depression (Liu & Lien, 2005).

### *Childhood Development*

School-aged children have a constant need to do good, side-step embarrassment, and gain respect, especially from their peers, while struggling to reconcile personal standards and expectations of school, family, and peers (Levine, 1999). The functional development of the schoolchild is neither uniform nor linear, but involves hesitations, trial and error, regressions, and progressions (Levine, 1999). In fact, researchers increasingly recognize that children at times must regress or unlearn certain beliefs and concepts before they can master new skills or acquire more effective perspectives and strategies (Kessen & Scott, 1992). Furthermore, “the precise routes of development vary considerably from child to child, culture to culture, and community to community” with substantial variety in their readiness to acquire new skills specific to their learning styles and levels of motivation (Levine, 1999, p. 2).

A general expectation of children whose abilities lie within the average range is that there has been a relatively even development in their intellectual abilities, fine and gross motor skills, and social development (Bain, Choate, & Bliss, 2006). However, for gifted children, development has been found to be asynchronous across domains (Delisle, 1990), with variations of advanced and average intellectual ability (Reis & Renzulli, 2004). Gardner (1983) would contend that because intelligences are independent, most gifted children would display an uneven profile; some of the intelligences would be greater than others. As a result, there is a chance that parents and educators may misinterpret the gifted child's abilities and seriously affect their social, emotional, and educational services (Bain, Choate, & Bliss, 2006).

Baum and Olenchak (2002) specifically noted the tendency of intellectually gifted students to set high, perhaps unrealistic project goals, while their developmental levels, in terms of fine motor skills, would not allow them to achieve at the level they expected, leading to frustration and decreased self-esteem. Likewise, Dabrowski and Piechowski (1977) also found that when gifted children experience failure, they are also more prone to heightened intensities, often becoming overly sensitive to the situation. As a result, Whitmore (1980) further suggests that because of this heightened emotional intensity, gifted children may also have difficulty dealing with their greater sensitivity to the situation, coping with discrepancies in intellectual, emotional and social development, and finding peers who truly understand and appreciate their unusual and advanced perceptions.

*Early childhood.* Because giftedness can be defined as a genetically inherited potential or the ability to reach high levels of achievement in a variety of pursuits, preceded by early characteristic signs (Wellisch, 2010), it should be no surprise that gifted children often first experience problems at preschool age ( Dalzell, 1998). According to Erikson's (1963) developmental stage of "initiative versus guilt", the basic task is for children to achieve a sense of competence and initiative through freedom to select personally meaningful activities and to make decisions in order to develop a positive sense of self. However, as children enter preschool and kindergarten, teachers often have trouble accepting the accomplishments of gifted children because the focus at that educational level is on normative, average abilities and because cognitive and social skills displayed by the gifted child are often advanced and may present very differently from their peers (Dalzell, 1998). In addition, the reports of gifted children having advanced vocabulary and unusual fluency can actually make it difficult for them to relate to others, causing the possible development of fear and anxiety about going to school and choosing to hide their giftedness (Sankar-DeLeeuw, 1999).

During school-age, Erickson (1963) states that gifted children generally succeed in the academic components of development but psychosocial aspects are more challenging. In addition, gifted children differ from the norm in several ways; they are highly motivated, extremely independent, and tend to be more introverted and introspective (Winner, 2000). Furthermore, Sowa, McIntire, May, & Bland (1994) report that gifted children are motivated by "desire for recognition of academic and social



achievement, the stimulation of challenge, and/or by a desire for peer acceptance, and that this may create difficult choices for them in terms of their ability to adapt or fit their environment” (97-98). Consequently, peer relationships often conflict with mastery needs, and gifted children face the difficult choice of rejecting their psychological needs in order to fit in and adapt to their environments, resulting in gifted children having difficulty establishing friendships (Dalzell, 1998) and maintaining a balance between their giftedness and pubertal maturation.

*Preadolescent social development.* The characteristics of preadolescence are generally recognized by physical, cognitive, and social development. When major changes in behavior occur, this is usually identified as a shift from one developmental stage into another as supported by the stage theories of Freud (1949), Erikson (1968), Piaget (1972), and Kohlberg (1971). Additionally, preadolescence is characterized by accelerated social behaviors, not necessarily by innate developmental constructs but by changes in the environment (Thornburg, 1983); therefore, changes in the social environment or social interactions do not necessarily imply that the capacity of the individual has changed but that a reaction to the current environment/ relationship has occurred.

Many children are prematurely thrust into advanced social behaviors prior to their developmental readiness for them, which may cause an inner conflict for the child. Compared with physical and cognitive development, there is a greater potential for inner conflict in the preadolescent’s social development, which has a potential to facilitate or

hinder personal growth (Thornburg, 1983). Likewise, the societal pressure for early social participation often obscures the real issues to problematic behaviors in preadolescent children because the assumption is that preadolescents today are more socially mature than previous generations, when in fact, they may just be more socially involved (Thornburg, 1983).

Erikson (1963) contended that the development of trust, autonomy, initiative, and industry during childhood provides the building blocks for adolescents to develop a clear sense of themselves, their personal beliefs and values, and their place in the community (i.e., identity achievement). However, Gilligan (1979, 1982) argued that theories emphasizing the development of autonomy may be more characteristic of boy's than of girl's personality development. She noted that girls tended to reason about moral dilemmas in ways distinctly different from boys, preferring to consider the web of interpersonal relationships rather than hierarchies and rules. She suggested that attachment, connectedness, empathy, and intimacy may tend to play a more prominent role in girl's personality development because girls experience a more difficult transition through the developmental stages of preadolescence and adolescence, which may be considerably more stressful than that of a boy's passage (Gilligan, 1982).

Additionally, adolescence is a critical time in girls' lives—it is a time when girls are in danger of losing their voices and thus losing connection with others, and also a time when girls, gaining voice and knowledge, are “in danger of knowing the unseen and speaking the unspoken and thus losing relational connection” (Gilligan, 1982, 24-25), as

well as their self-concept (Bain & Bell, 2004). Gilligan's (1982) examination of cultural differences also suggests that Anglo/White girls report a decrease in feelings of self-worth at around 11 years of age, that Hispanics do so at a later age, and that African-American girls maintain levels of self-esteem but dissociate themselves from public sources of validation, notably teachers.

One explanation for these gender differences is that boys and girls are socialized differently throughout childhood and adolescence (Chodorow, 1978). Differential socialization may also lead to fundamental differences in identity formation among boys and girls (Sneed, Cohen, Chen, Johnson, Gilligan, Crawford, & Kasen, 2006). From this perspective, girl's identity formation originates in the context of relationships because girls tend to identify with relationally oriented mothers. According to Gilligan (1982), if one enters the ecological world of the female adolescent, one meets her in two central relationship systems: her peer system and her relationship to her family, particularly her mother. Boy's identity formation, however, tends to originate in the context of separation because boys tend to identify with their fathers, who are often more distant and unavailable.

Cross and Madson (1997) noted that parents are more likely to discuss emotions with girls than with boys and that parents are more likely to assign child-care responsibilities to girls rather than to boys. Moreover, girls' relationships are characterized by intimate friendships and cooperation, whereas boys' groups are characterized more frequently by competitiveness and rough play. Consequently, girls

tend to value family affiliation and closeness more than boys do, and they tend to view their parents as being a more important source of emotional support than boys do (Kenny & Donaldson, 1991). In addition, parental attachment has been found to play a more important role in identity formation among girls than among boys (Palladino & Blustein, 1991). Further, close family relationships have been found to be more strongly associated with psychological well-being among girls than among boys during adolescence and early adulthood (Kenny & Donaldson, 1991; Lopez, Campbell & Watkins, 1986).

#### *Identity Formation and Self-Concept*

The way in which a gifted child is seen by his or her family, in the school environment, by peers, and in one's self, has a dramatic impact on the child's identity formation and self-concept (Silverman, 1998). Cognitive complexity, emotional sensitivity, heightened imagination, and magnified sensation combine in the gifted child to create a different quality of experience and meaning (Piechowski, 1992). In addition, the asynchronous development of gifted children is matched only by their emotions that can be just as intense and disruptive (Silverman, 1998).

Research conducted by Coleman & Cross (1988) has shown that gifted children seem to regard their advanced abilities as a differentiating factor that sets them apart from their peers and complicates their social relationships. As a result, the gifted child forms a belief that *others* regard their giftedness as being something different and, in turn, a social

stressor is formed in certain social contexts, thus hindering normal social interaction (Coleman & Cross, 1988), requiring a number of coping strategies (Swiatek, 2001).

Those gifted children that fall under the guise of this paradigm may academically underachieve because of their desires to fit in with lower-performing peers; however, because of this suppression of their identities, they may display signs of withdrawal, depression, disruptive behavior, and refusal to complete assignments (Liu & Lien, 2005). In addition, gifted girls may experience depression, poor self-esteem, and psychosomatic symptoms more often than gifted boys because of this identity crisis (Liu & Lien, 2005).

Research focused on self-concept contends that it is a theory that is multifaceted, hierarchically ordered, and increasingly differentiated with age (Marsh, 1989). Because it is multidimensional, the relationship between self-concept, gender, and age must be considered separately. In addition, Marsh (1989) suggests that there may be a curvilinear effect in which levels of self-concept may decline during preadolescence and early adolescence, level out in middle adolescence and increase in late adolescence and early adulthood. Initial research with the Piers-Harris (1984) instrument further supports this decline during preadolescence, suggesting that self-concepts in preadolescence are lower than in early childhood and that the decline is similar for boys and for girls (Marsh, 1989).

### *Parenting Issues and Styles*

Family values, tradition, and expectations have a predominant effect on the development on the gifted child's talent and personality and on their creative

productiveness as adults (Olszewski-Kubilius, 2002). Parents of gifted children are usually more highly committed to the development of their child's talents and abilities (Bloom, 1985); however, when social and emotional problems occur among gifted children, they most often reflect the interaction of an "ill-fitting environment" with their personal characteristics (Dwairy, 2004), which include the parenting styles of the family unit.

Research conducted by Morawska & Sanders (2008) suggests that gifted children and their parents experience unique relational challenges. Parents of gifted children report that they require assistance not only with meeting their child's educational needs but also with specific parenting techniques (Dangel & Walker, 1991; Strom, Johnson, Strom & Strom, 1992; Silverman, 1993; Huff, Houskamp, & Watkins, 2005), which may be due to parent expectations and confidence in their ability to manage and assist their gifted child (Morawska & Sanders, 2008). In addition, parents of gifted children have few guidelines about how to deal with issues resulting from their children's giftedness, which in turn, may result in inadequate feelings by the parent (Lovecky, 1992).

Liu and Lien (2005) suggests that parents should not only understand that it is common for their gifted children to have discordant rates of social, emotional, and intellectual development but that this may also require special attention. In addition, a primary focus on the gifted child within the family should be avoided and each child's strengths should be fostered, as well as giving the child individual attention and the setting of suitable limits on behavior (Liu & Lien, 2005). However, family dynamics

often depend on parenting style and according to Baumrind's (1966) theory, there are three distinct parenting prototypes that contribute to the functioning of a family: authoritarian, permissive, and authoritative.

*Authoritarian.* Parents that practice the authoritarian style emphasize controlling the child and his or her obedience and restricting autonomy (Dwairy, 2004). This parenting style has been associated with negative behavioral and emotional problems in children, such as aggressiveness, resistance to authority, problems in intimate relationships, depression, low self-esteem, and difficulties in making decisions in adulthood (Reitman, Rhode, Hupp & Altobello, 2002). In addition, due to some of the characteristics of gifted children, such as increased sensitivities (Delisle, 1986), over-excitability (Dixon & Scheckel, 1996), superior persistence, curiosity, and orientation toward mastery and challenges (Gottfried & Gottfried, 1996), as well as the tendency to play an authoritative role in the family (Hackney, 1981), the gifted child may be expected to have a difficult time coping with an authoritarian parenting style within the family.

The correlation found between adjustment problems and the authoritarian parenting style may support the research that emphasizes the importance to the gifted child of balancing stress and challenges with familial bonding and environmental support (Oleszewski-Kubilius, 2002). With this authoritarian parenting style gifted children appear to suffer from psychological maladjustments and their families are observed to be less cohesive or supportive (Dwairy, 2004).

*Permissive.* Parents who adopt a permissive parenting style tend to have few expectations of their children, place few limits on their behaviors, and enable them to make their own decisions and regulate their own activities (Baumrind, 1991). Children raised by permissive parents have poor social skills and low self-esteem and are often seen as selfish, dependent, irresponsible, spoiled, unruly, inconsiderate of other's needs, and antisocial, with less optimal social and academic outcomes (Baumrind, 1991; Walker, 2008).

*Authoritative.* The authoritative style is a compromise between the authoritarian and the permissive styles of parenting. Parents who adopt this style tend to display good nurturing skills and exercise moderate parent control, allowing the child to become progressively more autonomous (Baumrind, 1991). Authoritative parents foster creativity, show lower levels of frustration, exert an appropriate amount of flexible control, view play as a highly valuable activity, show confidence in their abilities as teachers, and act as facilitators of the teaching/ learning process (Snowden & Christian, 1999). Children of authoritative parents have better self-esteem and tend to be self-reliant, self-controlled, secure, popular, and inquisitive (Buri, Louiselle, Misukanis, & Mueller, 1988). In addition, they exhibit fewer psychological and behavioral problems than do children with authoritarian or permissive parents (Lamborn, Mants, Steinberg, & Dornbusch, 1991).

Research conducted by Dwairy (2004) regarding the relationship between parenting styles and emotional and behavioral adjustment indicated that the authoritative



style correlates positively with the mental health of gifted children. The more authoritative the parenting style is, the more positive is the attitude of the gifted child toward their parents, the higher their self-concept and self-esteem, and the lower their levels of identity disorder, anxiety, depression, and conduct disorders (Dwairy, 2004). In addition, Cornell (1984) suggests that families in which there is a gifted child generally praise and commend the child; problems tend to arise when there is an overemphasis of the child's giftedness.

The findings of Dwairy (2004) agree with research that supports the association of authoritative parenting style with positive psychosocial adjustment (Wenar, 1994). Furthermore, these results are consistent with the research of Abelman (1991), Cornell and Grossberg (1987), and Karnes and Shwedel (1987), which found that the families of gifted children are characterized by a high level of cohesion and place great value on mutually supportive relationships and open expression between family members; in addition, the parents of such families emphasize an unconditional, positive regard for their children and encourage their independence. According to research conducted by Snowden & Christian (1999), desirable parenting behaviors facilitate cognitive and conceptual development and also nurture gifts and talents exhibited by the child when the parents place a high priority on time spent with their child, yet balance their personal activities, job and time spent as a family.

*Behavioral Issues*

There are a number of factors that may place the gifted child at a higher risk for developing behavioral or emotional problems (Morawska & Sanders, 2008). Factors that place the gifted child at risk include asynchronous development (Roedell, 1984; Roedell, 1986; & Webb, 1995); excessive and inappropriate use of praise (Webb, 1993 & Freeman, 1995); a mismatch between the child's ability and the instructional environment; unrealistic expectations of parents and teachers; parent over involvement (Morawska & Sanders, 2008); and difficulties with peer groups (Pfeiffer, 2000). Additionally, Roedell (1984) and Neihart (1999) report that the gifted child is more vulnerable to adjustment, behavioral, and mental health problems, especially if they are also from a minority or disadvantaged background (Robbins, Tonemah, & Robbins, 2002).

*Social-Emotional Difficulties*

Not only intellectual, but also, social and emotional issues provide challenges for parents of gifted children (Lovecky, 1992). As a result, a frequently voiced concern of parents and educators is that children who are gifted are prone to developing social and emotional problems (Bain, Choate, & Bliss, 2006). In addition, teachers and parents are more likely to label gifted children as difficult, odd, or unhappy (Freeman, 2001). Research by Solano (1987) reported that students also held perceptions that individuals who are gifted have a higher probability of problems in the social realm. Continued reports regarding the social and emotional difficulties with gifted children are also noted

by Rimm (2002); gifted children often report feeling “different” from peers, possibly affecting their social relationships.

Gifted children often cannot find peers at their level with similar interests, and this can result in frustration and boredom (Harrison, 2004). In addition, gifted children might find it more difficult to belong to an appropriate peer group and to feel accepted by their peers within the desired group (Chan, 2006). As a result, some gifted students face social and emotional issues deriving from their academic advancement in comparison with their peers; this makes them appear different in school and /or with their social groups (Reis & Renzulli, 2004).

Gifted and talented students, despite their generally high cognitive abilities, are not immune to social and emotional problems similar to those experienced by their same aged peers, who are not gifted (Chan, 2006). Regardless of former theoretical arguments suggesting that children of higher intellectual ability should be expected to display advanced social development (Schneider, Clegg, Byrne, Ledingham, & Crombie, 1989), the social cognition of many gifted children is different from that of their typical peers and as a result, interventions must be provided for these children so that they may feel socially accepted by their peers and by themselves (Preuss & Dubow, 2004).

### *Psychological Concerns*

Feelings of depression, relationship inadequacies, and stigmatizing labels (Swiatek, 2001) are just a few areas of concern that interfere with the emotional and social development of gifted children. In addition, some issues that may be more

prevalent in gifted children might include perfectionism brought on by a pressure to perform consistently at high levels, fear of failure, feelings of inadequacy outside their domains of expertise, and feelings of isolation (Plucker & Levy, 2001). According to the Mental Health Report of the Surgeon General (2010), anxiety disorders are the most common psychological disorder of children, affecting one in eight children (Anxiety Disorders Association of America, 2010); if left untreated, children with anxiety disorders are at higher risk to perform poorly in school, miss out on important social experiences, and engage in substance abuse.

The healthy management of emotional experience, or affect regulation in gifted children, is often more mature than expected when compared with their chronological age; therefore, the fears of a gifted child, although similar to those of other children, are difficult to cope with because the gifted child must process his or her feelings as that of an older person (Keiley, 2002). As a result, gifted children not only feel misunderstood by their peers, but also experience difficulty being understood by adults (Hebert & Neumeister, 2002) and become further traumatized when adults do not understand or appreciate the information received by the gifted child (Vida, 2005).

Amongst the developmental stages, adolescence would appear to be the area of problematic social and emotional development for the gifted child (Hoh, 2005); however, Harrison (2004) suggests that the years between ages 4 and 9 can be the most problematic for gifted children in terms of trying to establish a sense of personal identity. Although some gifted children during this developmental continuum will lack social graces and

may even have behavioral idiosyncrasies (subject to ridicule) (David, David, & Riley, 2003), they can learn intuitive social competencies that can benefit their overall social and emotional development and nurture their different friendship styles (Harrison, 2004).

*Adjustment and adaptation.* Gifted children, because of being associated with unique characteristics, are at a higher risk for specific social and emotional problems (Neihart, 1999; Tannenbaum, 1997). Specifically, these problems may arise from a gifted child's needs for learning and thinking at a pace and level unmatched by their educational environment, creativity, energy, intensity, aspirations, and developmental asynchronies, as well as their concerns for finding compatible friends and coping with feelings of being different (Chan, 2003). Furthermore, these adjustment problems may become more significant with increased IQ scores, leaving the gifted child feeling even more different from his or her nongifted peer (Pfeiffer & Stocking, 2000; Winner, 1997). Research conducted by Chan (2003) further suggests that different multiple intelligences relate differently to different adjustment problems. For example, verbal and mathematical intelligences did have an effect on problems related to intense involvement and unchallenging schoolwork (Chan, 2003).

The idiosyncratic stressors of being a gifted child may not only be relative to the child but may also create pressures for adaptations within the family structure (Moon, Jurich, & Feldhusen, 1998). Families with gifted children may divert financial resources, relationships, and activities towards the gifted child and neglect the siblings and spouses (Moon, Jurich, & Feldhusen, 1998), creating further tensions within the family

(Silverman, 1998; Thomas & Ray, 2006). In addition, the asynchronous development of gifted children can create stressors within the family structure because they do not proceed through the developmental stages in a normative fashion (Silverman, 1993) and may exhibit discrepancies between their cognitive, social, and emotional development (Moon, Jurich, & Feldhusen, 1998) leaving the family, specifically the parents, feeling inadequate in their parenting skills, thus, creating an anxious family atmosphere overall (Leviton, 1992).

*Risk and resilience.* There are many biological, psychological, cognitive, and/or environmental factors that can hinder the normal development of any child and contribute to a child's vulnerability to adversity (Gardynik & McDonald, 2005). Although there are many reported factors that place the gifted child at-risk for developmental, behavioral, social-emotional, and psychological problems, specific areas of concern include unidentified disabilities, delinquency, and adolescence.

According to Seeley (2004), gifted children with learning or physical disabilities are often overlooked because they may not necessarily be identified utilizing typical identification procedures. In addition, Silverman (1998) reports that their abstract abilities often enable the gifted child to compensate; therefore, true disabilities and disorders are often masked, and typical behaviors of the gifted may be misinterpreted. As a result, their potentials often go unnoticed because they may present as lazy, slow, or simply normal. Unfortunately, if the unidentified potential of a gifted child is not recognized, behavioral issues may manifest into delinquency (Seeley, 2004).

Because gifted children are reported to have heightened sensitivities and intellectual characteristics (Neihart, 1999), which research suggests cultivates feelings of isolation and dissimilarity from other children (Lovecky, 1992), gifted children become more vulnerable to delinquency (Seeley, 2004). In addition, if a gifted child's abilities are largely creative and divergent, he or she will probably be more vulnerable to delinquency (Seeley, 2004). Furthermore, Seeley (2004) reports that it is the fluid abilities of a gifted child, which are characterized by a quick perceptiveness and intuitive ability used to process information and solve problems, that place the gifted child at greater risk for delinquency.

Normal developmental periods can put children at-risk if their home and school environments do not adapt to the developmental changes in their behavior (Seeley, 2004). This is a significant issue when gifted children appear more mature than they really are because of advanced verbal reasoning skills and are expected to act older than their chronological age (Dalzell, 1998). Behavioral concerns, as well as social and emotional issues arise when gifted children labor and lament over externally imposed goals and aspirations that are not theirs, but rather are their parents or teachers. During elementary school, gifted children are more prone to internalize the feelings they have regarding this external control of their giftedness (Bain, Choate, & Bliss, 2006; Hammond, McBee, & Hebert, 2007); it is during the middle school years that many gifted children begin to challenge these external standards and exercise the characteristics prone to adolescence (Seeley, 2004).

*Counseling issues and needs.* The characteristics associated with high intellectual ability may contribute to the counseling needs of gifted children and may in fact make specific circumstances especially difficult to cope with (Piechowski, 1997), regardless of culture or socioeconomic status (Peterson, 2006). However, academic pressures and commitment to activities may have equal or greater impact on well-being (Peterson, Duncan, & Canady, 2006). As a result, gifted children often need specialized counseling services specific to the psychological problems related to giftedness (Moon, Kelly, & Feldhusen, 1997). Research by Hammond, McBee, & Hebert (2007) suggests that gifted children seek a balance between similarity to and differentiation from their peers, which therefore, provides relevant exploration within a counseling relationship.

Because research suggests that the gifted child may have a more intense interaction with the environment, which creates additional conflict, counseling strategies need to focus on problems of underachievement and inadequate emotional adjustment rather than on preventing the fruition of the problems (Blackburn and Erickson, 1986). The needs of gifted children suggests that there are a series of developmental crisis that most gifted children will experience; therefore, counseling needs to focus on the mastery of developmental challenges such as immaturity in the elementary grades in order for the gifted child to feel successful (Blackburn and Erickson, 1986).

#### *Summary Statement*

Because identification, assessment, and definitional issues of giftedness continue to be areas of uncertainty in this research field, it is evident that much work remains to be



done in order to assist this special-needs population (Pfeiffer, 2001). However, in order to assist children in need, specific developmental needs inherent to specific childhood populations must be examined. Although the field does not have epidemiological data on either on the prevalence or on the distribution of childhood disorders among gifted children, anecdotal reports and clinical experiences suggest that many gifted students are learning disabled, have attention deficit disorder, or suffer from painful and troubling psychological disorders (Pfeiffer & Stocking, 2000). Neihart (1999) proposes that the existence of this information may suggest that the psychological well-being of a gifted child is related to the type and level of giftedness, the quality of educational match, family environment, and personal characteristics of the gifted child; therefore, these areas of relevance need to be examined for the betterment of the gifted child.

The experience of being young and gifted could be described as a search for complexity and connection (Harrison, 2004). The breadth of diversity found within this special population is profound across both intellectual and nonintellectual attributes because gifted students are anything but a categorical type that can be defined by a simplistic guideline in order to try and understand them (Lubinski & Benbow, 2000). The problems inherent to the social and emotional development of the gifted child are intensified when they are not understood (Reis & Renzulli, 2004) and the gifted child is forced into a category of isolation instead of one that recognizes that he or she is simply a child that may have a social weakness regardless of being gifted.

*Statement of the Problem*

Although recent research suggests that “high ability” students are generally at least as well adjusted as any other group of students, some gifted children can and often do face a number of situations that are not unique to them, yet they constitute sources of risk to their social and emotional development if not adequately addressed (Neihart, Reis, Robinson, & Moon, 2002). As a result, while they progress through school, yet the desire to conform and be accepted by their peers and teachers causes many of these children to leave their originality behind (Herbert & Neumeister, 2002), resulting in an incongruent self-concept.

Research describes the common characteristics of the gifted population to include personality characteristics such as perfectionism, excitability, emotional sensitivity, intensity, a desire for recognition of academic achievement, nonconformity, questioning of rules or authority, a strong sense of justice, and idealism (Tieso, 2007; Yoo & Moon, 2006; Lovecky, 1993; Silverman, 1993; Sowa, McIntire, & Bland, 1994; VanTassel-Baska, 1998). Consequently, these personality characteristics may create difficult situations for gifted children in school and with their peers (Yoo & Moon, 2006) and cause isolating behaviors (Peterson & Ray, 2006). As a result, these characteristics may place the gifted child at risk for developing internalizing disorders, such as depression and anxiety, in response to social stressors (Peterson & Ray, 2006; Webb, 1993; Robinson & Noble, 1991).

In order to provide an intervention for those gifted children who may feel socially inept, the variables related to their social weaknesses need to be isolated; however, because research suggests a lack of consensus regarding even the definition of giftedness, the social characteristics of this population of children needs to be compared with a normative group of behaviors to determine the extent to which they are socially different. Therefore, the personal experiences of the gifted children must be taken into consideration as well as the perceptions of their primary caregivers – their parents.

The purpose of this study is to investigate the perspectives of parents who have a child with a high average IQ and to examine the possibility of common characteristics amongst the children. Through structured parent interviews, the information gathered may provide a greater in-depth understanding of children who are intellectually advanced and assist in the exploration of this population.

### *Research Questions*

In summary, this study will attempt to better understand the experiences of parents who have preadolescent children participating in a gifted and talented /enrichment program. An analysis of parent experiences may increase the understanding of this population.

Essentially, this study focused on the following two questions:

1. How do parents of children with above average abilities view their parenting experiences?

2. How do parents of children with above average abilities view their children's social-emotional development?

## Chapter 3

### Method

This study utilized a qualitative design to generate insight and understanding regarding the possible different or possible similar themes of parent perceptions concerning their preadolescent child's self-concept and IQ. The process of this research was inductive and aimed to describe and interpret experiences, provide new insights, and generate ideas regarding the self concept and social-emotional development of children with IQ's of 110 and above.

#### *Research Design*

A qualitative approach is one in which the researcher examines data and “provides an explanation based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed, with an intent of developing theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative, or change oriented) or both” (Creswell, 2003, p. 18). It also uses strategies of inquiry such as narratives, phenomenologies, ethnologies, grounded theory studies, or case studies. The researcher collects open-ended, emerging data with the primary intent of developing themes from data. For this study, the qualitative approach utilized will be phenomenology.

Phenomenology is a qualitative strategy in which the researcher identifies the “essence” of human experiences concerning a phenomenon, as described by participants in a study (Creswell, 2003, p.15). The procedure involves studying a small number of

subjects through extensive and prolonged engagement in order to develop patterns and relationships of meaning (Creswell, 2003; Moustakas, 1994). This process involves the researcher making an interpretation of data and developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically, stating the lessons learned, and offering further questions to be asked (Wolcott, 1994, p.182). This is done through the continuous analysis and interpretation of data until the point of saturation. Data saturation occurs when the researcher no longer hears or sees new information.

### *Recruitment*

The parents of students in a suburban school district's gifted and talented/enrichment program were recruited for this study. Eligibility for participation in the gifted and talented / enrichment Program of this school district is based on the use of a district matrix that includes performance on norm-referenced assessments, teacher recommendation, and all trimester grades on report cards. Additional students may be invited to participate in the gifted and talented / enrichment program per teacher recommendation and classroom performance, in order to address other intelligences. These children, upon parent signature, are then permitted to choose from multiple areas of interest, including but not limited to academics, the arts, and athletics.

The norm-referenced assessment used by the district is the Terra Nova (2007) taken in second grade in preparation for third grade academic placement. The Terra Nova (2007) is a standardized norm-referenced achievement test developed by

CTB/McGraw Hill that compares students' scores to scores from a normative group. The normative group for this assessment is a national sample of students representing all gender, racial, economic, and geographic groups.

The Terra Nova (2007) includes a component that acts as an IQ test, measuring students' abilities to use information and apply it to new and different situations. It gauges how a student analyzes and employs higher-level thinking skills. Students who attain a Cognitive Skills Index of 110 or above are considered for the gifted and talented/enrichment program. After a specific gifted and talented/enrichment curriculum is determined for the child to begin in third grade, each child is required to have parental consent prior to the change of placement or supplemental instruction regarding their education.

An invitation for parent participation for this study was based on student scores on the Terra Nova (2007) Cognitive Skills Index of 110 and above. The letter of invitation was sent to parents of 112 children who participate in the gifted and talented/enrichment program. The use of the parent list by the researcher was approved by the superintendent of this public school district.

Only the parents of those children selected to participate in the gifted and talented/enrichment program and who had previously agreed to their child's participation in a selected program were invited to participate in this research study. If the parent did not give permission to the district for their child to participate in the gifted and talented/enrichment program, these parents were not sent a letter requesting their assistance from

the researcher of this study and were therefore, excluded from this study. Furthermore, participation in this study included only those parents that responded to the researcher's letter of invitation requesting their participation in this study (see Appendix A for Parent Letter of Invitation).

### *Participants*

The participants of this study were the parents of 21 preadolescent males and females, with IQ's of 110 and above (Table 1), who participate in a suburban school district's gifted and talented/ enrichment program. This selected preadolescent population belonged to a larger population of 112 fifth- and sixth-grade elementary school-aged children, who participate in the gifted and talented/ enrichment program within this school district.

For the purpose of this study, the term "parent" was defined as a biological parent, step-parent, or guardian. Also, an IQ of 110 was used to represent a benchmark of above average intelligences. Finally, the term "preadolescent" was defined as a male or female, between the ages of 10 and 12, and who was in either 5<sup>th</sup> or 6<sup>th</sup> grade.

### *Materials*

The materials used for this study included a letter of invitation (see Appendix A) from the researcher to the parent; an adult consent form for the parent to sign in order to participate in the research (see Appendix B); an adult consent form for the parent to sign so that the interview could be audiotaped (see Appendix C); a set of standard questions to



be asked during the interview of each parent (see Appendix D); and a background and demographic questionnaire to be completed by each parent (Appendix E).

### *Design and Procedure*

Prior to the researcher's request for parent participation with this study, approval to conduct this study was provided by the district school superintendent; this was done before application was made with the Institutional Review Board (IRB) and approval was given for this study to begin by the IRB. In addition, the researcher participated in the Qualitative Parent Interview (see Appendix C for Standard Questions for Qualitative Parent Interview) with another adult so that the part of the interviewee could be experienced before applying to the IRB.

Upon IRB approval, a letter of invitation (see Appendix A) to participate in this research study was sent out to 112 parents who met the selected criteria for this research: their 5<sup>th</sup> or 6<sup>th</sup> grade preadolescent child has an IQ of 110 or above and participates in one of the programs of this district's gifted and talented/ enrichment program. A total of 23 parents responded to the letter of invitation, and an interview date and time was arranged for each parent with the researcher. An interview time could not be arranged with two of the 23 parents, so the final sample size was 21. After completing 21 interviews, it was determined that saturation had been achieved and no further recruitment of subjects was needed.

Prior to the onset of each scheduled interview, each parent was asked to sign an adult informed consent form (see Appendix B). The consent form included permission

for the researcher to record the parent during the interview (see Appendix C) and to review their child's individual school records. Ethical considerations were discussed to explain that the interview time would be devoted to the study, and an appointment could be scheduled at a later time if the parent had concerns that he or she wished to discuss with the researcher in her role as a school psychologist.

Upon consent, a face-to-face interview (see Appendix D) was conducted individually with each parent regarding their child's developmental milestones, social-emotional growth, and self-concept. After the completion of each interview, the parent was asked to complete a background and demographic questionnaire (see Appendix E).

Data collection for this study included a face-to-face interview with each parent and the use of a background and demographic questionnaire. The face-to-face interview afforded the researcher a wealth of information provided by each parent and the questionnaire was used to assist in the understanding of conditions relevant to each child's social-emotional development and self-concept. After each interview, each digital recording was typed verbatim into a manuscript format so that it could be further studied. An ongoing analysis of the information provided by the parents was continuous until saturation of these data was accomplished.

Upon completion of the parent interviews, a qualitative analysis was completed, utilizing the information gathered from each parent to determine if there existed a common theme amongst parent perceptions of their children with the selected criteria for

this study. If such a theme existed, could this information assist in the identification of common needs amongst children with above average abilities?

These data gathered by the researcher from the parents was initially analyzed by the researcher, but were then further analyzed by a validation team. This validation team consisted of a panel of school psychologists for an additional review of the gathered information. The members of this team had a minimum of a Masters degree in psychology and/or education, with one member being a committee member of this research project. This data review was used to enhance the study by having the review panel ask questions regarding the researcher's experiences and exploring further themes that added to the validity of this study.

#### *Data Analysis*

After the collection of data, these data were organized and reviewed. This first step allowed the researcher to gain a general sense of the information and to reflect on the overall meaning of these data. Notes were taken regarding general thoughts about these data at this time. After this initial review, these data were then coded and information was categorized. Demographic data were used as a context for interpreting the interview data, and for providing descriptive statistics relevant to this study. The presentation of themes and patterns was then presented in a narrative format with an interpretation of these data in the results section. The analysis of data was continuous throughout this study until saturation was reached.

*Reliability and Validity*

Reliability for the purpose of this study has a minor role because it is difficult to examine the stability and consistency of the participants' responses against participants of a like study. Each participant had personal feelings and views regarding the asked questions; therefore, each participant's response was unique to their child.

Validity, however, is seen as "a strength of qualitative research", and is used to determine whether or not the findings are accurate from the standpoint of the researcher, the participant, or the readers of the study (Creswell, 2002, p. 196). There are procedural safeguards to check the accuracy of findings in qualitative research; triangulation, the use of rich, thick descriptions to convey findings, and the inclusion of negative and discrepant information that runs counter to the themes were utilized in this study.

The triangulation of different data methods was examined as a cross examination for checking results (with the idea that the researcher, participant, and reader can be more confident with a result if different methods lead to the same result), rich descriptions were used to convey the findings and experiences, and discrepant information that ran counter to the themes was also presented so that different perspectives may be further examined and credibility of the study can be made evident. Information used in this study included newly collected primary data and preexisting secondary data (Terra Nova scores) until the saturation of data had occurred.

*Limitations*

This study focused on the parent perspectives of preadolescent children who have an IQ of 110 or above and who participate in this district's gifted and talented/enrichment program. A limitation to this study was the methodology used to gather information from these 21 respondents. If a different methodology had been used to ask the questions of this study, i.e., multiple-choice, the results of this study may have been different. However, because the questions asked allowed the parent to determine how much or how little they would share, the parent provided personal boundaries to each question.

Because a qualitative methodology was used for this study, the findings could be subject to subjective interpretations. This study included the views and experiences of parents regarding their children; therefore, bias and personal interpretation of the parent was a limitation to this study. Furthermore, information provided by each parent could have been provided according to social desirability, which could have affected the parents' responses to the questions asked for this study (i.e., parents could have responded in a way that they believed was expected or desirable to the researcher). Finally, because there was a 1:7 ratio of father to mother respondents, personality characteristics, parental roles, gender differences, and primary caretaker availability or parent interest may have contributed to the information or lack of information provided.

Finally, the interpretation of these data by the researcher may be a third limitation of this study because of personal involvement with the participants during the face-to-

face interviews. As a result, the researcher used self-reflection in order to keep personal bias from contaminating the study; however, personal contact with the parents depended on establishing rapport, trustworthiness and credibility in a short amount of time, which depended on the recognition by the researcher of human emotion and the experiential relationship between the parent and researcher. These elements needed to be established if the participants were going to discuss personal issues regarding their child and the researcher was going to further the field of information regarding the social-emotional development and self-concept of children with IQ's of 110 and above . Even with these limitations, the findings of this study have the potential to contribute significantly to the field and knowledge of giftedness.

## Chapter 4

### Results

#### *Parent Questionnaire Analysis*

The demographics data collected from the 21 respondents for this study are included in Table 2 for the respondents and Table 3 for the children. The respondents included 18 females and 3 males. The mean age of the mothers was 42.6 and for the fathers 44.6. The mean age of their children for whom they provided information was 11.1. Their children also had a mean IQ of 120.9 and were in either 5<sup>th</sup> or 6<sup>th</sup> grade. The children represented 11 from fifth grade and 10 from sixth grade; of the 21 children 16 were female and 5 were male.

All 21 subjects were the biological parents of the reported children; the marital status of 18 of the parents was married and 3 were divorced. The mean age of the mother at the birth of the reported child was 31.5. All the parents for this study had a minimum of a high school diploma; 10% had a high school diploma, 21% had an Associate's degree, 50% had a Bachelors degree, and 19% had a Masters degree. The parents interviewed for this study included 93% Caucasian and 7% Hispanic. Parents of these children were reported to have had no Special Education or Related Services during their education as children; however, 12% of the parents did report that there was a gifted parent of the child. All parental giftedness was reported to be that of the mother.

Respondents for this study reported that 93% of the parents were currently employed and that the remaining 7% of the parents included “stay-at-home moms”. The primary caregiver was reported as the mother by 62% of the respondents, with the remaining 38% reporting shared responsibility between the parents for primary care giving. The primary disciplinarian was reported to be both parents by 57% of the respondents, with 38% reporting “mother only” disciplinarians and 5% “father only” disciplinarians. Parent-child relationships yielded the fact that 36% of the mothers had the strongest relationships with their children, 10% of the fathers had the weakest relationships with their children, and 11% parental sharing/responsibility of the strongest and weakest relationships with 14% denying that there is a weaker parental relationship or 29% reporting that the weakest relationship is with a sibling of the child examined for this study (of these 21 children, 18 have siblings and 3 do not).

Of the 21 children examined for this study, all attended preschool and they entered kindergarten with a mean age of 5.1 (one child started at 4 years of age and another began kindergarten at 7 years old). Respondents reported that their child began walking at 11.3 months of age (with a range of 5 months), and talking at a 16 months of age; however, 38% of the respondents had no memory of when their child began to talk. In addition, the pregnancy information provided by the respondents’ reports that 57% had a normal pregnancy but that 43% had a high-risk pregnancy.

Social-emotional development reported by the respondents of this study suggest that 86% of their children have best-friends and 14% do not; but that 95% do have a core



group of friends. In addition, 33% of the respondents reported their children to have a positive attribute such as friendliness, compassion, and kindness, with 24% reporting humor to be their child's strength. Respondents also reported that 14% of the children had a primary strength in academics and 14% in creativity; finally, further strengths were reported as 5% for independence, 5% for memory, and 5% for athletics.

Weaknesses reported by the respondents when asked the question, "What are your child's weaknesses?" suggest that 62% have a social-emotional weakness involving levels of frustration, sensitivity, shyness, and fears. However, when asked in the questionnaire, "Do you see your child as having social-emotional weaknesses?" 52% said yes and 48% said no. In addition, when asked if they had any concerns regarding their child's social-emotional development, 33% of the parents were concerned and 67% were not. Additionally, 29% of the respondents believed that a specific academic area was their child's greatest weakness and 9% reported it was the watching of too much television.

Respondents for this study reported that 95% of the children participate in organized extracurricular activities afterschool with the exception of 1 student who was reported to participate in activities with peers in his neighborhood. The structured activities for the majority of children in this study included dance, sports, instrument lessons, Girl Scouts, sign-language lessons, and karate.

*Interview Question Analysis*

An analysis of each answer to the presented questions suggests that there were definite similarities amongst the parent responses. The following interview questions explored the parents' perceptions of their children:

Question #1 - What does gifted mean to you?

More often than not, the initial response to this question was one of surprise. Most parents initially hesitated with their responses to this question but then they began to explain the meaning of giftedness as it would pertain to their children; all did so with much pride and admiration for their children. The personal meanings of the word "gifted" resulted in more frequent explanations about their child's "thinking abilities" and "reasoning abilities" rather than about their academic achievements.

Typically, parents compared their children with other children of the same ages and grades. Many of the respondents used the words "above average", "high ability", "excel", and "talented" to answer this question. The parents perceived their children to be above an average level of intelligence, ability, and/or talent compared with their typical peers. Areas of above average ability were recognized as not being uniform across every developmental domain or subject matter. In addition, the overall response to this question was positive and parents expressed a positive attitude towards their child's exceptional ability; however, there is information that will be presented in Question 6 regarding challenges experienced as a parent of a gifted child to maintain this balance .

Question #2 - Describe your child to me.

When asked to describe their child, parents presented characteristics that were either interpersonal or intrapersonal. Attributes of each grouping of characteristics were also positive or negative (see Table 4). The parent answers to this question resulted in the introduction of personal perceptions regarding their children's strengths and weaknesses in the areas of personality, behavior, emotion, and intelligence. Parent responses to this question suggest that they perceived interpersonal /social relationships as more positive and intrapersonal characteristics as less positive and socially acceptable.

Interpersonal – positive terms used by parents to describe their children included “humorous”, “funny”, “athletic”, “generous”, “rule follower”, “loving”, “compassionate”, and “considerate”. Interpersonal – negative characteristics included the descriptions: “too serious”, “a bit of an attitude”, “emotional”, “very sensitive”, “too good a sense of humor”, “shy”, “immature”, and “doesn't respond well to authority”. Additionally, intrapersonal – positive terms used by parents to describe their children included “well-rounded”, “intelligent”, “independent”, and “avid reader”. Intrapersonal-negative characteristics included the descriptions: “lazy”, “fearful”, “dependent”, and “introverted”.

Overall, parents described their children, using words characteristic of either interpersonal or intrapersonal attributes. Furthermore, few parents included their child's intelligence or description of their child's above average abilities in the description of their child. However, when compared with the terminology used to explain the meaning

of “gifted” in Question #1, parents in Question #2 did not appear to view “reasoning abilities”, “humor”, or the reported “sensitivities” of their children in a positive way when they perceived their children expressing these characteristics in an extreme manner.

Question #3 - Often times, parents of children identified as gifted report challenges in parenting - please describe your experience as a parent of a gifted child.

When asked to describe their experiences as a parent of a gifted child, parents presented characteristics that focused on their personal interactions with their child. The parent-child relationship was found either to be completely satisfying or a challenge to both the parent and child. Characteristics of the child that were found to be a challenge to the parent included the child’s acknowledgement of his or her above average abilities compared with that of the parents and the competitiveness regarding it, motivation of the child, and providing enough “challenging” enrichment to the child outside of their academic involvement. In addition, the areas perceived by the parents to be a challenge to their children included “perfectionism”, “rigid thinking”, and “personal frustrations (i.e., time management)”, all of the characteristics involving a response to a situation.

The challenges reported by parents regarding their children suggest that some of the children can be “perfectionistic” and have difficulty accepting another way of thinking, which can lead to the “frustrations” reported. In addition, “boredom” was perceived to be a challenge experienced by some of the children; as a result, parent perceptions appeared to instill a sense of requirement by each parent to provide enrichment and positive social interactions for each child. As noted from the previous

analysis of the parent questionnaire, all the parents supplemented their child's academic experiences regardless of mentioning that their child was "bored" and for some it required much effort and energy to maintain the child's interests and daily schedules.

Also, some of the respondents did not view their children to be a challenge in any way. The statements made regarding these children included "an absolute pleasure", "we are truly blessed", and "an amazing child". However, those parents that found their child to be challenging regarding the "who knows more" competition in their relationship, also placed a value on the conversations and relationships that their child was able to maintain during adult conversations requiring higher level thinking. Finally, all the respondents appeared to interpret the word "challenge" as something negative and those parents that perceived their child to be a challenge, presented it as an interpersonal weakness.

. Question #4 - Tell me what works when disciplining your child.

The initial reaction from the parents in answering this question was observed confidence. Parents appeared proud as they discussed the lack of discipline that was required for their child. Parents stated that they did not have to discipline their child on a regular basis and when discipline was needed, dialogue between the child and parent was the first, and usually the last, thing attempted. If that method of discipline was unsuccessful, the child was often given a "time out" to think and reflect on their behavior, and finally, if discussing the infraction and reflecting upon it did not prove to benefit the situation, a personal item, activity, or reward would be taken away from the child.

The method and practice of discipline discussed by the parents suggests a positive manner by which the children can learn from their mistakes; parents often used the phrases “just a good talking to”, “explain what is expected”, “come to an agreement”, and “sitting down and talking” in discussing their primary disciplining technique. Phrases used to describe their child needing time to reflect included “time out”, “go and think about what has happened” and “sent to room to think”. Regardless of whether or not the parents proactively entered a discussion with their children, had their children reflect on their behavior, or withheld an item, activity, or reward of personal worth, the parents presented situations in which they maintained consistency, firmness, and predictability with their discipline practices. In addition, the children always had consequences for behavior regarded as negative by the parent. The type of discipline reported by all the parents in this study reflect an authoritative style of discipline, which is nurturing and positive.

Most of the parents for this study utilized their child’s reasoning abilities to assist the child in maintaining positive behaviors. Parents presented scenarios which suggest that the parents maintained the control in the parent-child relationship and did not lose control by yelling at their child but instead discussed and negotiated areas of behavioral concern when they occurred. In addition, one parent utilized humor when disciplining stating, “It breaks the tension in the room . . . and yelling just doesn’t work”.

Question #5 - I’m curious about social-emotional development – tell me how your child gets along with others.

When asked to describe how their child gets along with others, the overall parent response included a description of positive social experiences between their child and other children. Parents presented a clear distinction between the social-emotional development of their children and that of others, and portrayed a developmental continuum of social-emotional progression with minimal set-backs.

Many statements made by the parents regarding this social-emotional distinction between their children and their children's peers included comments such as, "He doesn't segregate himself", "Some friends are not as bright to her", "Adapts very well to different kids", "Kids gravitate towards him" and "She's very open to allowing them into that circle". These comments suggest that although their children can integrate well with others, the parents perceive a clear distinction between their children and others perhaps due to the parent's personal interpretation of above average intelligence.

Parents described children that are selective with their friends and who experience the same issues of friendship as their typical peers: "shyness", "mean girls", "value systems", and "rejection amongst peers". However, it is throughout the responses to this question that the progression of social-emotional development begins to evolve with varying degrees of intensity: "shy" to "bossy" to "handling emotions very well", and "establishing personal boundaries" and "preferring to be with younger kids". In addition, discordant development is discussed – "Emotionally and socially, she's a little bit behind . . . intellectually she is above them, and that sometimes can make for difficult interactions socially"; but there are no discussions regarding isolative behaviors or

difficulties establishing friendships, which suggests that the social-emotional development of these children is typical amongst their groups.

Finally, there were parents who presented information that included their child forming relationships that resulted in extended parent relationships for themselves, as well as approval from their personal adult relationships regarding their child's social-emotional abilities: "And we've become friends with some other families because of her so . . . she socially has done very well" and "I know grown-ups all enjoy her very much". With statements such as these, it would suggest that the parents of these children equate relationships with adults as a higher level ability that is a function relevant to their child's above average intelligence. It also suggests that parent perceptions of their children are placed on a hierarchy of development above their peers and that although their children experience the same social-emotional strengths and weaknesses as their typical peers, there is something that sets them apart.

Question #6 - Describe to me what your child's social-emotional development has looked like over time.

Parents responded to this question with observed seriousness. When parents answered the questions prior to this one, they appeared to have straight-forward responses; for this question, parents were observed as reflecting more often on the development of their child. This question appeared to elicit responses that provided a personal view into the life of a parent with a child considered to have above average intelligence. Insight regarding the evolution of their child's social-emotional



development was made evident by the situations the parents chose to share with the researcher and challenges perceived by the parent to be associated with their child's above average intelligence began to emerge.

Information provided by the parents regarding the social-emotional development of their children suggest that for some of the parents, when behavioral issues did occur, the intensity of the situation was significant. While answering this question, two parents were observed crying and although it was suggested by the researcher that the interview stop, both parents insisted that the interview continue. The descriptions used to describe the intensity of these situations included the following phrases: "difficulty calming self down" and "safety issue", which suggest the depth of struggle experienced by the parents, whose child presented with behavioral challenges requiring intervention.

Fortunately, for most of the parents, their child experienced a positive progression of social-emotional development. The child's ability to reason and understand the ideas, feelings, values, and identity of peers emerges during this question and reciprocal peer relationships begin to be understood by the children. Parents present an awareness that their child is evolving from a socially and emotionally immature child to a preadolescent, who is able to reconcile differences, whether they are intrapersonal or interpersonal.

The children have progressed from "melt-downs", "sensitivities" and "high levels of frustration" to more socially acceptable behaviors. Identification of social-emotional progression is made by the parents with responses that include the words "stages", "now", "getting better", and "over time" to suggest that their children have progressed

through acceptable social-emotional development. However, there are also parents who respond to this question with a response that suggests that their child's social-emotional development has been unremarkable: "typical" with "no surprises".

The answers provided by the parents for this question also provide information that validates the significance, not only of the parent in the child's life but that of the child's family, specifically, the child's siblings. It is during this question that many of the answers from the parents include the importance of siblings in the child's life and the interactions that take place in this relationship; and if the child does not have siblings, how the parent facilitates a sibling relationship with other children from different families for their child. The sibling relationship is presented as a significant relationship, regardless of sibling rivalry or bickering and value is placed on this relationship in the life of the child being discussed for the interview.

Question #7 - Compared to other children, how do you think your child compares socially and emotionally?

Parent responses to this question suggested that the majority of parents perceive their children to have developed both socially and emotionally above their peers with "exceptional", "a little better", "more mature", or "at the top" behaviors; and if not, their children were "well-balanced", "well-adapted", and often in a category of "average". For the children that fell below average in the area of social-emotional development, the child's fragmented sensitivities to situations appeared to hinder the parent's decision that the child had fulfilled the requirements of this milestone.

The children who were perceived as having accomplished the management of social-emotional behaviors, were also viewed as children able to assist those children with social-emotional weaknesses. For those parents who perceived their child to be above average in this area of development, the ability of this child to engage in meaningful conversation with adults surfaces again multiple times from multiple parents. It is during this question that parents again suggest, in their responses, that significant value is placed on their child's ability to interact with adults and exchange ideas while utilizing their higher level reasoning abilities and maturity.

#### *Cluster Analysis*

Of the 21 children presented by their parents for this study, only 3 of the children had IQ's that were 130 and above (which is a numerical descriptor for intellectual giftedness). Upon analysis of this cluster, the results suggest that these parents also perceived their children to have above average abilities but also a level of intensity regarding areas of specific interest that required established boundaries between the parent and child; i.e. grades are not to be joked about by the parent; parent assistance with homework is per the terms of the child; and intellectual competition with a parent will have consequences set forth by the parent. Despite the spectrum of social-emotional intensity reported by these parents, they perceived their children as socially and emotionally well-adapted.

Although the results of this cluster are unremarkable, the collection of significant themes throughout the interviews included both interpersonal and intrapersonal

characteristics, which included humor, shyness, sensitivity, activity levels, and intelligence (Table 4). These characteristics were often presented as isolated traits of the children throughout the interview process; however, an analysis of these interpersonal and intrapersonal characteristics as a cluster suggests that they are often interrelated and that the children may possess these traits not always as a continuum of developmental progress, but sometimes along a spectrum of social-emotional functioning. In addition, these characteristics were also interpreted as positive or negative, depending on the parent's perception of the characteristic in specific settings (See Figure 1).

#### *Analysis of Predominant Characteristics*

With respect to the characteristic of "humor", many of the parents viewed this as a positive characteristic until some of the children were noted to have "too good a sense of humor" or that the humor of their child would "need to be watched" (see Figure 2). This characteristic was perceived by the parents to be a functional element of their child's above average development if it was maintained within appropriate balance.

Likewise, the characteristic of shyness was initially perceived by parents as a form of cautious and conceptual behavior; however, for those children who were unable to utilize their shyness within a context of positive social behavior, it was presented as debilitating by the parents if the child experienced fears and anxieties that interfered in the child's social-emotional relationships and overall development (see Figure 3).

Throughout the study, various levels of sensitivity were also established by the parents throughout the child's development. For many, these varying degrees of

sensitivity presented as “caring”, “thoughtful”, “kind”, and “loving” characteristics; for others, the sensitivities of their children involved “meltdowns”, “over-sensitivities”, and “over-analytical” thought processes that often required a cognitive intervention from the parents, so that the child might interpret the situation differently and more realistically (see Figure 4). In these specific instances, parents relied on their child’s reasoning abilities to prevent similar occurrences from happening again in the future.

The children of this study had a variety of extracurricular activities each day; these were perceived by the parents as a needed element in their child’s overall development. For many of these children, these activities presented as opportunities for positive social involvement with like peers; for some, their daily schedules provided much competition, which at times, became dysfunctional for the child and for the parent (see Figure 5) – especially when the child engaged in intellectual rivalry with the parent, which often resulted in a clash between parent and child, requiring a re-establishment of parent-child boundaries.

Finally, although the child’s above average intelligence was found by all the parents to be a positive attribute of their child, the “inquisitive” and “creative” natures of these “academic achievers” were seen, on occasion, to become “rigid- thinkers” and “overly-analytical” (see Figure 6), which was perceived by the parents as a difficult trait to have if their child was to be socially and emotionally well-balanced.

The interrelated characteristics of humor, shyness, sensitivity, activity level and intelligence encompass the developmental domains not only of the social-emotional

development and cognitive abilities specific to this study, but also the developmental domains of language acquisition and physical development of each child. Consequently, this interrelatedness of interpersonal and intrapersonal characteristics may suggest a discordant development amongst above average intelligent children, but it only substantiates the likeness they have to the asynchronous stages of their typical peers. Likewise, the intensities sometimes experienced by these above average children may be due to the discordance between the developmental domains, resulting in “inappropriate social exchanges”, “fears”, “melt-downs”, over-sensitivities”, and “rigidities” that present as social-emotional immaturities and weaknesses during the progression of their development (see Figure 7).

## Chapter 5

## Discussion

This study focused on gathering information regarding preadolescent giftedness through the perceptions of parents whose children have an above average IQ; in addition, it tried to answer two questions: How do parents of children with above average abilities view their parenting experiences?; and How do parents of children with above average abilities view their children's social-emotional development?

According to Terman (1921), if giftedness is to be quantified, a child should have an IQ of 130 or above to be considered "gifted". However, after 30 years of follow-up studies regarding his own research with gifted individuals, both children and adults alike, Terman (1921) concluded that tests alone could not tell the complete story of someone with an above average intelligence and that personality factors were also extremely important determiners of achievement, including overall social and emotional confidence, combined with a drive to achieve. Therefore, for the purpose of this study, a qualitative methodology was utilized, which is often used in the research of giftedness (Coleman, Guo, & Dabbs, 2007), in order to provide a richness to the characteristics inherent to the description of giftedness.

*Parent Perceptions of Parenting a Gifted Preadolescent Child*

The overall response from the parents of this study indicated a positive regard for their children. The parents expressed ideas of having high expectations for their children, which necessitated many different extra- curricular activities that the children could build

upon intellectually through experiences. Parents clearly identified that giftedness did not require above average academic successes; instead, it required above average reasoning ability that multiple experiences could further cultivate.

The ability to utilize their reasoning abilities in different environments and throughout multiple experiences was evident. In addition, parents equated their child's ability to carry-on a conversation with an adult as proof of his or her above average intelligence. Parental value was placed on their child's ability to converse with adults and may have been related to an association between positive psycho-social adjustment and their authoritative manner by which they parented their children (Wenar, 1994).

The parents of this study utilized discipline techniques that were positive and nurturing, promoted the reasoning abilities of their children, and encouraged parent-child communication. The relationship between the parent and child was perceived as positive, regardless of reported "sensitivities". Parents viewed the sensitivities of their children as compassionate when this characteristic involved appropriate interpersonal involvement; however, if the intrapersonal passions of the child were perceived by the parent as crossing the line, the parents intervened with an authoritative parenting style that presented as beneficial to the parent-child relationship. As a result, the parents of this study appeared to be in control of their parenting efforts, yet reciprocal boundaries were respected in the relationship.



*Parent Perceptions of the Child's Social-Emotional Development*

As mentioned earlier, the parents of this study appeared compelled to have their child participate in multiple extra-curricular activities in order to promote, complement, and secure their child's above average abilities. Parents encouraged their children's participation in the activities and the children appeared to respond to these requirements. Consequently, parents have observed in their children, behaviors that suggested "increased frustrations" and "sensitivities" during situations in which the child's intellectual intelligence may have not been synchronous with his or her social-emotional development.

During activities in which the child experienced failure, discordance between the child's emotions and intelligence appeared evident to the parents; however, parents remained true to their belief that this was due to their child's above average intelligence. Regardless of these negative responses in the children's social-emotional development, the parents continued to perceive their children as "average average" when compared with their peers. Parent presentations of situations in which their child may have had a "melt-down" suggest that they perceived their child's need for time to reason and process the experience.

*Evolution of Themes*

The overall feeling from the parents throughout the interview process was observed to be positive from the parents. The researcher was welcomed into the lives of parents with children of above average abilities, which allowed for the interpretation of

parent perceptions. Parents appeared to view the interview process as something positive and something special, appearing to provide validation for the belief that their children were gifted in some capacity.

All of the parents for this study acknowledged during the interview process that their children were intelligent. They recognized that their children had higher level reasoning abilities compared with their peers, and that academics were not always the area in which their children excelled. Multiple comparisons of these children were made against their peers as a baseline for parent identification. However, the initial presentation regarding the parents' interpretations of the word "giftedness" suggested that parents believed their children's development to be uniform across developmental milestones.

Descriptions of the children included an exploration of intrapersonal and interpersonal characteristics for each child and the perceptions of each attribute by the parents. Personal strengths and weaknesses of the children were portrayed by the parents as characteristics that were either positive or negative; as a result, many parents perceived interpersonal social relationships as positive and intrapersonal behaviors as negative. It is during this questioning process, that the personalities, behaviors, emotions, and intelligences of the children emerge from the stories the parents choose to tell.

Parents chose to discuss situations that they described as "completely satisfying" or as "a challenge". Those parents who disclosed challenges they deemed deserving of mention, feelings regarding their child's "perfectionism", "rigid thinking" and "personal

frustrations” appeared to require much parental endurance. Parents often agreed that the primary challenge in the relationship with their child was to provide the necessary enrichment to assist in the development of their child’s gifts and talents; consequently, parents presented their child’s need for additional enrichment as a parental duty.

Enrichments provided to the child also included experiences with adults that facilitated the child’s higher level reasoning abilities, and were thought by the parents to be a quality consistent with above average intelligence.

Parent consistency with the discipline of their children was a significant theme in the interviews. Parent confidence was apparent and well-deserved in their descriptions of parent-child interactions that involved discussion, personal reflections of the children, and on occasion, the removal of items from the child. It is during parent disclosure of parenting styles that there emerges an overall strength amongst the parents in their positive authoritative methods. The discipline practices of the parents suggest that they use their child’s higher level reasoning abilities to produce positive behavioral responses with success and that their children are able to build upon these experiences for future reference.

The positive parenting style of these parents may be the reason why, when asked to describe their child’s social-emotional development, responses included positive social-emotional interactions between their child and peers. As mentioned earlier, comparisons of their children are made throughout the interviews with the child’s peers and more often than not, the gifted child presents as a typical child with typical

developmental dilemmas; however, when comparisons are made regarding the child's social-emotional development, the child's above average intelligence is used by the parent in their descriptions almost to validate certain behaviors outside the norm of typical behaviors. In addition, the varying degrees of social-emotional development by these children become evident during in-depth disclosure by some of the parents and discordance within this developmental milestone becomes apparent and recognized through parent perceptions.

For some parents, addressing behavioral issues is a significant challenge in the parenting of their children. However, the overall social-emotional development of the children has been positive and progressive, with minor set-backs. The reported reasoning abilities of the children to understand ideas, feelings, values, and the identities of others may supersede the perceptions of behavioral issues in question, suggesting that there is more to the social-emotional development of a gifted child. It may also reflect the manner by which the child has been disciplined and the way in which the family functions as a whole.

#### *Validation Team Analysis*

As mentioned in the Method section of this study, data gathered by the researcher from the parents were initially analyzed by the researcher but then were further analyzed by a validation team. The validation team analysis concurred with the findings of the researcher and provided additional insight regarding the responses by the respondents.

Overall, the validation team found that all of the respondents had a positive parenting style when they needed to discipline their children. All respondents were also found to like their children and to be aware of their children's social-emotional progression and/or weaknesses in this developmental area. In addition, humor was found to be a common positive theme reported by the respondents regarding their children and/or themselves.

The validation analysis also supported the continuing themes amongst the respondents regarding sibling comparisons, helping behaviors of the children, sensitivities amongst the children, the progression of social-emotional development, and highly developed social skills. In addition, it was recognized that many parents valued their children's abilities to talk and hold conversations with adults.

Many of the responses by the parents indicated that their children had highly developed social skills. The analysis made by the validation team was that the parent perceptions appeared unrealistic as they portrayed their children as "social superstars" with a socially glowing progression of social-emotional development. A review of the responses made by the parents suggests that there may be a halo effect present in the parent perceptions (a cognitive bias of perception where one trait is influenced by the perception of another trait; i.e., someone who is attractive must also be intelligent). For this analysis, the parents who valued their child's ability to carry on a conversation with an adult may view that as a highly developed social skill. However, a further question is, "Can that same child have a meaningful conversation with a peer?" Why is the child's

ability to hold a conversation with an adult of value to those parents and what is the comparison they have made to determine that relationship as something of value?

The overall opinion of the validation team was that the methodology of this study may have yielded very different results had a different question format been used. For this study, parents were able to discuss their children in the way they felt appropriate with minimal guidelines and may have responded in a way that they believed would be considered appropriate by the researcher. In addition, the parents that participated in this study may have done so in order to discuss their children in a positive manner and to provide personal evidence that those children with above average IQ's are above their peers in social-emotional development as well. Consequently, those parents that reported discordant social-emotional development with their children but were able to explain a positive progression in this developmental area may have more realistic expectations of their children and themselves.

The majority of responses by the respondents were positive and portrayed children that are “determined”, “independent”, “self-motivated”, and “know what they want”. However, as discussed throughout the validation team analysis, the statements made are perceptions from the parents; therefore, these stated characteristics could be qualities important to the parents or innate traits of the parents themselves. In addition, for those parents that found their children to be “where they should be” or “right on level”, perhaps their children were reflections of their own self-motivation and self-

concept; therefore, the children reported to have highly developed social skills may have had parents that had higher expectations of themselves.

An analysis of the parent questionnaire made by the validation team disclosed a difference of opinion amongst the team members. The questions, “Is there a parent who is the primary caregiver?”, “Is there a parent who is the primary disciplinarian?”, “In your family, with whom does your child have the strongest relationship?” and “ In your family, with whom does your child have the weakest relationship?” raised further questions; of the 84 answers given for these four questions, 31 answers were either, “both”, “none”, or the question was left blank. For some team members, the idea that the respondents did not provide these responses may have meant that the questions were too personal or that they did not understand the question; however, for other team members, these answers appeared to be a form of avoidance and/ or presentation of a harmonious relationship between the child and his/her parent; and a perceived synchronous child development, self-supported by the identification of above average intelligence.

### *Summary of Results*

The results of this study suggest that there were predominant themes that both the researcher and validation team could support as prevalent amongst the responses of the parents: humor, parenting styles, and social-emotional relationships. In addition, this study supported previous findings that described common characteristics of gifted children to include personality characteristics such as perfectionism, excitability, emotional sensitivity, intensity, a desire for recognition of academic achievement,

nonconformity, questioning of rules or authority, a strong sense of justice, and idealism (Tieso, 2007; Yoo & Moon, 2006; Lovecky, 1993; Silverman, 1993; Sowa, McIntire, & Bland, 1994; VanTassel-Baska, 1998). Furthermore, all respondents viewed their children in a positive manner; all parents presented the responses regarding their children with much admiration and pride, regardless of disclosing attributes they found to be less socially or emotionally acceptable; i.e., intense sensitivities and/ or frustrations resulting in behaviors inconsistent with the child's overall characteristics.

Although humor was recognized as a predominant theme within the interview process, it also supported the research of Harrison (2004), that found humor to be a characteristic and higher level ability often reported by parents of gifted children.

Although parents of this study reported that their children often displayed humor, some of the respondents themselves also reported that they used humor in their relationships with their children, even when disciplining. Although humor was found to be a significant theme throughout the interviews, especially in its utilization as a discipline technique, the overall parenting style reported by the respondents was positive and nurturing and presented as a significant characteristic amongst the parents interviewed.

The parents interviewed reported that they utilized forms of discipline that encouraged communication between them and their children, and promoted the reasoning abilities of their children to understand the error of their ways. A significant theme identified amongst all the interviews was that when these parents disciplined their children, they either discussed with their children the issues regarding their infractions,



allowed their children to reflect and reason on their own about what had occurred and/ or took personal items of relevance away from their children. The respondents often stated that this was “all that would really need to be done” to hinder the recurrence of the same behavior. As a result, this identified parenting style may be of relevance to their children’s identified giftedness because the ability to reason and the capacity for abstract reasoning is a higher level characteristic for giftedness (Harrison, 2004). Likewise, the conversation that takes place between the parents and children exists as a form of coaching from the parents that promotes the children’s ability to self-regulate emotion (Klimes-Dougan & Zeman, 2007), which is viewed by the adolescent as an emotional resource for emotion regulation abilities (Katz & Hunter, 2007).

Because the parents for this study were supportive and conveyed the ideas of having high expectations for their children, they did not present with authoritarian or permissive parenting styles. In fact, these parents reported parenting styles and techniques that reflect an authoritative approach, allowing the child to become progressively more autonomous (Baumrind, 1991). Consequently, responses by the parents may not have included many reported behavioral issues because of an authoritative style of parenting; from which Lamborn, Mants, Steinberg, & Dornbusch (1991) purport children exhibit fewer psychological and behavioral problems than children with authoritarian or permissive parents.

Additionally, several of the parent responses suggested that personal parent value was placed on their children’s ability to maintain a conversation with an adult, which

may be due to the association between authoritative parenting and positive psychosocial adjustment (Wenar, 1994) per the parents' perceptions. Furthermore, if the parents viewed the conversational relationship as cohesive and supportive, this would support the research of Abelman (1991), Cornell and Grossberg (1987), and Karnes and Shwedel (1987), which found that the families of gifted children are characterized by a high level of cohesion and place great value on mutually supportive relationships; therefore, the relationships established by the gifted child may be a reflection of the parent-child authoritative relationship.

The suggested authoritative parenting style of the respondents questioned for this study suggests that their home environments play a crucial role in giftedness evolving into a distinguished talent. The results of this study are consistent with Bloom (1985) and Carlson (1993), in which talent development is supported by several factors such as good teachers, potential support, sport clubs, socialization, playful activities with guidance, support from parents, and stimulation of interest. In addition, the responses by the parents supported Gardner's (Biales, 2007, 1995) Theory of Multiple Intelligences and Monks (1985) triadic model that suggesting the relevance of three specific social environments that are imperative for social development in gifted children: family, school, and peer group. Because the dynamics of this triad are ever changing, these environments can be stimulating and motivating for any child, especially one who is gifted.

Consequently, parental encouragement to participate and interact in environments that are not of interest or not well-liked may result in negative social-emotional responses for any child; this was disclosed by several of the parent respondents regarding their children in this study. The frustrations and sensitivities reported may be consistent with the findings of Dabrowski and Piechowski (1977), which found that when gifted children experience perceived failures, they are also more easily prone to becoming overly sensitive to the situations. The discordant development of the gifted children studied, as reported by some of the respondents, was also in accordance with their emotions that could be just as intense and disruptive (Silverman, 1998). However, for the parents that reported their children to be above average not only in their social-emotional development but also in every aspect of their maturation, two questions arise: “Were these parent perceptions skewed because of a an assumption that high IQ equates to an even profile amongst all characteristics, contrary to the research that supports discordance amongst the developmental domains of a gifted child” (Delisle, 1990); or “Did social desirability affect the respondents’ responses” (Perrone, Wright, Ksiazak, Crane, & Vannatter, 2010)?

The relationships reported by the respondents suggest that their children have been able to form peer relationships. These peer relationships appear to have been formed with children with like interests and with the same extracurricular availability of the children in this study. In addition, the interview responses of the respondents suggest that their children are involved in many consistent and diverse activities outside of the

school curriculum and peer relationships have been formed and often maintained by the availability of the activities to the children involved. As a result, it could be suggested that the social-emotional stability of the gifted child may depend on the socio-economical status of the parents, who provide the monetary support for the diverse activities reported by the respondents: “karate”, “sign language classes”, “ballet”, “drama”, and “sports”.

### *The Preadolescent Female*

Consistent with the research of Snowden and Christian (1999), this study included more girls than boys as reported by the respondents, lending support to findings that gifted girls are more likely to exhibit advanced development, compared with gifted boys. In addition, the largest ethnic group represented in this study was Anglo/White at 90%, which is consistent with the ethnic proportional representation in gifted programs nationwide (approximately 9% are from ethnic groups and 91% are Anglo/White) (Snowden & Christian, 1999). These figures do not suggest that there are fewer gifted individuals amongst the male population and among ethnically varied cultures, but implies that these areas need further examination regarding the development of giftedness.

According to Gilligan (1982), the developmental milestones of girls are more difficult to transition through from preadolescence and adolescence, which may be the reason why there were more parents of girls than parents of boys participating in this study. Gilligan’s (1982) examination of cultural differences also suggests that Anglo/White girls report a decrease in feelings of self-worth at around 11 years of age;

therefore, the fact that the majority of girls for this study fit this profile, this may be another reason for the skewed representation of this population. Finally, because girls are socialized differently from boys, fundamental differences in identity formation and self-concept amongst the girls may be the result of the relationships they have formed with their parents and are more evident to their mothers (Sneed, Cohen, Chen, Johnson, Gilligan, Crawford, & Kasen, 2006), which may suggest the reason why there were more mothers who participated in the study. As previously mentioned, research that focused on self-concept contends that it is a theory that is multifaceted, hierarchically ordered, and increasingly differentiated with age (Marsh, 1989); therefore, to better understand the relationship between self-concept, gender, and age all factors must be considered separately.

#### *Significant Contributory Results*

This study provided valuable insights into the world of preadolescent giftedness through the eyes of the parent. The parent perceptions presented in this study suggest that gifted preadolescent children experience social-emotional development as do their typical peers. As a result, it is suggested that above average intelligence does not equate to social-emotional deficiencies but instead may manifest itself with an intensity unique to the discrepancy sometimes presented by a gifted preadolescents of above average intelligence and their social-emotional development.

Additionally, the majority of children for this study did not present with significant social-emotional issues outside the norm of their typical peers. Because the

children varied in the degrees of their intelligence and there were no identified clusters of social-emotional weakness evident with relationship to their intelligence, this study supports the notion that high intelligence does not provide for social-emotional weaknesses; rather, other variables may play a more significant role in gifted development, such as parenting style.

This study contributed to the field of school psychology by suggesting that the characteristics of gifted children, relevant to their social-emotional development, may not be any different from those of their typical peers. In addition, the parents of those gifted may not have additional struggles regarding their parenting of the gifted child, but instead may have challenges that are unique to the relationship between the parent and child. Finally, regardless of how they perceived their parenting practices or the social-emotional development of their children, parents who participated in this study provided an insight into their relationship that was positive, nurturing, and beneficial to the children's development, with minimal negative experiences.

Unfortunately, few studies distinguish between levels of giftedness (Berlin, 2009); likewise, it is often easier to articulate the needs of students who have challenges than to articulate the needs of gifted students who have many strengths (Hertzog & Bennett, 2004), which may be the case in any population. Therefore, a spectrum of giftedness may need to be considered if specific characteristics are not representative of the population as a whole; in order to isolate those factors that may be relevant to a particular grouping of gifted children may require further study.

*Limitations of the Study*

The limitations of this study included the methodology of the study itself and the possibility of subjective interpretations by the respondents and the researcher. The sample population for this study was defined by district policy for the gifted and talented/enrichment programs of the district; as a result, the number of children who met the criteria for “true” giftedness ( $\geq 130$ ) was small. Additionally, because the parents were asked open-ended questions, the strength of the response depended on the parents’ interpretations of the questions and the depth of the reflection provided by the parents. Most parents provided insightful experiences that assisted the researcher in categorizing interpretations and meanings to their descriptions; however, others maintained a picturesque relationship between parent and child that rarely deviated from their personal perceptions of giftedness. As a result, not all response could be neatly packaged into categorical themes for interpretation.

Subjective interpretations by the parents could not be avoided because this was a qualitative study based on personal information; although the researcher consistently reflected upon the personal interpretations of each parent response, recognizing themes and determining categories required personal opinions of the researcher and validation team. The perceptions of the parents were the foundation of this study, but the subjectivity of the researcher could not be avoided because the study relied on the depth and breadth of the research.

The limitations to this study were not restricted to the initial assumption that the study would be subjective and that the methodology would have risks. It became apparent after the collection of the data was completed that this study was culturally biased because of the school district's demographics. Unfortunately, the cultural diversity in the district selected was minimal and for the purpose of this study, included only a minimal representation of other cultures. Although previous research has included culturally diverse populations in the study of giftedness, specifically in the research of Gardner (Biales, 2007, 1995) and Gilligan (1982), this study could not support their findings relevant to cultural diversity; however, this research does suggest this area of study for future research.

Although this study supported many areas of research in the analysis of preadolescent giftedness, factors relevant to this population such as perfectionism, sibling relationships, and sensitivities due to anxieties were not isolated and therefore, only touched upon during parent responses. In addition, because there were parents that did not answer the questions related to the person with whom their child had the strongest and weakest relationship, information regarding these areas of social-emotional development could not be answered.

#### *Future Directions*

Research regarding parenting suggests that the parents of the gifted may be "gifted" in parenting, having above-average abilities in a variety of parenting domains (Perrone, Wright, Ksiasak, Crane, & Vannatter, 2010). The majority of parents in the



Snowden and Christian (1999) study understood traits of giftedness and were able to identify their children's gifted traits, engaged in a variety of activities with their children on a regular basis, were involved in literacy activities with their children, spent a great deal of time talking to their children, and shared stimulating hobbies and leisure time pursuits with their children. As a result, it is likely that these traits not only contribute to the successful development of gifted children, but they may also have been realized in this study.

Future directions in the research of preadolescent giftedness may necessitate further analysis of relationships relevant to the gifted preadolescent child; perspectives from individuals with the closest relationship to the gifted preadolescent child, sibling perspectives, and perspectives from gifted preadolescent children themselves may invite new ideas and considerations relevant to the characteristics, identity, and self-concept of gifted preadolescent children. Because the parent- child relationship appears to be a vital source of balance in the preadolescent gifted child's life, the concept regarding the primary relationships may be an area of further exploration. Furthermore, qualitative research coupled with quantifiable data to support the validity of humor, positive parenting, and social-emotional development specific to the results of this study, may be an additional area of acceptable analysis in order to continue the validation of this sub-cultures gifts and talents.

## References

- Abelman, R. (1991). Parental communication style and its influence on exceptional children's television viewing. *Roeper Review, 14*, 23-28.
- Anxiety Disorders Association of America. Retrieved October 6, 2010, from <http://www.adaa.org/living-with-anxiety/children>.
- Bain, S. & Bell, M. (2004). Social self-concept, social attributions, and peer relationships in fourth, fifth, and sixth graders who are gifted compared to high achievers. *The Gifted Child Quarterly, 48*, 167-178.
- Bain, S., Choate, S., & Bliss, S. (2006). Perceptions of developmental, social, and emotional issues in giftedness: Are they realistic? *Roeper Review, 29*, 41-48.
- Baum, S. & Olenchak, F. (2002). The alphabet children, GT, ADHD, and more. *Exceptionality, 10*, 77-91.
- Baumrind, D. (1966). Effects of authoritative parent control on child behavior. *Child Development, 37*, 887-907.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance abuse. *Journal of Early Adolescence, 11*, 56-95.
- Berlin, J. (2009). It's all a matter of perspective: Student perceptions on the impact of being labeled gifted and talented. *Roeper Review, 31*, 217-223.
- Biales, B. (2007). *Shirley Chisholm: A catalyst for change*. New York, NY: Springer Publishing Company.

- Blackburn, A. & Erickson, D. (1986). Predictable crises of the gifted student. *Journal of Counseling and Development, 64*, 552-555.
- Bloom, B. (1985). *Developing talent in young people*. New York: Ballantine.
- Buri, J., Louiselle, P., Misukanis, T., & Mueller, R. (1988). Effects of parental authoritarianism and authoritativeness of self-esteem. *Personality and Social Psychology Bulletin, 14*, 271-282.
- Carlson, R. (1993). The path to the national level in sports in Sweden. *Scandinavian Journal of Medicine and Science in Sports, 3*, 170-177.
- Chan, D. (2003). Adjustment problems and multiple intelligences among gifted students in Hong Kong: The development of the revised student adjustment problems inventory. *High Ability Studies, 14*, 41-54.
- Chan, D. (2003). Dimensions of emotional intelligence and their relationships with social coping among gifted adolescents in Hong Kong. *Journal of Youth and Adolescence, 32*, 409-418.
- Chan, D. (2006). Adjustment problem, self-efficacy, and psychological distress among Chinese gifted students in Hong Kong. *Roeper Review, 28*, 203-210.
- Chan, D. (2008). Giftedness of Chinese students in Hong Kong: Perspectives from different conceptions of intelligences. *The Gifted Child Quarterly, 52*, 40-54.
- Chodorow, N. (1978). *The reproduction of mothering: Psychoanalysis and the sociology of gender*. Berkeley: University of California Press.

- Coleman, L. & Cross, T. (1988). Is being gifted asocial handicap? *Journal for the Education of the Gifted, 11*, 41-56.
- Coleman, L., Guo, A., & Dabbs, C. (2007). The state of qualitative research in gifted education as published in American journals. *The Gifted Child Quarterly, 51*, 51-63.
- Cornell, D. (1984). *Families of gifted children*. Ann Arbor: UMI Research Press.
- Cornell, D. & Grossberg, I. (1987). Family environment and personality adjustment in gifted program children. *Gifted Child Quarterly, 31*, 59-64.
- Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, California: Sage Publications.
- Cross, S. & Madson, L. (1997). Models of the self: Self-construals and gender. *Psychological Bulletin, 122*, 5-37.
- Dabrowski, K. & Piechowski, M. (1977). *Theory of levels of emotional development*. Oceanside, New York: Dabor Science.
- Dalzell, H. (1998). Giftedness: Infancy to adolescence- A developmental perspective. *Roepers Review, 20*, 259-264.
- Dangel, H. & Walker, J. (1991). An assessment of the needs of parents of gifted students for parent education programs. *Roepers Review, 14*, 40-41.
- David, R., David, C., & Riley, S. (2003). Asperger's and related disorders. *Practical Neurology, 3*, 150-159.

- Delisle, J. (1986). Death with honors: Suicide among gifted adolescents. *Journal of Counseling and Development, 64*, 558-560.
- Delisle, J. (1990). The gifted adolescent at risk: Strategies and resources for suicide prevention among gifted youth. *Journal for the Education of the Gifted, 13*, 212-228.
- Derryberry, W. & Barger, B. (2008). Do contributors to intellect explain the moral judgment abilities of gifted youth? *The Gifted Child Quarterly, 52*, 340-352.
- Dixon, D. & Scheckel, J. (1996). Gifted adolescent suicide: The empirical base. *Journal of Secondary Gifted Education, 7*, 386-392.
- Dwairy, M. (2004). Parenting styles and mental health of Arab gifted adolescents. *Gifted Child Quarterly, 48*, 275-286.
- Erickson, E. (1963). *Childhood and society*. New York: Norton.
- Erickson, E. (1968). *Identity: Youth and crisis*. New York: W.W. Norton.
- Freeman, J. (1995). Recent studies of giftedness in children. *Journal of Child Psychology and Psychiatry, 36*, 531-547.
- Freeman, J. (2001). *Gifted children grow up*. London: David Fulton.
- Freud, S. (1949). *An outline of psychoanalysis*. New York: W.W. Norton.
- Foust, R. & Booker, K. (2007). The social cognition of gifted adolescents. *RoepersReview, 29*, 45-47.
- Gardner, H. (1983). *Frames of the mind: The theory of multiple intelligences*. New York: Basic Books.

- Gardner, H. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books.
- Gardner, H. (1999). *Intelligence reframed*. New York: Basic Books.
- Gardynik, U. (2005). Implications of risk and resilience in the life of the individual who is gifted/learning disabled. *Roeper Review*, 27, 206-214.
- Gardynik, U. & McDonald, L. (2005). Implications of risk and resilience in the life of the individual who is gifted/ learning disabled. *Roeper Review*, 27, 201-214.
- Gilligan, C. (1979). Woman's place in man's life cycle. *Harvard Educational Review*, 49, 431-446.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Gottfried, A. & Gottfried, A. (1996). A longitudinal study of academic intrinsic motivation in intellectually gifted children: Childhood through early adolescence. *Gifted Child Quarterly*, 40, 179-183.
- Guldemon, H., Bosker, R., Kuyper, H., & Werf, G. (2007). Do highly gifted students really have problems? *Educational Research and Evaluation*, 13, 555-568.
- Hackney, H. (1981). The gifted child, the family, and the school. *Gifted Child Quarterly*, 25, 51-54.
- Hammond, D., McBee, M., & Hebert, T. (2007). Motivational aspects of giftedness. *Roeper Review*, 29, 197-205.
- Harrison, C. (2004). Giftedness in early childhood: The search for complexity and connection. *Roeper Review*, 26, 78-84.

- Hebert, T. & Neumeister, C. (2002). Fostering the social and emotional development of gifted children through guided viewing of film. *Roeper Review*, 25, 17-21.
- Hertzog, N. & Bennett, T. (2004). In whose eyes? Parents' perceptions on the learning needs of their gifted children. *Roeper Review*, 26, 96-104.
- Hoh, P. (2005). The linguistic advantage of the intellectually gifted child: An empirical study of spontaneous speech. *Roeper Review*, 27, 178-185.
- Huff, R., Houskamp, B., Watkins, A., Stanton, M., & Tavegia, B. (2005). The experiences of parents of gifted African American children: A phenomenological study. *Roeper Review*, 27, 215-221.
- Janos, P. & Robinson, N. (1985) Psychosocial development in intellectually gifted children In *The gifted and talented: Developmental perspectives*. (pp. 149-196). Washington, DC: American Psychological Association.
- Jenkins, J. (2005). Prodigies of nature. *The Journal of Royal Society Medicine*, 98, 277-280.
- Karnes, M. & Shwedel, A. (1987). Differences in attitudes and practices between fathers of young gifted and fathers of young non-gifted children: A pilot study. *Gifted Child Quarterly*, 31, 79-82.
- Katz, L. & Hunter, E. (2007). Maternal meta-emotion philosophy and adolescent depressive symptomology. *Social Development*, 16, 343-360.

- Keiley, M. (2002). *Affect regulation and the gifted*. Waco, Texas: Prufrock Press, Inc., 137-144.
- Kenny, M. & Donaldson, G. (1991). Contributions of parental attachment and family structure to the social and psychological functioning of first-year college students. *Journal of Counseling Psychology*, 38, 479-486.
- Kessen, W. & Scott, D. (1992). The development of behavior: Problems, theories, and findings In *Developmental-Behavioral Pediatrics*. Philadelphia: W.B. Saunders.
- Khoury, T. & Appel, M. (1977). Gifted children: Current trends and issues. *Journal of Clinical Child Psychology*, 6, 13-20.
- Klein, P. (1997). Multiplying the problems of intelligence by eight: A critique of Gardner's theory. *Canadian Journal of Education*, 22, 377-390.
- Klimes-Dougan, B. & Zeman, J. (2007). Introduction to special issue of social development: Emotion socialization in childhood and adolescence. *Social Development*, 16, 203-209.
- Kohlberg, L. (1971). Indoctrination versus relativity in value education. *Zygon*, 6, 285-310.
- Lamborn, S., Mants, N., Steinberg, L., & Dornbusch, S. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62, 1049-1060.
- Levine, M. (1999). *Developmental variation and learning disorders (2<sup>nd</sup>)*. Cambridge, MA: Educators Publishing Services, Inc.



- Leviton, L. (1992). Geometric relationships in the gifted family. *Understanding Our Gifted*, 4, 13-14.
- Liu, Y. & Lien, J. (2005). Discovering gifted children in pediatric practice. *Developmental and Behavioral Pediatrics*, 26, 366-369.
- Lopez, F., Campbell, V., & Watkins, C. (1986). Depression, psychological separation, and college adjustment: An investigation of sex differences. *Journal of Counseling Psychology*, 33, 52-56.
- Lovecky, D. (1992). Exploring social and emotional aspects of giftedness in children. *Roepers Review*, 15, 18-25.
- Lovecky, D. (1993). The quest for meaning: Counseling issues with gifted children and adolescents In *Counseling the gifted and talented*. Denver, CO: Love Publishing.
- Lubinski, D. & Benbow, C.P. (2000). States of excellence. *American Psychologist*, 55, 137-150.
- Marsh, H. (1989). Age and sex effects in multiple dimensions of self-concept: Preadolescence to early adulthood. *Journal of Educational Psychology*, 81, 417-430.
- Mental Health: A report of the surgeon general. Retrieved October 6, 2010, from <http://www.surgeongeneral.gov/library/mentalhealth/chapter3/sec1.html>.
- Miller, E. (2005). Studying the meaning of giftedness: Inspiration from the field of cognitive psychology. (2005). *Roepers Review*, 27, 172-177.

- Monks, F. (1985). *Highly gifted: A situation sketch*. Nijmegen: The Netherlands: Dekker & van der Vegt, 17-32.
- Moon, S., Jurich, J. & Feldhusen, J. (1998). *Families of gifted children: Cradles of development*. Washington, DC: American Psychological Association, 81-99.
- Moon, S., Kelly, K., & Feldhusen, J. (1997). Specialized counseling services for gifted youth and their families: A needs assessment. *Gifted Quarterly*, 41, 16-25.
- Morawska, A. & Sanders, M. (2008). Parenting gifted and talented children: What are the key child behaviour and parenting issues? *Australian and New Zealand Journal of Psychiatry*, 42, 819-827.
- Moustakes, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Neihart, M. (1999). The impact of giftedness on psychological well-being: What does the empirical literature say? *RoeperReview*, 22, 10-17.
- Neihart, M., Reis, S., Robinson, N., & Moon, S. (2002). *The social and emotional development of gifted children: What do we know?* Waco, Texas: Prufrock Press, Inc., 41-50.
- Olszewski-Kubilius, P. (2002). Parenting practices that promote talent, development, creativity, and optimal adjustment In *The Social and Emotional Development of Gifted Children: What do we know?* (pp 205-215). Waco, TX: Prufrock Press.
- Olszewski-Kubilius, P. (2002). Talent search: Purposes, rationale, and role in gifted education. *Journal of Secondary Gifted Education*, 9, 106-113.

- Palladino, D. E., & Blustein, D. L. (1991, August). *Contributions of family relationship Factors to the identity formation process*. Paper presented at the annual convention of the American Psychological Association, San Francisco, CA.
- Perrone, K., Wright, S., Ksiazak, A., Crane, A., & Vannatter, A. (2010). Looking back on lessons learned: Gifted adults reflect on their experiences in advanced classes. *Roeper Review*, 32, 127-139.
- Peterson, J. (2006). Addressing counseling needs of gifted students. *Professional School Counseling*, 10, 43-51.
- Peterson, J., Duncan, N., & Canady, K. (2006). *The impact of life events and other stressors on social and emotional development during the school years*. Manuscript in preparation.
- Peterson, J. & Ray, K. (2006). Bullying among the gifted: The subjective experience. *The Gifted Child Quarterly*, 50, 252-268.
- Pfeiffer, S. (2000). Emotional intelligence: Popular but elusive construct. *Roeper Review*, 23, 138-142.
- Pfeiffer, S. (2001). Professional psychology and the gifted: Emerging practice opportunities. *Professional Psychology: Research and Practice*, 32, 175-180.
- Pfeiffer, S., & Stocking, V. (2000). Vulnerabilities of academically gifted students. *Special Services in the Schools*, 16, 83-93.
- Piaget, J. (1972). Intellectual evolution from adolescence to adulthood. *Human Development*, 15, 1-12.

- Piechowski, M. (1992). *Giftedness for all seasons: Inner peace in time for war*. Unionville, New York: Trillium Press, 180-203.
- Piers, E. (1984). *Piers-Harris children's self-concept scale: revised*. Los Angeles: Western Psychological Services.
- Plucker, J. & Levy, J. (2001). The downside of being talented. *American Psychologist, 56*, 75-76.
- Preuss, L. & Dubow, E. (2004). A comparison between intellectually gifted and typical children in their coping responses to a school and a peer stressor. *Roeper Review, 26*, 105-113.
- Reis, S. & Renzulli, J. (2004). Current research on the social and emotional Development of gifted and talented students: Good news and future possibilities. *Psychology in the Schools, 41*, 119-130.
- Reitman, D., Rhode, P., Hupp, S., & Altobello, C. (2002). Development and validation of the parental authority – Questionnaire revised. *Journal of Psychopathology and Behavioral Assessment, 24*, 119-127.
- Renzulli, J. (1978). What makes Giftedness? Reexamining a definition. *Phi Delta Kappan, 60*, 180-184.
- Rimm, S. (2002). *Peer pressures and social acceptance of gifted students*. Washington, DC, National Association for Gifted Children.

- Robbins, R., Tonemah, S. & Robbins, S. (2002). Project eagle: Techniques for multi-family psycho-educational group therapy with gifted American Indian adolescents and their parents. *American Indian Alaska Native Mental Health Resource, 10*, 56-74.
- Robinson, A. & Clinkenbeard, P. (1998). Giftedness: An exceptionality examined. *Annual Review of Psychology, 49*, 117-139.
- Robinson, N. & Noble, K. (1991). Social-emotional development and adjustment of gifted children. *Handbook of Special Education: Research and Practice, 4*, 57-76.
- Roedell, W. (1984). *Socioemotional vulnerabilities of young children*. New York: Haworth Press, 17-29.
- Roedell, W. (1986). Socioemotional vulnerabilities of young gifted children. *Journal of Children in Contemporary Society, 18*, 17-29.
- Sandier, I., Wolchik, S., MacKinnon, D., Avers, T., & Roosa, M. (1997). *Developing linkages between theory and interventions in stress and coping processes. Handbook of children's coping: Linking Theory and Intervention* (pp. 3-40). New York: Plenum Press.
- Sankar-DeLeeuw, N. (1999). Gifted preschoolers: Parent and teacher views on identification, early admission, and programming. *Roeper Review, 21*, 174-179.

- Schneider, B., Clegg, M., Byrne, B., Ledingham, J., & Crombie, G. (1989).  
Social relations of gifted children as a function of age and school program.  
*Journal of Educational Psychology, 81*, 48-56.
- Seeley, K. (2004). Gifted and talented students at risk. *Focus On Exceptional Children, 37*, 59-72.
- Seligman, M. (1998). The gifted and the extraordinary. *APA Monitor, 29*, 52-63.
- Silverman, L. (1993). A developmental model for counseling the gifted In *Counseling the gifted and talented*. Denver, CO: Love Publishing.
- Silverman, L. (1993). *Counseling families*. Denver: Love, 151-178.
- Silverman, L. (1998). Through the lens of giftedness. *Roepers Review, 20*, 204-210.
- Sneed, J., Cohen, P., Chen, H., Johnson, J., Gilligan, C., Crawford, T., & Kasen, S. (2006). Gender differences in the age-changing relationship between instrumentality and family contact in emerging adulthood. *Developmental Psychology, 42*, 787-797.
- Snowden, P. & Christian, L. (1999). Parenting the young gifted child: Supportive behaviors. *Roepers Review, 21*, 215-222.
- Solano, C. (1987). Stereotypes of social isolation and early burnout in the gifted: Do they still exist? *Journal of Youth and Adolescence, 16*, 527-539.
- Sowa, C., McIntire, J., May, K. & Bland, L. (1994). Social and emotional adjustment themes across gifted children. *Roepers Review, 17*, 95-98.

- Steiner, H. (2006). A microgenetic analysis of strategic variability in gifted and average-ability children. *The Gifted Child Quarterly*, 50, 62-74.
- Steiner, H. & Carr, M. (2003). Cognitive development in gifted children: Toward a more precise understanding of emerging differences in intelligence. *Educational Psychology Review*, 15, 215-246.
- Sternberg, R. (1990). *Metaphors of mind*. Cambridge: Cambridge University Press.
- Sternberg, R. & Davidson, J. (2005). *Conceptions of Giftedness* (2<sup>nd</sup>. ed). Cambridge, UK: Cambridge University Press.
- Strom, R., Johnson, A., Strom, S., & Strom, P. (1992). Parental differences in expectations of gifted children. *Journal of Comprehensive Family Studies*, 23, 69-77.
- Swiatek, M.A. (2001). Social coping among gifted high school students and its relationship to self-concept. *Journal of Youth and Adolescence*, 30, 19-39.
- Tannenbaum, A. (1997). *The meaning and making of giftedness*. Boston, MA: Allyn & Bacon.
- Terman, L. (1921). Mental growth and IQ. *Educational Psychology*, 12, 401-407.
- Terman, L. (1925). *Genetic studies of genius: Vol. 1. Mental and physical traits of a thousand gifted children*. Stanford, CA: Stanford University Press.
- Terra Nova Assessment. (2007). McGraw Hill.
- Thomas, V. & Ray, K. (2006). Counseling exceptional individuals and their families: A systems perspective. *Professional School Counseling*, 10, 58-65.

- Thornburg, H. (1983). Is early adolescence really a stage of development? *Theory Into Practice*, 22, 79-84.
- Tieso, C. (2007). Patterns of overexcitabilities in identified gifted students and their parents. *The Gifted Child Quarterly*, 51, 11-22.
- Van Tassel-Baska, J. (1998). Characteristics and needs of talented learners In *Excellence in educating gifted and talented learners*. Denver CO: Love Publishing
- Vida, J.E. (2005). Treating the “wise baby”. *The American Journal of Psychoanalysis*, 65, 3-12.
- Walker, J. (2008). Looking at teacher practices through the lens of parenting style. *The Journal of Experimental Education*, 76, 218-240.
- Webb, J. (1993). *Nurturing social-emotional development of gifted children*. Oxford: Pergamon Press, 525-538.
- Webb, J. (1995). *A parent's lament – “Take my child please!” Excellence can be a two-edged sword*. Paper presented at the Esther Katz Rosen Symposium on the Psychological Development of Gifted Children, Lawrence KS.
- Wellisch, M. (2010). Communicating love or fear: The role of attachment styles in pathways to giftedness. *Roeper Review*, 32, 116-126.
- Wenar, C. (1994). *Developmental psychopathology: From infancy through adolescence*. New York: McGraw-Hill
- White, S.H. (2000). Conceptual foundations of IQ testing. *Psychology, Public Policy and Law*, 6, 33-43.



- Whitmore, J. (1980). *Giftedness, conflict, and underachievement*. Boston, MA: Allyn & Bacon.
- Winner, E. (1997). Exceptionally high intelligence and schooling. *American Psychologist*, 52, 1070-1081.
- Winner, E. (2000). The origins and ends of giftedness. *American Psychologist*, 55, 159-169.
- Wolcott, H. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.
- Yoo, J. & Moon, S. (2006). Counseling needs of gifted students: An analysis of intake forms at a university-based counseling center. *The Gifted Child Quarterly*, 50, 52-61.

Appendix A

Parent Letter of Invitation

March 1, 2010

Dear Parent and/or Guardian,

My name is Letitia Pickel and I am a doctoral student at the Philadelphia College of Osteopathic Medicine. I am conducting research on parent perceptions of giftedness and the social-emotional development of their gifted preadolescent children.

The Stafford Township School District is allowing me to contact you so that I can ask for your participation in this study. If you agree to participate in this study, I ask that one parent or guardian schedule an interview with me so that I can ask you questions about your child. Prior to the interview, I will ask that you sign a consent form, which will allow me to interview you and use the information for my research study. In addition, I will ask that you sign a consent allowing me to record the interview for transcription so that I can further study the information you provide.

My research project is *Parent Perceptions of Preadolescent Giftedness and Self Concept*. This study will look at preadolescent children who participate in the Gifted and Talented Program offered in the Stafford Township School District. The purpose of this research is to gain a better understanding of the social-emotional development and self-concept of gifted children through the perceptions of their parents.

Parent participants will be asked to fill out a background and demographic questionnaire, and then sit with the researcher for an interview. The process should take approximately 1 -2 hours. No names will be written on the questionnaires, but I will ask that you write down your child's age, grade, and gender (sex). If you want to stop this process at any time, you may.

There are no known risks to you for being in this study. You will not benefit from participating in this study. However, this study may provide information on how children with above average IQ's and who participate in gifted programs, feel about themselves. Your child will not be affected in any way whether you decide to participate or not participate. Finally, since this study will include questions regarding parenting challenges and discipline, if harm to a child is disclosed, I am obligated to report abuse to the Division of Youth and Family Services.

All information and records relating to your participation in this study will be kept in a locked file with the exception of the digital recording which will be destroyed after the transcription of the interview has been completed. Only myself, members of the PCOM Institutional Review Board, and members of my Dissertation Psychology Board will be able to look at these records. If the results of this study are published, no names or other identifying information will be used.

If you have any questions about the research, you can contact me at (609)978-5700 ext. 1347. If you have any questions about your rights as a research subject, you may contact the chairperson of the PCOM Institutional Review Board at (215)871- 6782.

Your participation in this study is completely voluntary. If you are willing to participate in this study, please call me at (609)978-5700 ext. 1347, so that we can arrange a mutually convenient date, time, and location for an interview. Your support is greatly appreciated.

Sincerely,

Letitia Pickel, M.S., NCSP

Certified School Psychologist

Appendix B

Adult Consent for Participation in Research

INFORMED CONSENT

TITLE OF STUDY

Parent Perceptions of Preadolescent Giftedness and Self Concept

TITLE OF STUDY IN LAY TERMS

Parent understanding of preadolescent giftedness and self-concept

PURPOSE

The purpose of this research is to gain a better understanding of the social-emotional development and self-concept of gifted children through the perceptions of their parents.

The parents of the selected gifted population are being asked to participate in this research study because the study is looking not only at the current self-concept of the children but also the developmental continuum of the child's social-emotional development.

INVESTIGATORS

Principal Investigator: Dr. Diane Smallwood

Philadelphia College of Osteopathic Medicine

Department: Psychology

Address: 4170 City Avenue  
Philadelphia, PA 19131

Phone: (215)871-6564

Responsible Investigator: Letitia Pickel, M.S., NCSP

If you have any questions about this research, you can contact Dr. Smallwood at (215)871-6564

If you have any questions or problems during the study, you can ask Dr. Smallwood, who will be available during the entire study. If you want to know more about Dr. Smallwood's background, or the rights of research subjects, you can call the PCOM Research Compliance Specialist at (215)871-6782.

### **DESCRIPTION OF THE PROCEDURES**

Prior to the onset of this meeting, you were asked to telephone the responsible investigator to arrange a mutually agreed upon date, time, and convenient location for an interview. Interviews will be conducted with each parent individually by the responsible investigator and will last approximately one to two hours. On the scheduled date and time of the interview (prior to sitting for the interview), you will be asked to sign this informed consent. This informed consent includes permission for the responsible investigator to record the interview and to review your child's individual school records. Upon your signature, you will participate in an interview and complete a background and demographic questionnaire. This process should take between one to two hours.

Each interview will include 7 open-ended questions that are intended to elicit personal views from you regarding your child's social-emotional development and self-concept. Information provided by you during the interview will be recorded through the use of a digital recording device and interview notes will be taken by the responsible investigator. After each interview, the responsible investigator will journal a personal reaction to the interview. In addition, each digital recording will be typed verbatim into a manuscript format and after transcription of the interview, the digital recording will be destroyed. Information from the face-to-face interview and background and demographic questionnaire will then be examined for potential themes and patterns with the intent to interpret these data and draw conclusions about its meaning.

### **POTENTIAL BENEFITS**

As a parent participant for this study, you may not benefit from being in this study. Other people in the future may benefit from what the responsible investigator learns from this study.

### **RISKS AND DISCOMFORTS**

There are no known significant risks to participants in this study; however, questions asked may involve memories that may cause you discomfort.

### **ALTERNATIVES**

The other choice is to not be in this study.

### **PAYMENT**

You will not be paid for being in this study.

**CONFIDENTIALITY**

All information and records relating to your participation will be kept in a locked file with the exception of the digital recording, which will be destroyed after the transcript of the interview has been created. Only the responsible investigator, members of the Institutional Review Board, and the members of the responsible investigator's Psychology Board will be able to look at these records. If the results of this study are published, no names or other identifying information will be used.

**REASONS PARENT PARTICIPANTS MAY BE TAKEN OUT OF THE STUDY WITHOUT PARENT PARTICIPANT CONSENT**

If health conditions occur that would make staying in the study possibly dangerous to you, or if other conditions occur that would damage you or your health, the responsible investigator may take you out of this study. In addition, the entire study may be stopped if dangerous risks or side effects occur in other people.

**NEW FINDINGS**

If any new information develops that may affect your willingness to stay in this study, you will be told about it.

**INJURY**

If you are injured as a result of this research study, you will be provided with immediate necessary care. However, you will not be reimbursed for care or receive other payment. PCOM will not be responsible for any of your bills, including any routine care under this program or reimbursement for any side effects that may occur as a result of this program.



If you suffer injury or illness in the course of this research, you should notify the PCOM Research Compliance Specialist at (215)871-6782. A review by a committee will be arranged to determine if the injury or illness is a result of you being in this research. You should also contact the PCOM Research Compliance Specialist if you have not been told enough about the risks, benefits, or other options, or if you are being pressured to stay in the study against their wishes.

### **VOLUNTARY PARTICIPATION**

Upon receiving the Letter of Invitation for this study, you may refuse to be in this study. You enter into this study with the understanding of the known possible effects and hazards that might occur during this study. Not all the possible side effects of this study are known. You may leave this study at any time. If you decide to end participation in this study, there will be no penalty or loss of benefits to which you are entitled.

I have had adequate time to read this form and I understand its contents. **I have been given a copy for my personal records.**

I agree to participate in this research study.

Signature of Subject: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time: \_\_\_\_\_ AM/PM

Signature of Investigator: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time: \_\_\_\_\_ AM/PM

Appendix C

Adult Consent for Audiotaping

INFORMED CONSENT FOR AUDIOTAPING

**TITLE OF STUDY**

Parent Perceptions of Preadolescent Giftedness and Self Concept

I, \_\_\_\_\_, voluntarily agree to have my  
(print name)

voice recorded for later transcription as part of this structured interview. I understand that acceptable measures will be taken to ensure my anonymity and that upon completion of the transcription the audiotape of my conversation will be destroyed. Furthermore, transcriptions of the audiotape will not in any way be coded as to identify me with my responses. I understand that I may, at any time, demand that the recording device be turned off or I may terminate the interview completely without penalty.

I have had adequate time to read this form and I understand its contents. I have been given a copy for my personal records.

\_\_\_\_\_

(Signature)

\_\_\_\_\_

(Date)

\_\_\_\_\_

(Signature)

\_\_\_\_\_

(Date)

Appendix D

Standard Questions for Qualitative Parent Interview

1. What does gifted mean to you?
2. Describe your child to me.
3. Often times, parents of children identified as gifted report challenges in parenting - please describe your experience as a parent of a gifted child?
4. Tell me what works when disciplining your child.
5. I'm curious about social-emotional development – tell me how your child gets along with others.
6. Describe to me what your child's social-emotional development has looked like over time.
7. Compared to other children, how do you think your child compares socially and emotionally?

Appendix E

Background and Demographic Parent Questionnaire

BACKGROUND AND DEMOGRAPHIC PARENT QUESTIONNAIRE

Child's Age: \_\_\_\_\_ Date of Interview: \_\_\_\_\_ Interview #: \_\_\_\_\_

Grade of Child: \_\_\_\_\_ Interviewee: Mother Father Guardian

Age of Parents: Mother \_\_\_\_\_ Father \_\_\_\_\_

Marital Status: M\_\_\_S\_\_\_D\_\_\_W\_\_\_

Are you the biological parent: \_\_\_\_\_

If you are biological parent --

Mother's age at child's birth: \_\_\_\_\_ Father's age at child's birth: \_\_\_\_\_

If adopted, at what age was your child integrated into the family: \_\_\_\_\_

If applicable --

Pregnancy Experience: \_\_\_\_\_

Birth Experience: \_\_\_\_\_

Post-partum Experience: \_\_\_\_\_

Health Concerns of Child: \_\_\_\_\_

Sleep patterns of child: \_\_\_\_\_

Developmental Milestones (at what age): Walking: \_\_\_\_\_ Talking: \_\_\_\_\_

Did child attend Preschool? \_\_\_\_\_ If so, at what age? \_\_\_\_\_

At what age did child attend Kindergarten? \_\_\_\_\_

	Mother	Father
Parent's educational level:	_____	_____
Parent's ethnicity:	_____	_____
Parent's Special Education		
Involvement (i.e., Gifted, SLD)	_____	_____
Parent's occupations:	_____	_____

Is there a parent who is the primary caregiver? \_\_\_\_\_ If so, who is it? \_\_\_\_\_

Is there a parent who is the primary disciplinarian? \_\_\_\_\_ If so, who is it? \_\_\_\_\_

Who lives in your home? \_\_\_\_\_

Does your child have siblings? \_\_\_\_\_ If so, how many? \_\_\_\_\_

What are their ages: \_\_\_\_\_

In your family, with whom does your child have the strongest relationship? \_\_\_\_\_

In your family, with whom does your child have the weakest relationship? \_\_\_\_\_

Does your child have a best friend? \_\_\_\_\_

What gender is friend? \_\_\_\_\_

How many friends? \_\_\_\_\_

What are their ages: \_\_\_\_\_

What are your child's strengths? \_\_\_\_\_

What are your child's weaknesses? \_\_\_\_\_

What subject does your child like the best? \_\_\_\_\_

What subject does your child like the least? \_\_\_\_\_

Do you see you child as having social-emotional weaknesses? If so, please describe.

---

---

Do you have any concerns regarding your child's social-emotional development? If so, please describe.

---

---

What extracurricular activities does your child participate in? \_\_\_\_\_

---

What enrichment or gifted and talented program does your child participate in? \_\_\_\_\_

Is there anything that you would like to add? \_\_\_\_\_

---

## Appendix F

## Each Question – All Subject Responses

**QUESTION - 1****Researcher:** What does gifted mean to you?

**Subject 1:** Gifted to me means above average, in terms of grades. And I suppose, grasping subjects easier than others.

**Subject 2:** (laughing) These really are tough questions. Um, I would say gifted means to me someone with above average ability, uh, to do something in life. Uh, I guess that's a fair answer.

**Subject 3:** Pertaining to a person? It's somebody who has a high ability to absorb information and knowledge . . . can acquire information at a higher rate than other people at times.

**Subject 4:** To me it's talented, in certain areas beyond their, the normal age group level.

**Subject 5:** Um, that a child's . . . that you're unique, that your, that you have your own individual learning style, that you pick up most things, easily, or at least certain areas, come easily to you to pick up. Is that good enough?

**Subject 6:** Um, I would say above average, um, (laughing), I didn't know that I was going to be tested. Yeh, you know, above average – God, I'm not awake yet – anything else that I can think of is the same way to say above average, so...

**Subject 7:** What does it mean to me . . . I think it means that his potential is greater, it doesn't necessarily mean that he's achieving greater, but it's the way he views the world, he has a much more subjective eye, he doesn't look at things as flat, he looks at things with dimension, he can look, and evaluate and analyze things at a higher level than I think most of his peers. Going back as far as three years old, he was getting jokes that his 5-year-old sister didn't get, because he could evaluate things differently, he could reason things out differently. We knew from the get go that he processed differently, it was evident from as early on as we could remember.

**Subject 8:** This is a test...if a child or someone is gifted, they have like a natural ability or innate ability to perhaps go beyond what is expected of them.

**Subject 9:** Oh goodness . . . um, someone who is naturally talented at something, without much effort.

**Subject 10:** Virtually nothing. It's a label that's given to children who are either articulate or they excel at one particular thing. Um, I think the term gets thrown around a lot. 'Cause apparently all my children are gifted and everyone in my family has been gifted (laughing), it's just a term that gets thrown around.

**Subject 11:** Excels in certain areas.

**Subject 12:** Um, to . . . (this is hard) I just see my daughter and I see her excel at everything, I see her enjoying extra activities in school, it gives them an opportunity to be able to do extra stuff. To be able to excel in more stuff she would be interested in.



**Subject 13:** To me, gifted means enjoying and excelling at whatever opportunities arise, are chose or are chosen for her.

**Subject 14:** Gifted . . . to have an ability above the norm. To be talented in a certain area, whether it be academic, artistic, it doesn't just have to be scholastic. It can be an above ability or it could be a unique ability that one has above what others have.

**Subject 15:** I would say, gifted means blessed with talents and abilities, intellect.

**Subject 16:** Gifted means to me a child that has the ability to think above an average child, out of the box as compared to other children or the average child.

**Subject 17:** What does gifted mean to me . . . talented, overachieving, blessed.

**Subject 18:** Um, someone that's, um, smart or able to do something better than the average person can do.

**Subject 19:** I apologize in advance for any misspeaking on my part. Um, special, especially interested in things (laughing). Boy, I can keep going because I get that there are so many things that can be gifted, um, easy going, you know, quick learner, obviously.

**Subject 20:** A higher level thinker.

**Subject 21:** Exceptionally smart, the child thinks differently in a more expanded way.

**QUESTION – 2**

**Researcher:** Describe your child to me.

**Subject 1:** The first thing that I can think of is she has an amazing sense of humor. Um, she's very serious about her, getting good grades . . . and being above average. For instance, if she were not to get straight A's, we would have a problem. I wouldn't have a problem . . . she would have a problem. Do you want to know more about her?

**Researcher:** As much as you want to tell me.

**Subject 1:** She has a lot of friends, very sociable, her friends ask for her. They ask her to help them with their homework, tutor her, tutor them. A bit of an attitude because of her age right now but I discount that but all in all she is a very good person. Very well-rounded.

**Subject 2:** Wow, uh, my child, is, uh, I believe well-rounded. She is, um, humorous, I think very intelligent, um, athletic, impatient sometimes, other times, quick to be emotional, she is an emotional kid. Takes things to heart a lot. She does have the ability to reason. I guess that's it.

**Subject 3:** My child . . . she is very sensitive, very attentive, well organized, and uh very responsible for her age

**Subject 4:** She's very funny, very independent, if she asks for help, the minute you give it and it clicks with her, you have to recede into the background, you cannot give her two examples, if you give her one and she gets it, you're done. Um, very generous though,

you know and very caring, she's uh, she's not aloof in any areas, she doesn't need to be alone, or anything like that, so um, she has a great combination going. Maybe too good of a sense of humor, we have to watch that.

**Subject 5:** She's intelligent, she is capable of figuring things out that she does not know, she is a rule follower, uh, she has patience, um, she tries, to do her best at everything, um, she's cautious, she's not a risk taker, um, funny, sociable, avid reader.

**Subject 6:** Um, she is definitely above average, um, it was funny, she was just telling my other daughter this morning talking about the day she was born . . . and I said, I swear she was born talking. So she's just – I think she's just exceptional, I've always thought that before this all happened and she had the test, and they told us she was placed where she was, um, I've always thought she was more . . . better than average, um, she spoke very young, she spoke in complete sentences very young, she was always very creative, um, always looking for something to do and not something simple to do, you know, always looking for something more to do, um that's about it, she's very sociable, very kind, very friendly.

**Subject 7:** Highly social, very, very personable, very, very confident, um, creative, judgmental, competitive . . . highly competitive (laughing), um, conscientious with some things, lazy as all get out with others, he's a contradiction in a lot of ways, I think because things come easily he doesn't have, the same ability to apply himself at 100%, than a child who struggles might . . . not to say that he isn't a hard worker and doesn't achieve high, but I think there's an ability to work through things that you get by

struggling, that he's never really had to acquire. Probably not shocking to hear that . .

(laughing)

**Subject 8:** Um, curious, avid reader, loving, great sense of humor, um, energetic, thoughtful, I could go on and on and on. She has a sense that if she doesn't understand something, she will really strive to nail it down.

**Subject 9:** Oh goodness, um, sweet, very caring, um, obviously, I think he's smart, um, he just, he likes to help others at any point he can, you know when he's, you know, in his class or whenever, if he sees someone struggling he tries to help them, and um.

**Subject 10:** Humorous, loving, um, defends his rights, articulate, fun, very smart.

**Subject 11:** The most easy going, just agreeable, easy to please.

**Subject 12:** Um, very, she enjoys getting involved in things, she would help out anybody that needed to be helped out with work whether it be or different activities she would help out with, if anyone is struggling in her class, or a friend, she would help them. Be able to get the work done or help them feel better about themselves and encourage them that they're doing well and . . .

**Subject 13:** She is lovely, energetic, kind, thoughtful, busy (laughing).

**Subject 14:** My child . . . "Elizabeth" is a shy around others that she's not comfortable with, 11 and a half year-old, however, when she has that comfort zone, she becomes very outgoing. She's bright, she's a high achiever, she's independent, she loves to go above and beyond when it's something that interests her. She's caring, she loves animals, intelligent, but there's also that aspect of shyness, that other side of her.

**Subject 15:** Um, she is very sweet, sensitive, caring, creative, and smart, um, she, I don't know what she does, or . . . ?

**Researcher:** Anything you want to tell me.

**Subject 15:** Let's see, that's kind a, um, she's very artistic, she's good at creating things, between scrapbooking and art projects, and all kind of things like that, she loves to dance, and she really likes to, the excitement of recitals and performing, those kinds of things, and she's fun-loving. I'm going to say she's my more silly fun one, she gets giggling and just is infectious. Um, and makes everyone else want to laugh too. She's kind of a homebody, she likes to relax, um, she has asthma and some allergies, and very sensitive skin, so it's hard for her to be outside for extended periods of time. So we have to be kind of careful about that.

**Subject 16:** Describe my child . . . my child is a compassionate, humorous, um, what's the word I want to use? I would like to use your word conceptual, she thinks through a process when searching for a goal, she thinks the process through before making any type of irrational decisions, but can be spontaneous, particularly through her humor.

**Subject 17:** Caring, loving, kind, compassionate, considerate, immature at times, shy, introverted, over thinks things, over analyzes, she's intelligent, athletic.

**Subject 18:** Um, you're talking about my little school child, right?

**Researcher:** No, I'm talking about the child that is either in 5<sup>th</sup> or 6<sup>th</sup> grade.

**Subject 18:** Ok, um, very smart, tenacious, um, he's not always respond, he doesn't always respond well to authority, he's never rude and he always does as he's told but he'll do it with a little bit of an attitude.

**Subject 19:** Well, we'll need a lot more time for that – yeh, she's a quick learner, she's a self-learner, self-starter, she's inquisitive but not at all a pest or, you know, she'll figure things out for herself, but she's not at all bratty or spoiled about it.

**Subject 20:** Um, my daughter is someone who doesn't just think outside the box, she thinks outside of the room the box is in. Um, while she is not just only creative, she's also very intelligent informationally, um, she is able to understand the higher level concepts in life. Um, but at the same time, I think those things may make her a little fearful and so we see in her a lot more fears than her siblings and much more dependency because of those fears.

**Subject 21:** My son has ADHD, and um, he's always been very, very bright but behaviorally, he's always seemed immature compared to the other children but intellectually so very bright to the point of being a little different, um, the way he expresses himself, and um, the way he socially interacts with other children is very different, I of course as a mother see the amazing beauty of it but it breaks my heart sometimes how it comes off to the rest of the world, to be honest with you.

**QUESTION – 3**

**Researcher:** Often times, parents of children identified as gifted report challenges in parenting - please describe your experience as a parent of a gifted child?

**Subject 1:** I don't think my challenges with her have to do with her being gifted, I think being 12 years old and going through hormonal issues. The only problem I see with the gifted part is that she is very hard on herself . . . she's in the gifted program for 7<sup>th</sup> grade and when she came home I told her she got her letter, she said, "really", I said, "yeh, you didn't make it". I was kidding but this kid fell apart and to her she's not smart enough, she's stupid, and I don't want her to feel that way, I want her to know that it's ok to get B's and that's the biggest challenge... she's very hard on herself. She used to getting high grades and accolades and if she doesn't, she feels like she's inferior.

**Subject 2:** Challenges, um, I'm not sure I have any challenges with her. She's self-motivated, is very diligent about following rules, um, every once in a while she tries to get away with something, but most kids do. I don't . . . she was definitely challenging as a baby . . . but as a child, I don't find her to be challenging at all. My other child yes (laughing).

**Subject 3:** That has not been the case for us . . . we have been truly lucky, like I said, she is very disciplined, I think, that's part of her gift – being disciplined.

**Subject 4:** No challenges as I would understand it, again she's not, she doesn't seem to be deficient in any areas, it's not like she's compensating or anything, she's extremely

well-rounded, um, lots of friends, does well in school, does well in sports, I think we're very lucky.

**Subject 5:** I must say, I really haven't had any challenges. My biggest challenge is that I don't think she's always challenged, so I make sure that she does have some challenges because I think because she is a rule follower and that she's kind of quiet, schools and teachers tend to just think that she has everything, instead of really teaching her.

**Subject 6:** I would say my biggest challenge with her is that she thinks she knows more than I do, at 10 years old, um, she thinks . . . she knows she's smart, and, you know, she brings home straight "A's", 100% papers everyday and she'll say to me, "Did you know this, did you know this?" thinking that she knows it and I don't, (laughing) and by biggest thing is trying to get her to understand that "I understand that you know a lot of things but you don't have the life experience and that's hard for her to understand sometimes. It's like I've said, "I've lived over 40 years and you've lived 10, so you can't know more than I do. Something's you know, you may know better than me, but you don't know more," you know, and she thinks she knows more than other kids and more than other adults and it's hard to get her to understand that – she's not the smartest person on the planet.

**Subject 7:** Highly . . . he is the biggest negotiator I've ever met in my entire life.

Nothing is what it is, there's always wiggle room, um, nothing is black or white, it's shades of grey, um sometimes motivating is hard, sometimes reigning him back in from wanting to go full force, last word kind of kid, he'll come right back at you, um, and



definitely trying to filter the “judgementalness”, I don’t even know if that’s a word, but you know, trying to teach him that he may notice differences but he can’t always form judgments upon them and also to properly filter the competitiveness. He’s a kid, that honest to goodness, from first grade, could identify the kids in the class who struggled and the one’s he thought where his competition, from . . . within the first week of school. He looked for that, nobody taught him to look for that, he’s come home and say so-and-so struggles, that one does really well, I’m like, the teachers are still forming those judgments and you’re doing the same thing . . . I guess that’s innate. Because my daughter, is the opposite – my daughter who is a straight “A” student (she’s getting a couple of “B’s” now in middle school because it’s getting harder), um, she would surround herself with kids of likeability – he competes with them – to me that’s a fundamental difference. Because she doesn’t need to beat them and I guess there’s some gender and birth order in there as well that you can’t take out because it is what it is – boys are more competitive, and second born are more competitive, but I still think it’s interesting because it’s like it is at home.

**Subject 8:** It’s been an absolute pleasure, there have been no challenges what so ever.

Um, she’s easy going, she’s a rule follower, um, I’m a teacher so, there are no issues with “Lauren” and I compare them to some of my students, and I would say none what so ever.

**Subject 9:** Um, in areas that he’s not as gifted, um, he sometimes gets very frustrated because he, I think of himself demands perfection, um, so if he doesn’t get it, he gets very

frustrated, if he doesn't understand something.

**Researcher:** And how is that for you?

**Subject 9:** It's frustrating for me because I don't want him to be discouraged because he can't do something, um, because he's got like that math brain, so in language arts, he's sometimes struggles, so you know, I'll try to sit with him and he will be like, "I can't do it, I can't do it!" and I'm like, just concentrate, so you know, it's frustrating for me because I feel bad for him because he, like I said, has it in his head that he wants perfection all over the board and that's a weaker area for him so we've been trying to work on it, um, to get him to relax more when he does it because if he takes his time, he can do it, maybe not to the perfection that he wants, but, like I said it's very frustrating because he's like, "I just can't do it, I'm dumb!" I'm like, you're really not, you just have math brain, I'm the opposite, math is like that for me. I get like, "I can't do this".

**Subject 10:** (Laughing). Oh God, um, challenging is an understatement, um, you always have to be one step ahead, you always have to see where their mind is going, but you can't take for granted that you really know, where they're going, but you have to try really hard. And it doesn't always make for fun. And you're always going to be challenged whenever they require any kind of effort, you're always going to be challenged, at least in my experience. If I tell them, well you need to do this, there will always be a challenge, even if it's school work, yeh, it's challenging. (Starts to get teary-eyed).

**Subject 11:** She complains more about school . . . she's bored, but yet doesn't pull the grades to show that she's bored from the criteria, she doesn't apply.

**Subject 12:** Um, I guess sighted, fulfilled that we keep trying to push them, not push them . . . but just acknowledge that they're doing a good job and that they can keep doing a good job 'cause they're quite capable of doing a good job.

**Subject 13:** I really don't find her to be to challenging, I mean all children are challenging, um, I think the biggest challenge is because I am very busy, I work two jobs, I have two older daughters, and, um, listening, making sure I have the amount of time, because listening is the best skill I have as a parent. Splitting my time up between the three of them . . . It really helps that I'm a psychiatric nurse because I can back things up, slow things down and say ok let's 'prioritize, let me take care of you first, then you next . . . so it works out well. That for me is one of the biggest challenges . . . but I'm a better parent to my third child, not that I wasn't good to the other girls, but I'm better, I know what works, so what's proven, I use.

**Subject 14:** Because of the knowledge she has, she loves to debate, above and beyond what I would normally think of a child would debate, she can actually state her point and go way beyond that point to try to prove a point to you of why she might be right. Sometimes I feel that I have to provide more enrichment for her because she knows the material or knows something well and I feel like I need more, especially when the school doesn't provide it more.

**Subject 15:** I think sometimes there's the difficulty with the balance of, having enough

challenge and not being bored, and I think having activities outside of school helps with that a lot, and other interests, um, her teacher says, you know, she's moving along really good with her school work but yet if she doesn't have enough to do, let me know, but I don't really want her to have extra busy work to do, so I would rather be doing something with her other abilities with creativity, and stuff like that, she, but also, sometimes a challenge with her is because she is creative on tests like the ASK, or other tests, she thinks out of the box so well that she um, comes up with something that the test grader isn't thinking or isn't wanting so, um, with her it's a challenge of, ok, step back and think about what the test is asking you, just black and white, instead of . . . she's just amazing with what she comes up with (and I'm like, wow, I didn't think of that), but other people are more cut and dry, and don't appreciate that so it doesn't work so that is one reason that I encourage her to do test prep club this year, and help get her focused. She's very good at writing, um, but there again she's so creative, her ideas are so big that her teachers have said, well, it's too long, it's too much, more than they can handle so just helping her to focus in on her points when she's doing her writing. Um, other challenges may be with Math, she knows how to do it, it's not a problem, but then she might just make just a tiny little math error, so it's not the issue of knowing how to do the problem, she may have added something wrong here or something, and getting her to go back and double check her work and take pride in that, so she's really done good with that now that she's older, in 5<sup>th</sup> grade. She's really progressed a lot this year with taking responsibility for her own work and not needing that much assistance at home with anything, um, it's

been interesting, because, (she's like, well do you need) now instead of mommy always checking, it's do you need mommy to check it. A couple of times she has said, "No, no, no", and then she's get to school and realize there was a back to the sheet. There was more questions and then she's like, the next time, "Mom could you look this over?" so but she's taken responsibility.

**Subject 16:** This is not only with my daughter in particular, but with my son also and advanced student and often they recently learned a concept which we as a parent don't recall this as easily as they do and often having a child at that level, my daughter and my son, um they challenge the issue, particularly when it's not a concrete black and white question, and ethics is one of those issues and religion, sciences, and it forces you as a parent to rethink how you actually feel about that subject matter. And although frustrating, is one of the parts I enjoy of having a child that you can have this type of conversation with.

**Subject 17:** She's stubborn, very stubborn, very set in her ways, she throws tantrums, she's very competitive with her peers. Sometimes that has a very bad effect on her, she has melt downs.

**Subject 18:** It is just that, it's, um, that he doesn't deal well with authority, he doesn't deal well with being told what to do, if he can't understand the reason behind it.

**Subject 19:** Um, there sure are no challenges with her, my other daughter as well was in Quantum and stuff and I think it's a blessing to have a gifted, smart child. They don't give you any problem and attitude. I guess if I wasn't the reason that they were as smart

as they are, if I behaved differently than they do, they'd have reason to act up but they're little me's, so we get along just fine.

**Subject 20:** (Laughing) There's definitely more challenges because there are times when my daughter actually thinks that she is on the same level as the adults in her life – any of the adults: teachers, parents, and so forth; um, whereas my other children, her sister actually has a near genius IQ level but she suffers from dyslexia, um and for that reason struggles with reading and writing, she's an auditory learner, her sister but, so the visual end of it doesn't necessarily harm her in terms of her knowledge, but she, because of her learning disability, she will listen because she will understand what you need um, help in life, that there is always something else you can learn. This daughter on the other hand, she will challenge everything you say and unfortunately sometimes she argues points that she ends up becoming foolish, um, nothing against her wisdom but she'll end up becoming foolish and then that makes it worse for her, because now she knows she's actually wrong and she argued on the wrong side.

**Subject 21:** Um, because he's always thinking and always, um, he's got very rigid type thinking, as far as, um, when he has an idea, a lot of times he's challenged by time issues, let's put it that way. It's part of his ADHD, he has real difficulty with time and he can become so engrossed in something that when I try to explain to him that we're running out of time, whether it's with school or he's got to go to bed or with whatever, we need to leave a place, um, he gets very frustrated because he wants you to hear and doesn't want to stop doing, or being involved in whatever he's doing, and um, that's always very

frustrating, he immediately goes to meltdown and there are times he will run out, it becomes a safety issue for himself when he runs off because he gets so frustrated with me not understanding where he is in his spatial place and that is really challenging . . . and it's been that way since he was a couple of years old up to now and he's almost 11. Something's have improved but in that area it hasn't, he will still run out of a store, he will still run out and put himself in a dangerous position he feels as if I'm not listening to him and I'm obviously feeling that he's not understanding . . . "look at the clock, we've run out of time" . . . that's something I have not seen improve over the years and that's a challenge to me as a parent.

**QUESTION – 4**

**Researcher:** Tell me what works when disciplining your child.

**Subject 1:** Very easy . . . taking away the phone or computer.

**Subject 2:** Well for her, sometimes just raising your voice is enough discipline. If she thinks that you're disappointed in her, that's enough for her, she takes it to heart. Um, you know if it's a repeat offense, we'll take away her cell phone or the TV is her big thing, she loves the TV, we'll take that away for a week or a couple of days, whatever the issue was. But we don't really have too much of that with her.

**Subject 3:** Taking away certain privileges – such as things that she enjoys, like dancing and participating in team dancing.

**Subject 4:** Usually with her, just a good talking to, a time-out, maybe taking something away from her for awhile, she's very easy to a . . .to correct when she needs it, and she does not need it too often.

**Subject 5:** Um, again we just always just try to explain what we expected- we have always had rules and routines, um, she always had consequences, um, and we always followed through. And I also know that there are different expectations developmentally for her, so I know that some of these things are going to be coming up and I try to be proactive about it.

**Subject 6:** What works? Um, she's not my disciplinary problem, (laughing), I have another one, I guess this is just focused on my 5<sup>th</sup> grader?



**Researcher:** Whatever you want to tell me.

**Subject 6:** Ok, well the other one, she's in an ACES program so she's also in the above average end, but, um, what works for her is, really reasoning, sitting her down and talking to her, yelling and screaming doesn't work and, um taking things away don't necessarily work because she's so creative, that she'll just find something else to replace it, you know, so taking away TV would never mean anything, because she's not a big TV watcher, taking away books, now that's worked. (laughing) Because she wants to read and we've punished both of my children by taking away books they were reading because they were fighting over the content of the book, so we took the books away and that actually works, so . . . yeh, more reasoning with her though is what usually works – you explain to her what she did, why it's wrong and what she needs to do to improve herself, and that generally works with her.

**Subject 7:** Warnings and consistency, he needs predictability, he's still the kind of kid that at 11-years-old if I say "2" , I've warned him, I'll give him the number "2" , he knows there's consequences coming, I mean I'm consistent, even still, he'll take a punishment kicking and screaming, where my daughter will just be frustrated but take it a little easier, but definitely need to let him know what's coming, predictability is everything with him, and that's also the way I am, I've always worked that way, so, I can't imagine anything else for either one of us, um, and the consequence for him, I think it has to be immediate and I think it has to directly relate to what he's done, but then again, that's my parenting style too. Like you can't punish two or three days later and

take away something or punish with something that has nothing to do with the infraction, it makes no sense to anybody.

**Subject 8:** Um, just being positive, stating the positive, trying not to, um, do the freak-out mode, she responds well to correction and she'll often self-correct when she knows that, you know, she's out of line, which really, we're blessed, because there really are no, she will probably kill us when she's 18.

**Subject 9:** For him, taking away computer time. That's about the only thing that he lives for is his computer time. So if I take it away, he knows that, he's done.

**Subject 10:** Um, basically I have to crack them up, if I try to discipline him in a way like, um, yelling at him, I can just forget it, it's not going to happen. But even just like last night, I was having problems with the two older ones (you know, the child that we're talking about and the older one), and I had to assume by extremely polite voice, and they just started laughing – “It's my pleasure to serve you young man, I am so happy that you are considering my request, you know, considering my request”, and then they're like, “Fine.” I always have to stay a step ahead and yelling just doesn't work, and I had laryngitis last night anyway, so I couldn't yell.

**Researcher: What do you mean, crack him up?**

**Subject 10:** Make him laugh . . . if I do something that will make him laugh, it breaks the tension in the room and then he's more willing to do what he should be doing. It's taken me a while to figure that one out and I like to laugh too. So it works out. My husband figured that out a long time ago.

**Subject 11:** (laughing) Again she's easy . . . I just tell her she's wrong and you almost instantly have tears and it's corrected. Very sensitive.

**Subject 12:** Um, mostly letting them go and think about what's going on and think what they have done. Just basically let them take a minute and realize what's going on, what they may or may not have done. Because sometimes kids talk or do actions before thinking of what they're doing first . . . and then when it's already done, they realize oops, that really wasn't the right thing to do.

**Subject 13:** Just not being unwavering, I'm firm, you know, the consequences are met, you know, if she doesn't clean her room, she doesn't get to call her friend up, if she doesn't clean up after her animals, these are her pets, if she doesn't provide them, you know, she needs to change the rabbit once a week, and she needs to do the birds, and she has responsibilities, if she doesn't meet her responsibilities, she does not get her friends over, because that's usually her next step, "When can I ride my bike?", so . . .

**Subject 14:** Before the preteen times or now? (laughing) Um, what works when disciplining? Talking to her, explaining the situation (even though she wants to argue her point back), often works. Because she likes to debate the topic, sometimes, just sending her to her room for a while, to think it out . . . I never have to threaten with taking a TV away because she doesn't watch much of it, I don't have to threaten with taking a phone away because she doesn't have a phone, so it's never to that point or that extent, it's more that she has to sit and think, making her do that, where she can't debate at the time and

just stop and think, will turn it around enough. That's discipline in general, I mean in terms of normal little sibling arguments, do you mean that? Or?

**Researcher: Anything you have to do to discipline her.**

**Subject 14:** Separation from her sister – she has a younger sister, she just feels is a nag, so sometimes just separating for a while, so “K” doesn't get picked on . . . she's the older sister, so she likes to feel her oats being the oldest. So sometimes I have to remind her, that she's not the parent, she's the, older sibling.

**Subject 15:** Um, disciplining, I don't have to do a lot of disciplining with her, mostly we just discuss things, and try to come to an agreement over . . . It's pretty clear in our house, that you're supposed to do what you're supposed to do, that you're supposed to be where you're supposed to be, when you're supposed to be there, and if you're not and you don't, we need to discuss that and figure out why, and is this a good reason and stuff so, we don't have a lot of issues. You come home, what kind of homework do you have, ok let's not be up late doing this, let's just get it done and stuff , so, um, I would say discipline is more, you know, if she's just is feeling cranky or something, maybe you just need some time alone, and to just chill out a little bit (laughing)and stuff, and um, that kind of thing. I think that's kind of important, if you get overloaded, and if you're tired, you're hungry, you're stressed out, those kind of things, so if you're managing- you get a snack when you get home – if you eat at a regular time, you get to bed at a good time, it makes things flow better and you don't fight about stuff, so . . . The key for her is being the youngest and having an older sister who is, you know, sometimes that's the issue,

older sis is trying to run my life, so . . . but the older sister also helps her if she has an issue with her homework that mommy can't help with immediately, or mom's like ask sis because she remembers this more because it's more recent, so . . . that's the end of the story there.

**Subject 16:** What works when disciplining my child - logic, more so than discipline based on ritual or myth. Removing items of value/rewards – what they consider to be a value and/or reward.

**Researcher:** And that works – or is that the ritual?

**Subject 16:** No what I meant by ritual was – something that you may have been told as a child – “you can't do that”, “Why can't I do that?” . . . “because I said so”. And maybe that's what you were told as a child – “Because I said so”. Rather, you can't do that because that's an unsafe practice. I think if you take the time with a child of that intellect and explain it to them, I think they can grasp the idea better and sometimes I think they embrace it and can turn around and reiterate that back to their friends, so they have a better understanding.

**Subject 17:** Nothing. Nothing works. I'm a bad parent. I give into her, so nothing works. With my wife, her mother, she will be sent to her room until she calms down and can control her emotions. That works because she will come out of her room after thinking about what she did – she'll be much calmer and happier.

**Subject 18:** I really don't have to discipline him too often and, um, I just explain to him what I don't want him to do and why I don't want him to do it, and that's pretty much it. That's it.

**Subject 19:** Um, I can't truly recall having to discipline her negatively ever, she never has to be punished or scolded, frankly, recently, I've been telling her to stop loving on the dog so much because she will squeeze her little head off (laughing). But really that's . . . she's really no trouble. One of the blessings of karate I think. She's always been a no sweat little one, that one. The other one, maybe because she's the oldest, has a little bit of a, you know . . .

**Subject 20:** Well, taking those things away that she most wants to do, it's very important for her to have down time and for her that means playing a game, like playing Sims, watching television, um, she's not someone who watches, well she watches, my husband tends to watch the history channel and discovery, she's much more into history, like she watches reruns of Dr. Quinn, um, she watching reruns right now of Sue Thomas, FBI. Um, and now for that reason she's enrolled in a sign language class at OCC, in which I had to get special permission to let her take the course because she's only 11 and I had to take it with her. But, once again she steps into the class, we've been going for 7 weeks, I mean the teachers tell me it's because she's young she has picked up on it and she is having conversations with the teachers that if she were doing something wrong they would correct her but they're not correcting her, instead they're signing back and they're having conversations in sign language. Now they have approached me and said, you

know, um, we want her to extend beyond this, you know, we want her to use this language that she is learning, if you will, and she's actually gone ahead from the class level that they're on and at her age what do you do? She can't really take a full scale curriculum in the college but they want her to get more involved in deaf culture and what have you. Whether or not it lasts, I don't know, it comes very easy to her, and it's, I'm struggling, you know, she has picked up on it, that's what I'm saying, what do you do? For me now I work and every Wednesday for two and a half hours, we go and take, you know, I drive up to "TR" and go to "OCC" with her, but if they were willing to take her, you know, that's what it takes, but again, she's . . . amazingly enough, you worry sometimes that they will consider themselves superior, um because they know so much but she actually came into school and has taught kids and they actually filmed it for the 6<sup>th</sup> grade choice program last trimester, where she taught the kids to do the Pledge of Allegiance in sign language and they videotaped it on a video tape. So she shared it with others, it's not like she's saying, "I can do this and you can't", but she wants them to be able to do it too. I'm amazed.

**Subject 21:** I think I need to use more words with him than I need to with my other children, I do need to sit down and fully explain something, um for the others I can just say no, but for him I need to explain why I have said no because he gets fixated on the no and he can't, so I think that when I use more words with him, it's more successful. Um, I take, I will take things away, electronic things and I find with him, more than with my other two, he will come to me and apologize where the other two don't, they won't be

remorseful, he will, even if it was a big blow-up, he lost control of himself, he will be the one who will come back to me 20 minutes later, hugs me and says, “I’m sorry”.



**QUESTION – 5**

**Researcher:** I'm curious about social-emotional development – tell me how your child gets along with others.

**Subject 1:** Like I said, she has a lot of friends and it used to be that she was very bossy with her friends, and now I would say that within the last year or two, she's much easier to get along with and everybody likes her. There are no real social issues that I can see. Although I guess there are some friends that are not as bright to her and she will bring that up . . . she will correct them, the way they said something or the way they spell something so yeh, she's guilty of that.

**Subject 2:** Um, she's very good socially, she makes a lot of friends, she has a good knack for just talking to people, um, she does get sensitive if she sees someone sitting by themselves, she'll go over and talk to them, she always likes to have everyone included with whatever's going on, she a lot more outgoing than I was as a child (laughing).

**Subject 3:** My child . . . she's an only child- so she gets . . . I have seen that she adapt very well to different kids, and she gets along very well with kids...to a point that almost worries me. She tends to conform too much.

**Subject 4:** Very well. Um again, lots of friends, she's played all kinds of sports, ballet, probably four years of basketball, a couple of years of soccer, always made friends on the team, and in all of her classes, she's always made a nice core of friends. And we've become friends with some other families because of her so . . . she's socially has done

very well.

**Subject 5:** She gets along well with others – we exposed her to a lot of (she’s an only child) we made sure we exposed her to a lot of different people, a lot of different cultures, a lot of different environments, so that she would know how to handle herself – she’s always been involved in extra-curricular activities um, much with the theatre because that’s what she enjoys, also with sports, um, so she’s currently in softball and karate, and drama at school and, she has participated in many different things at actually school, she’s outgoing but she’s not . . . she’s a leader but then again because she’s kind of a rule follower and always afraid to get into, trouble, so she’s not the popular leader that everyone’s going to - I don’t know how to explain it- but yet she handles her emotions very well, although we are getting into those teen years, so I definitely see some changes there. We’ve always talked about feelings, we’ve always talked about how to express them, again when we read (I read to her a lot as a child), and we always talked about the characters, about how they felt, what you can do, what you can’t do.

**Subject 6:** She gets along well with others – except when the others are as stubborn or bossy (she tends to be bossy) - so she gets along with children that are younger than her or who are not on the same level as her, because if they are, they both want to be the boss, be in charge, tell everyone what to do, and they’ll butt heads, um, so she likes to be the one in charge. So, she is actually on the younger side of the scale, I mean she’s a 5<sup>th</sup> grader but her birthday’s September. So, she’s a very young 5<sup>th</sup> grader and I think that emotionally and socially, she’s a little behind her class, even though, intellectually, she is

above them, and that sometimes can make for difficult interactions socially. Um, she's had some bullying problems, where some girls have been mean to her and they want to leave her out, and, you know, it's hard to explain to her why that is, um, so she's had some trouble, socially, I think, on her own age level because she's a little younger emotionally, I would say. Even though she's very mature . . . something about the social-emotional, I think she's a little bit behind. So I think it's hard for her to understand that, and you know, she used to reasoning, so she's like, why can't I figure this out mentally? But it's not mental, it's deeper than that.

**Subject 7:** Initially, very well, I think at times, he wants his way, he's not afraid to advocate for his point of view, um, and I think he's also a person who's a "needler" by nature . . . he's a needler, yeh, he'll . . . he definitely has trouble getting along with his sister, um, he wants to dominate and she older and she doesn't want to be dominated, and I think there's an element of that. . . in school they see him as a nice guy, but I think when I hear him talk . . . never for any significant issues, but I think he will find kids to tit-for-tat with but the teachers have never had a problem with it so it's got to be on a normal developmental level thing but it's not something that my daughter does, that I'm aware of it.

**Subject 8:** "Lauren" gets along . . . she's shy, tends to be somewhat shy, um, she has a few very, very close friends who are very similar to her, enjoy creative play, reading, art, um, I guess this is. . . ask the question again, state the question again . . .

**Researcher:** Describe to me what your child's social-emotional development has looked like over time.

**Subject 8:** She gets, again there are no issues, she gets along beautifully with everyone, again, she's closer with people, have obviously, similar interests that she has, which aren't the typical norm . . . she'll read the print off books practically, and want to, um, she's not so much into the sports, I guess.

**Subject 9:** Fantastic. Like I said, he is just an all around, well-rounded, socially, that he gets along with pretty much everybody. We have, um, I have a softball team and there's a bunch of girls in his class and their moms are constantly, "Oh, hope "Sean" comes up, blah, blah." "He's such a nice boy.", so you know he doesn't just segregate himself with just boys, he pretty much gets along with everybody. And if he doesn't get along, you know, if he doesn't get along with someone he's still pleasant to them, he may come home and say, "You know, I really don't like this person and their bothering me in school", or whatever but he's never mean to them in school.

**Subject 10:** Um, it depends on the people, which I think is normal, um, he, I believe he gets along with his class mates, but if anybody pushes him, he pushes back, he will push back. Um, there's a girl who is constantly commenting on everything on his face book status (and I mean everything), I mean every single status report, and of course since then I took him laptop away but um, and he said "Don't talk to me anymore, I told you I don't want to talk to you so please stop talking to me" and then she wrote "Sorry" and then, um a bunch of other people started writing, "You know . . . I think he's talking to you so

maybe you should stop talking to him”, that’s the point, so, um, and I have since heard that he should stay away from her because of the way that she is, so, but “Jack” lost his laptop because he stayed up all night, he did, he stayed up all night and the next morning I woke up, I get up early (and it was like 5 in the morning or something) and he was up, and I was like, “Wow”, “Jack” you’re up early, and he’s like “Oh yeh, yes I am”. And then I get a call from the school that “Cassidy” fell asleep at class and I was like, “Ok, what’s going on”, and “Cassidy” wouldn’t say and the school nurse said “I’m not sending him home but he said he stayed up all night”, and I was like, “Are you kidding me?” They had their laptops in their room. They do not have laptops anymore, they’re being baby sat by other families in OA right now. I mean the laptops, not the kids. I was like, you’ve got to be kidding me. I’m sorry, that was a very line example but . . .

**Subject 11:** Very well, she gets along with older and younger but she has an older sibling and a younger sibling. So she’s always exposed to both age groups. A ton of kids on our street and they’re all ages and they all play together.

**Subject 12:** She gets along very well with others, she’s on the quiet side, but she does enjoy being with people that she knows. If she knows them for a couple of days, and she’s very comfortable with them, like every time they switch classes, each grade, she doesn’t have friends in the class she does make friends and she’s very comfortable with them, I mean it’s not the whole class granted, but there are some friends, of course she also likes to get with the old friends again.

**Subject 13:** She actually gets along well with others. She was a peer mediator this year (it's so funny), she gets along well with others, she was rather shy, she takes karate and it seems to have made her a little bit more assertive, at times she was, because she was a polite child she was kind of walked all over, and karate has really helped with her assertiveness which has really, and she's been in it for many years, like five years, and so it's really helped her to say "No, I don't like that or I don't want to do that", it really helped with the assertiveness.

**Subject 14:** She gets along fine with others . . . she chooses to have her few close friends, she's friendly with many but she's most comfortable with her small circle that she trusts the most. However, if there is someone new that comes along, that she has that trust with or that similarity too, she's very open to allowing them into that circle, but she needs that, I believe she needs that comfort level first before she, like with the new friend she's met recently . . .

**Subject 15:** She's um, good, she seems to attract other people, sort of because of her bubbly personality, um, that she has good friends, and um, I think she, and sometimes that can be an issue because people attracted to her but she has, you know, and she has to set boundaries, and say, you know, I'm not going to, you know, that's her issue, people want to be close to her, and then she's like, no, step back, you know, I need my personal space, she has issues with people getting into her personal space. She wants to have her own area, and not having people sitting too close, or putting their stuff on her desk and stuff like that, so, um...

**Subject 16:** My daughter is second born so she has the opposite personality of my first born son. She has a very flexible personality, and has a wide variety of friends from different school districts and different ethnicities. She embraces all of that but she chooses her friends that hold the same value system, rather than their popularity status.

**Subject 17:** She tries too hard to fit in. When things are going well, you can tell – she's very emotionally happy, she's a happy child, she's talkative, she wants to interact with her parents but when the shoe drops, all hell breaks loose. And she can't deal with it, she has a hard time dealing with rejection, rejection amongst her peers, it's like her world comes to a crashing end. This year has been very hard on her with the girl stuff. Not very accepted by the girls in her class but has friends in other classes. Is easily offended by conversations by other girls that are inappropriate.

**Subject 18:** Well, he was, his birthday was September the 5<sup>th</sup>, so I did hold him back, not because he wasn't smart enough but because developmentally he wasn't ready to go to school – for preschool, I was still sitting on him, putting shoes on him, just to get him to go to preschool. So because he's one of the older kids in class, 'cause he's smart, maybe that's not it, kids respond to him well, he's not obnoxious, he doesn't yell, he's very quiet, the kids seem to respond to him, gravitate to him.

**Subject 19:** Um, well, she gets along well with others, only recently has she been getting along, not not getting along with girls, she had an infinity for boys 'til recently, she's a super little tomboy. Um, but I don't see that she has any problems making friends or being liked. I know grown-ups all enjoy her very much.

**Subject 20:** When we used to come in and have to sign the ISG, um, my only concern and its every year, is that she will actually relate to her peers. That is my goal for her, is that she find somewhere to meet with her peers. Unfortunately for my daughter, we have had some issues in the school and I am debating now what to do about it. Because . . . What's happened since kindergarten, she's now in 5<sup>th</sup> grade, since kindergarten, she has 4 times been placed in an inclusion class and you have to understand that I worked as a child advocate for years and then was diagnosed with a medical condition and stepped out of the field because it was just too much. My other daughter has a learning disability so I don't have any problems with inclusion classes in that regard. But for this child, that's not what she needs. Every child needs what they need and for my other daughter she needed things that this daughter does not. Um, we have 3 other daughters as well, ranging from age 30 to 11, my daughter is an aunt at 11, I have a 25 year old and 2 step daughters, we've been married long term and I've been a part of their lives since they were little girls. It's a good solid relationship there. Um, but because she's always been surrounded by adults, and she is a higher level thinker, relating to her peers is the most difficult, putting her these inclusion classes has actually confused her, and it's put more pressure on her because several times she's been put in these classes and been forced to sit next to kids that really need the extra help and she has written in her diaries, like in school they would let them have diaries, that she'll write in there the confusion that she faces because she feels she's doing the teachers job and yet she doesn't want to back away from it because she is frustrated by it, you feel so bad that these kids, like she has



begun to recognize that there are kids that literally can't do what she's doing, and that confusion has brought about somewhat a sense of empathy but also a sense of resentment because I think she resents that she's been chosen to go in those environments. Now I've had to pull her out even this year, I had to go, we met with the teacher, we didn't know it was an inclusion class this year. We were told as a matter of fact that it was not an inclusion class, I called over the summer, we got to the classroom and the teacher says, "We're going to have fun this year learning things by clapping our hands and I immediately stopped it and said, "Is this an inclusion class", because I know from my other daughter that was part of what she needed, and um, immediately it was "yes" and you know you get the classroom roster and she's been in class with all these other kids before and honestly the balance was so tilted where I think that there were 9 regular ed kids in this inclusion class and you go to the principal, and I didn't feel I got anywhere with the principal – they just don't get that you can't do this to a child, who's used to, she's an aunt, she has a one year old niece, you can't expect her to be in a classroom, she needs to be with like-minded peers. And so now the question is, I've never necessarily requested people that she knows to be with and it's not about friendship, it's about like-minded, higher level thinkers that need that bond, I don't know, am I out of line? She's bored everyday – to the point that she wants to go to school but she doesn't - she's not being challenged anymore – she doesn't know what to expect. That's the challenge.

**Subject 21:** This is where my child is definitely challenged compared to his average peers. Um, he's very hard on himself. Up until third grade he didn't realize that

everyone operated differently. It was then that he started to see all the teasing and um, he right now, I'm dealing with in 5<sup>th</sup> grade . . . he's really believing he's an outcast. And even though he has friends, he's on a kick right now how everyone makes fun of him, nobody likes him, people have written about him on bathroom walls, um, he wanted to wear Converse to school the other day and someone said to him, "Oh you're going to wear Converse, then I'm never going to wear them". Just that kind of stuff, just very cruel and, um, he has a few friends that are more socially like him, and they are such great kids and I just keep trying to reassure him, you know, children are sometimes mean and if you have a couple of good friends, that's better than having a whole bunch of, you know my kids come home with stories about the mean girl at school, the this or the that, I try to use it as a teachable moment, "you know it's that popular girl, do you really think that it's better to be popular than nice?", that's kind of what it is.

**QUESTION – 6**

**Researcher:** Describe to me what your child's social-emotional development has looked like over time.

**Subject 1:** (Laughing) I know like I said as growing up (she's an only child too) she would concentrate on one person – are we talking friends?

**Researcher:** social-emotional

**Subject 1:** I guess I can equate it to friends; her and I have always been close. She would grasp one person and she would focus on that one person and there would be no other friends. If would be that person and if that person didn't want to play with her anymore then there would be no friends. So then over time we have discussed making a lot of friends and it just gradually happened over time and she has a nice network of friends at her age. With adults she's not very sociable. (Just really with her peer group). She's friendly, she's nice, she's polite, but she's not going to sit down and talk to you. If you ask her a question she'll answer it not real great with adults.

**Subject 2:** Well, when she was a toddler, she was very physically active, um was very inquisitive liked to talk, she would talk to anyone that came into the house, she has through preschool and regular school, she pretty much has stayed on that even keel. She will go out and talk to anybody and she will make friends in her class . . . she doesn't like mean kids or kids that (I'm not sure what the word is), that a, I guess that annoy her, she will be nice even to kids that are not well liked or . . . as long as they are nice to her, she

is nice to them.

**Subject 3:** Um, she has been a very typical girl, going through different stages, playing with dolls and now she is 11, she still does this but it is starting to decrease now, very normal I would say, nothing that jumps out.

**Subject 4:** Um, she's done better than her older brother (laughing) – and again to me it's uh, been just as you would hope or expect it to be - uh, always does well within her age group – (she does have nine older cousins, she's the babe of the cousins and of a close family, even uh, my wife is one of four sisters, one of four girls, and there all married with kids, and they're very close and there's a lot contact there, so maybe she's uh), sometimes she can play the baby there and get away with stuff, then I think she's also benefited from the older, older people around. No surprises with her.

**Subject 5:** Um, again we just exposed her so many different types of environments and people – we had, we purposely, had her associate with my friends' older children, so that she knew what that felt like to have older brothers and sisters, um, she has a few close friends, she has a lot of friends that she knows on an acquaintance type level, um so far as I'm aware, she hasn't gotten caught up in all the drama, um, (laughing) yeh, so she just knows a lot of people. She doesn't have a very very best friend. Um, I think she's mature for her age.

**Subject 6:** She's definitely matured this year. She has socially and emotionally, the problem she has had has been over the past 2 years, this year she understands, you know, that everyone is not going to like her and I think she'll just gravitate towards the

friendlier kids or the kids that will interact with her, where in the past, she would just want to be friends with the kids that didn't want to be friends with her . . . and now she understands that not everyone going to be my friend . . . even though she is the friendly one, she's the outgoing one, she's the one that wants to be your friend and but some kids are just not going to, for whatever reason, you know, accept that. I'd say this last year, she's definitely grown a lot in that area – and my two, they're only 13 months apart, so they fight a lot, and it's a different kind of fighting now, but I can see a change in her level of putting up with her sister. She used to get very upset and now she will ignore her, or come right back at her.

**Subject 7:** Um, over time, I guess I would say that his level of being outgoing and confident has grown, he has a very big sense of self, he, you know, like I said, has a competitive nature, is something that I've seen grow over time, um, not sure what I'd say to that . . . is that kind of what you're looking for?

**Researcher:** Whatever you want to tell me.

**Subject 7:** Ok (laughing).

**Subject 8:** I guess a perfect progression, when she was very little, I guess it was more so, like later preschool and kindergarten, she was up in TR, because that's where I work, so we had play dates up there, again very clingy, um, I thought she would never let go of my leg, it's a pleasure, now that she's 11, that she's let go of my leg, she's much more independent, so it's been a really nice, natural progression – she started out very clingy and now she's, um, much more independent. . . but still emotionally looks to us

for, I guess the guidance, I guess I've lost the question again. (Laughing).

**Researcher:** Describe to me what your child's social-emotional development has looked like over time.

**Subject 8:** I'm sticking with my answer because it's been a perfect progression.

**Subject 9:** Like I said, pretty much from the time he was little, he was very, very social, I never felt like, he was in a corner and shy, I, he's not one to want to be in front of the room that stand out, the one that would need all the attention, he's always, you know, he never segregated himself with a certain group and whatever, if he wanted to do something with another child, he would just get up go and - emotionally too, he puts on the tough guy act because he's a boy but he is very emotional, you know, loving kid, you know, if he thinks I'm hurt, you know, like one time I cut my finger, he's like, "Mommy do you need a Band-Aid, mommy can I help you", you know like you know, he shows his emotions, at home, I don't know if he does it here but at home he does.

**Subject 10:** It used to be very bad, um, he used to have a great deal of difficulty calming himself, um, and interacting with others, he acted out a great deal, um, when he was in kindergarten, throwing chairs around the room, it was not unheard of. Um, he would hide under desks, um, it was a big, big behavioral issue, um, he has since gone through behavior modification, um, counseling through the school system, and independent counseling, and family counseling, and has improved drastically, where I can literally watch him calm himself, literally (crying).

**Researcher:** That's great.

**Subject 10:** It is great. I am so thankful. You have no idea (crying). That was tough . .

**Subject 11:** Nothing unusual.

**Subject 12:** As she's grown . . . stronger. Um, definitely as she's grown in age, she's been stronger.

**Researcher: In what way, compared to what?**

**Subject 12:** Actually, again, as she gets older, I feel she goes towards people that are in need. If they are in need, she will help them, like I said, she is always out to help, whether it be at school, whether it be friend, whether it be church, if somebody needs help, she'll help them out.

**Subject 13:** Um, her, I mean, she's smooth, she loves her big sister, and she fights with her big sisters, um, I've tried to get the girls, especially the middle one to fight fair because she is 8-years-older, um, there are some things "Jillian" isn't going to do, you know, she's not, "Erin's" got the snottiness down perfect, she's got it almost down perfect and I keep telling her, "You're teaching her that, so she's going to respond to you like that", guess what, you're just going to have to suck it up, so either watch it or expect it. Um, she is, um, a very sweet kid, she really is, she's sweet, she's kind, she's very close with both her father and I, she has a couple of really good friends, she's not everybody's, she is everybody's friend but at a distance, she has a couple of really close friends that she cares deeply for, she recently lost her grand-dad, um, and that was rough for her, she was very close with him.

**Subject 14:** I think it's been similar since the time she's been little. From the time she

entered preschool, she was always friendly with everyone, she went to everyone's birthday parties, but she was closest to a few, she always had that close knit group that she felt most comfortable with. I don't think that's changed a lot, I think she's opened up a little more than when she was younger, and she's willing to risk a little more now, for example, as one of her Choices this year she chose drama because that's the least thing she's comfortable with, just to give herself a little confidence and try something new. That was out of the box for her, that's not typical; normally she'd go with what she felt comfortable with. On the other hand, many of her good friends are involved in the plays at school, and she sticks by her guns, that's not her thing and she doesn't do it even though her best friends are all part of it, she knows it's not her thing and she feels comfortable enough not to take a part in it just because they are.

**Researcher:** But she picked drama for what?

**Subject 14:** Just as an elective, they had the pick their choice for this year, they had to put their choices in order, I think they had to rank them 1-6, and she actually put it as 2 or 3, because she said if I'm ever going to have to try it, I might as well do it now and understand what it is and she's understanding that it's still not her thing but she wanted to give it a try. She did the same thing with art, she can't draw to save her life, like we can't, but she figured instead of staying with everything safe, now is the time to challenge herself. Which surprised me because she picked two things that I would never think . . . She loves to read but she didn't pick media or library because she does that anyway so she was trying to open herself up a little. Not that she had to get up on stage because in



this case she didn't, so it was still safe but it was trying something new. Yeh, that was odd for her, that was very odd for her to go in that direction.

**Subject 15:** Well, she, in kindergarten, she did not want to go and I had to go to school and sit with her, no that was first grade, well in kindergarten she was there only a half day so I had to really encourage her to go, but in first grade it was even rougher because it was all day (and where I started going with that) is that I had to go and sit with her at lunch, so she knew mommy was coming for lunch and then she could try and make it through the rest of the day, and the teacher in school was supportive of helping her get through that but, um, so she, you know, that's her homebody, likes to do her own thing, so that's a struggle, um, and then in second grade she had switched schools (we had her switch schools for academic reasons) but then we found out we were getting relocated because of my husband's work, so she had to switch schools twice. So that was really hard. He was crying in the first school, then we had to move from Ohio to New Jersey, which was quite a shock, you know, there was a lot of social stuff, trying to figure it out and encouraging her, um, but she did well, you know, she had a good teacher that year, she had friends that she made, and she just settled into it, but, and then each year she's just done better changing, it's a good school district, the academic is real high and then the school we pulled her out of for kindergarten and first grade, they pulled the art program, they had a lot of issues like that and they were only focusing on the kids that were real low, then we just had to get our kids out of that school district, so coming here was really good because it's so well balanced, and it's challenging, and, you know those

things helped her and, um, adapt, um, and blossom more with her gifts natural gifts and abilities, like we're talking about today.

**Subject 16:** Um, she may have been reserved as a younger child – in the 6<sup>th</sup> grade she has more friends than she did when she was younger, but I'm going to say again, she's intuitive to align with children with the same values, and I'm even going to say goals. And if she, if the child doesn't have, or they aren't goal oriented and they have all over type personalities, the goal of the week, my daughter is not attracted to that type of person and usually becomes disenchanted with the hype of that friendship, rather quickly.

**Subject 17:** She's come a long way. She still has a ways to go, but as far as being socially interactive. She used to be an outcast at recess; she had no friends or just had one good friend and many acquaintances. This year seems like she's branched out, she has many friends with a lot of different interests. She's always busy doing something, dance, volleyball, soccer, basketball, very active in school as a peer mediator, school choir and drama.

**Subject 18: Subject:** He, he is getting better, socially, he's always been more on the quiet side, and just now, that he's 11, I am able to get him, um, I encourage him to do more things on his own, taking responsibility for what he wants instead of always going through me. Um, socially, he's always been good with the kids, he's fantastic with young children, little children, old children, he taught my young child how to read, um, he's very good with other people. If he doesn't like somebody, um, he just tries to avoid them, but he'll still work with them.

**Subject 19:** Um, always, always good, I mean she was in preschool and, um, you know, always lots of little friends, no emotional, developmental problems, at all and she's right on time with everything, as far as when she was little-er.

**Subject 20:** Ok, over time, it's funny because she's my youngest, and I wonder sometimes, to me without knowing, cause you tend to treasure and cherish those times more, um, she's always been more dependent on me per se, than her siblings, um, she's been very happy and friendly, as a small child she would, she was excessively happy and she had the bouncy long curly hair, like with the barefoot and the curls flying in the wind type of personality. As she got older, we went through some difficult family issues with her one sister and those things definitely changed her. She became more mistrusting, overall, um, and that's when the dependency took place, I'm not sure, she was, I think losing me in the same way. Also recognizing that she's learning, and she's learning beyond what her friends are learning, so now she's feeling out of place in that I would say today she appears to be a more sullen person. She really needs a teacher, last year she had Mrs. L., and I consider her to be one of the all time greats, Like Mr. H., Mrs. L. recognized that she needed to be challenged and she actually allowed her to teach the class on several occasions, um, she gave her projects that would work and she actually wrote her a card, and she put her academic life into a story, in which she was a flower, in Kindergarten she was starting to bloom but then things, she was a little stunted because she was in an inclusion class in January, and then she started to grow. First grade she felt like she was getting watered and she starting to get bigger and in third grade she was

getting buds and the sunlight was coming in and in fourth grade was a disaster and then she felt like she just was in the dark and wasn't watered and drooping and now all of a sudden in fourth grade, not only did she come back but now she's bloomed and she's a full-fledged flower and she's now shining in the sun. And she wrote this card to Mrs. L. and Mrs. L. called me to tell me what she wrote and this year we're going back, taking a few steps back where she's not enjoying so, she's not as happy as I know she can be and it seems related with whether or not she's academically challenged. I mean she's in sign language, she takes piano, she's not necessarily sports oriented but she definitely has outside interests and activities.

**Subject 21:** I guess it's like I said – I don't think he realized the quiriness when he was younger, he's such a free spirit, as I started to notice other children making fun of him, I was concerned and when I noticed he didn't notice, I was happy but very concerned about when that would happen. In third grade when it started to happen, it broke my heart. He was, some of the things he would do at home, like run away when he got upset, he started to do it in school, in third grade, and hide under the desk, I requested that he see the counselor in school and it didn't get followed through on, not until this year, for sure, I've been able to have it followed through for this year. I finally got a 504 Plan for him last year, and I've suspected ADHD since he was in preschool but because he was ready in preschool and he was so bright, they pushed him along, no, no, no, he'll grow out of it, he's a boy, so finally, and it never affected his academically, but third grade it hit him socially. Fourth grade summer, I took him to Children's on my own and he was

diagnosed with ADHD, clearly ADHD, they tested him for Asperger's too, and he didn't have that, he didn't have enough, I didn't think so either, enough of the markers for that. At our first 504 meeting I had said, when he gets to the point of frustration, I want him to see Mr. M., because he had a very difficult time with group work, because he has the ideas but with his rigid thinking, he's having a hard time accepting your input, and when you're working with a group you have to do that. Well, he was working with a team of teachers that were stuck on that it was, "No, you do group work and that's it, and that's the way it is" – group is just putting a big target on his back and the school liaison was actually in support of giving him individual projects but it never happened. I think he saw the counselor once to meet him but he would come home and tell me stories that he got very upset at school and ran out of the classroom, or hid under the table and the kids made fun of him. Well did you get to see the counselor, oh no, he said he'll see me later. And it upset me very much because here I am a very conscientious parent, trying to get help for my child and I had to fight to even get him the 504. The liaison helped me and supported me. But that's it. He liked his teachers better then when they didn't treat him very well, than he does now, which has surprised me. He may have liked the structure then, maybe. The children in his class now are brutal in there though. He will make a difference in this world with his humanity. (Crying). To see his spirit broken is the hardest part.

**QUESTION – 7**

**Researcher:** Compared to other children, how do you think your child compares socially and emotionally?

**Subject 1:** Comparatively, I think she does very well. Emotionally, except for her being hard on herself, I think she's emotionally well balanced. And socially well-balanced. As long as her hair comes out nice – only kidding (laughing).

**Subject 2:** Compared to other children . . . well, um I think she's probably got a little more, um, (I don't know what the word is) she's better at connecting with people than some or other children that I see, um, a lot of them will only stay with a couple of kids and won't revolve outside their circle or they're shy and won't communicate with others and she definitely has, you know, she'll go out and talk a lot more with, um, as a matter of fact I think she feels compelled at times to go talk to the kid sitting by themselves . . . or, um, answering these questions.

**Subject 3:** Socially, I think she is very well adapted, like I said, and she tends to be a little more sensitive at times.

**Subject 4:** I'd put her up against anybody. Again she's uh, does very well in groups – she Comes across as shy at first but then she can blend right in with the crowd right away – unlike, we have an older sibling and he's very different – he's shy and remains shy, especially when in a new situation, so she's done fantastic.

**Subject 5:** I think she's more mature than most of the children, well some of the children her age. She knows right from wrong, she knows what's expected of her, she knows the consequences that are involved, um, she's careful not to hurt others feelings, she recognizes other people different feelings that come from different places, we've talked quite a bit about that. (In fact, I don't know what question this goes to but now it's coming back to me) as a young child in preschool, kindergarten, my husband and I used to joke around all the time, all of her best friends were children that came from broken families, or living with their grandparents, she was just a magnet to anybody who had some problems. Which was fine, we used to joke as a married couple that she wasn't meeting anybody that we could become friends with or anything but um, she's still kind of like that. She tends to want to be the protector, the speaker for the underdog.

**Subject 6:** Um, like I said, I think, for her grade level, she's a little behind, and that's because she's young but I think for her age, she's right on track, she plays with a younger soccer team – she went with her age instead of her grade – and she's right on the level with everybody there .

**Subject 7:** I think quite well. Um, we just went on a cruise – he knew everybody on the ship, staff, guests, he makes friends immediately, um, he likes to surround himself with his peers, he gets along incredibly well even in a group of adults. He can hold a conversation on a level higher than his age would dictate, which we find shocking . . . we had guests over, both who are engineers and he had a discussion with them on what he knew about World War II, and he was right . . . he knew a lot and he could explain

himself and share his opinions on a subject that was very mature with two exceedingly bright, self-established adults, and we kind of sat there marveling, it, um, he's a, he likes to be on a team, he gets easily frustrated if the others around him are not pulling their weight, um, he wants life to be fair, and when things aren't 100% fair, it is highly frustrating for him. Both in sports, at home, with teachers, with friends he wants everything to be predictable and fair, and we work on explaining to him that would be great but that's not life, (laughing) and get used to it, we've also had discussions with him about, the fact that, in school, in work and life, you're going to meet and have to be involved with people you don't prefer, or who are not a good fit, and you are going to need to develop skills to fight the good fight and know what not to fight and that's not an easy thing for him at this point in his life, he would like to be right all the time. Those social skills we were just talking about . . . when do you say what's on your mind and when do you just say it is what it is and it's not worth dealing with, so we're working on that, constantly, but that's our job. But he's well liked by others and has an easy time getting to know others.

**Subject 8:** Comparing her to my other daughter or to her friends, I think she is, she's right on level with them, maybe a little bit more (you said social and emotional), perhaps a little bit more emotional. Um, then her friends, she's very sensitive, things affect her very easily,(now if you'd given me this, I could have taken home . . . it would have been easier because you just ponder every question, no . . .that doesn't sound right – but this is better, I agree).



**Subject 9:** I think, like I said, I think, socially he's, you know, at the top, because he is able to get along with all different groups of kids, you know as where my daughter would hang with just people she's felt comfortable with, he's not like that, he'll do well in any situation you put him in, like I said, he may complain when he gets home that he really didn't like the group he was in or something like that, but he would participate and not sulk in a corner because he didn't like who he was with.

**Subject 10:** Um, I think he's AOK now, I really do. I think he'll be fine. I have asked teachers to let me know if there's ANY behavioral problem, what so ever, because it needs to be nipped in the bud, um, give him an inch, he'll take a yard, and I don't want to give him an inch. I don't want him to take advantage of people because he is really smart and he can fool people if he wanted to and I don't want anyone to have to deal with that because once it gets out of control, it's over. There's no going back, no.

**Subject 11:** Pretty much the same as any other kid.

**Subject 12:** She's in the medium range, she is not one that has to know everybody and be very popular, she's quite happy just having her friends and being their good friends.

**Subject 13:** Um, I think she's very steady, um, socially, she likes who she likes, she tends to gravitate towards kids that have the same interests as her, animals, she's a big reader, so she will pass that onto friends, like if she has a good book, like that "Marley" book, she loved that thing, I mean she read it three times. Um, she is, she's give and take, she's pretty fair, she has her moments when she likes to be the boss because she's really never been the boss in my house, so, but she is a, um, she's fair, she's fair minded.

Sometimes, I think she's a bit of a, she's always shutting the water off, she's kind of a conservationist, and she has a good sense of what is going on in the world, and she feels safe, so . . . Sometimes she'll ask me questions about (did you ever see Special Victims Unit?) well that will be on TV and she'll be asking me questions and I think, this is really, this is a real small picture of the word "Jill", this is not how the world is, it's sad and it's true but it's a small picture, so . . .

**Subject 14:** I think she's a little more reserved when around the general population of her peers, when she's within her comfortable circle, I think she's fine. What was the question?

**Researcher:** **Compared to other children, how do you think your child compares socially and emotionally?**

**Subject 14:** Socially and emotionally I think she's right where she needs to be, in Watching interactions of her with her friends, playing sports. She, her birthday is September 26, so its four days from the cut-off, so she's a full year younger than many of the other students, 8-months, 10-months younger, and even with that in mind, she carries herself well, she's fine that way, the maturity level is similar. Which was a concern when we first entered her into school, because she was always going to be the youngest, but they didn't want me to hold her back because socially, she was fine, intellectually she was fine and they were afraid, boredom, so we did send her on and it was a good move.

**Subject 15:** I think she might be more caring and also, because she's kind a like a caretaker, the teachers tell me and I see when we go places and stuff, ok, she's "This person didn't get their paper and this person needs a pencil and, I was in for the school party and you know, nobody knew what the one box was and she just stood up and said, "Miss L", that's so and so's stuff what everyone is supposed to be doing when, so she's a big helper, um, and just responsible, and looks out for other people, and that's why during the conferences I asked, "She's not overdoing it, is she?" But the teacher's like, "No, I didn't even, know . . ." so, I'm like good. She must be getting a balance with not making people feel like, she's smothering me or why is she bossing me around? So she's gotten a balance with it, so I'm glad for that.

**Subject 16:** I'm sure everyone is saying they're much more mature, I think. My daughter is much more mature than the majority of girls her age and identifies occasionally with adult social skills, is very comfortable going to dinner with adults and can be self entertaining and self-social through appetizers, dinners, drinks, quite comfortable but not to say she wouldn't prefer a friend.

**Subject 17:** Developmentally I think she's behind in both areas, more so emotionally. Socially she's just, she's still a very shy child. She frustrates easily. Almost like she can't always express herself the way she wants to.

**Subject 18:** Really well, he's not immature, he's not an only child so he's used to sharing or being with other people. He fits in really well with most people.

**Subject 19:** Well, I'm her mom, I think she's better than everyone, of course (laughing).

Um, I'm still figuring it out, she doesn't have that many friends, that I see her hanging out with, like I don't see her with her friends so much, so I don't know how that goes but she has no problem with anyone and has, you know, a few very good friends these days . . . getting at that pre-adolescent (laughing). . . but not at all clicky, I liked having all of her little friends be boys because it was a lot less dramatic (laughing) little girls can be (laughing) . . .the girlier the more prone I guess.

**Subject 20:** Well, in comparison to her sisters, I have had two other children who have, um, really could have cared less if they were liked or not, she seems to care more about what others think about her. And I don't know if that's because she thinks about what she thinks about other things, because, you know, she reasons it out more, discusses it in a little more of an in depth way, so I know if she thinks that because she's over analyzing somebody more maybe they're analyzing her more, so she worries more about that. Um, she tends to stay in her smaller group, she doesn't, she does need to be, no I shouldn't say that, that's not entirely true . . . she tends to stick with a smaller group but she does, according to her teachers, stand out and she does have a bit of a sense of humor, it might be dark but she does have a bit of a sense of humor so one does know who she kind of is. But she speaks her mind freely so therefore, so you know, she speaks about political things, religious things, like most kids her age are not in any way, shape, or form interested in.

**Subject 21:** He's behind, he's very behind, academically ahead and socially and emotionally behind and my daughter, his sister, who is 12 months younger, she is ahead,

far ahead of him, so I would say he's more than 2 years behind in my opinion, my non-educated opinion.

**QUESTION – 8****Researcher: Is there anything else you would like to tell me?**

**Subject 1:** We have a different life, her Father lives in Florida, she never sees her father, it has only just been the two of us since she was an infant. I don't know if that plays any part in her well-being, (I'm sure it does) . . . How she has been brought up in our life, I think she has done very well, I really do. And how she relates to other people, and has a good sense of humor, and think is generally a good and happy person. Sometimes I'm just afraid that she will kill herself over a bad grade. (laughing).

**Subject 2:** I don't know (laughing). . . specifically, I don't think so, she's a good student, she likes to play soccer, she's generally a good child, most of my issues were in infancy when she wouldn't sleep through the night. But, she's become very happy, well-rounded child in life so far. She does her homework, I don't have to talk to her about that, and she studies. . . um, I'm not sure I have anything else to add.

**Subject 3:** No

**Subject 4:** Very caring, very generous, always looking to help around the house, she loves to go food, she loves the salad bar, there's always a dinner involved, she's starting to get, become more helpful in the kitchen, looks like she's starting to take to cooking a bit, um, a there's nothing out of the ordinary, again especially as a second child, she's a great pleasure because of her independence, she seems a little less needy.

**Subject 5:** I don't know . . . I'm proud of her but I don't think that's what you need to

hear. I don't know what you need to hear.

**Researcher:** Anything that you want to tell me.

**Subject 5:** I don't know, I think that she's an awesome, amazing child.

**Subject 6:** I think that's pretty good. (laughing) Pretty good little synopsis there. I mean, she's just a really, really, really, good kid. She's always trying to help, she's always trying to look out for people, look out for other things, and my younger one even though only a year behind is much more emotionally behind her. So there's a lot of head butting going on.

**Subject 7:** I think he sees the world through different glasses. I think it's really interesting because he on paper he has a higher IQ than my daughter, although she often achieves higher, but he . . . he's intangibly different and I think it's really interesting. I think one of the things that makes him who he is, is that he's very aware of his abilities are more than some of his peers, and I think it's a good thing, because I think he realizes he can take those abilities and do really great things. He has the potential to do wonderful things. And it wasn't something we had to teach him, he was aware from the get go that he knows he's done first, he knows he does struggle, he sees that, I think he's never made anyone feel less because of it, thank goodness, that he knows he has this ability and this potential and I hope he will learn how to use it. You know, that's all we could hope.

**Subject 8:** She's practically perfect in every way (laughing).

**Subject 9:** That he's cute (laughing). He's a good kid. It's nice to hear that all the time

about your kid, no matter what situation he's in from his teachers, to his friends, to people who don't really know me but they know him, they say that he's always willing to help. . .like my neighbors, "He came over and was helping with, you know with my 4-year-old helped him learn to ride a bike, he does that, he nurtures the little ones, and is good - obviously with his sisters, it's a different story but that goes without saying.

**Subject 10:** He's brilliant and fun . . . and I'm very happy I have him. Even though it's been a really long, hard road . . .and it's not over. 'Cause now he's going into the teen years, woo! (Laughing and crying).

**Subject 11:** I don't know what you want to . . . out of my three, she is the most easy going. But they're funny to compare – my oldest applies herself to high honor roll and honor roll and this one could care less. It's just funny, the oldest talked very young "McKenzie" didn't but tests higher than her sister . . . which is funny. "Tara" was never in Quantum or Quest or any of the special programs, yet she has now made her way to honors and what not in the middle school and just got accepted to the Performing Arts Academy for the fall, she works her tukis off, where this one gets a 75 on a test and says, "Oh well, 75, who cares?" (laughing) She could care less.

**Subject 12:** I don't know . . . just, um, you know, it's very nice to see her how I've been explaining her, helping out others, and not taking things for granted, just the main thing is, helping others, not pushing them off if they're different or they're . . .

**Subject 13:** I'm actually enjoying her childhood right now so much because she is a neat kid, she's just a neat kid. You know, you have your everyday things, you know, when



she wants something and I say “No, I can’t afford it, it’s not going to happen”, she’ll pout for a little while but she usually moves on pretty quickly. She’s not a grudge holder, she’s, um, she really is a spirited kid, I, um, enjoy her. My father used to call her a sprite, he used to say she was a sprite, and she still behaves that way, she’s looking for the fun, the next fun thing to do, so she’s a pretty adventurous kid. I’m really enjoying it, you know. The two older girls are a little together, so when I had her, it was like a whirlwind almost because the older girls are only two years apart and then there were eight years between my middle daughter and her, so it was kind of like a break and then it was, it’s been nice, she’s a family kid, everybody spends time with her, from the oldest to the youngest, you know, my husband plays a big part too. She’s a really neat kid, if you ever meet her, she’s neat.

**Subject 14:** No, she’s a happy 11 and a half year-old. She’s doing well in school, she’s doing well in her sports, she’s looking forward to middle school, and she’s just getting to the age where she’s challenging things a little more – the pre-teen years. She always debated, she always defended but now I just see it a little more, than when she was younger – and it just popped up, let’s say, within the last 6 months or so. She knows her limits, she’s a rule follower, and in school and in sports it doesn’t go beyond those limits, than anything else.

**Subject 15:** Um, I don’t know, I just think she’s a great kid and it’s easy to come talk about her.

**Subject 16:** Not in particular. That describes her pretty well. She wants to be a

pediatrician when she grows up.

**Subject 17:** I love her with all my heart and soul. I'm very proud of her and all my children.

**Subject 18:** No (laughing). He's a good kid. He has, he doesn't, he can get angry with people, um but he doesn't, he keeps it inside and you can tell by the look on his face that something isn't quite right, and then later on he'll explain it to me, but he's a good kid.

**Subject 19:** Um, not so much, I mean she is super, she's a little bit, she has an October birthday, so she's always been a little bit older, I was ready to send her to kindergarten early because I knew she could do it, I mean she could read before she started and I couldn't wait for her to get out of the house, you know, for some time, but they wouldn't let me do that and when I met with her kindergarten teacher, she said, she doesn't need to be here but she enjoys it, she likes singing songs, and you know, relearning that stuff, and it's good, it's been good.

**Subject 20:** She's a good kid, I mean, you know, we're saying a lot of things here but ultimately, I mean she's a good, well-behaved, respectful person, you know, she does know the boundaries for the most part and when she's around other people, I'm always glad to hear she knows the boundaries, she may push the limits at home more but she does know how to behave when she's away from us.

**Subject 21:** No, I think I pretty much covered it.

Table 1

Terra Nova Cognitive Skills Index – IQ

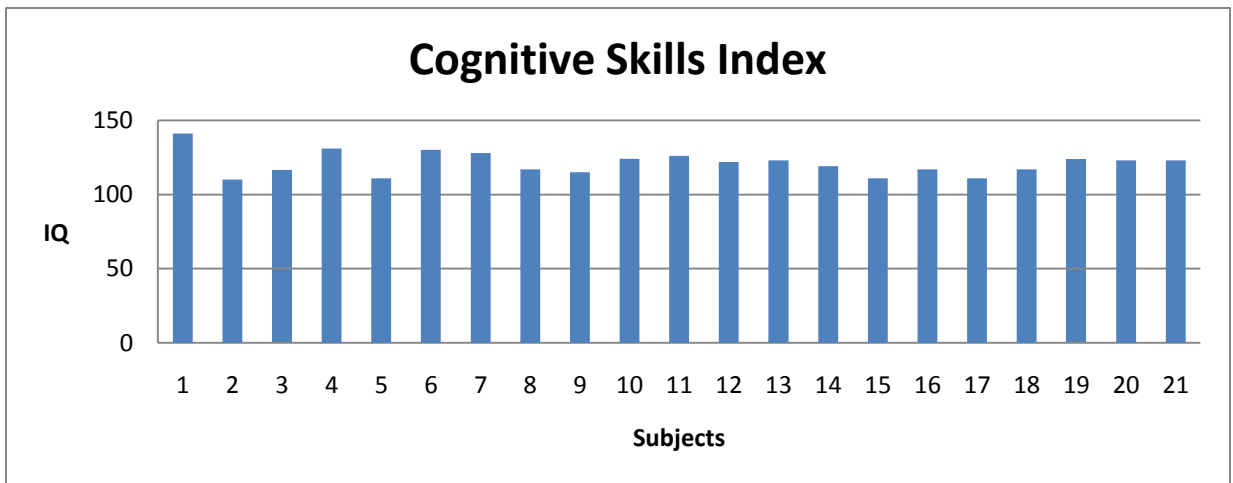


Table 2

## Parent Respondent Demographics

Variables	Categories	$\bar{x}$	$f$	%
Gender	Female		18	86
	Male		3	14
Parent Age	Mother	44.6		
	Father	42.6		
Marital Status	Married		18	86
	Divorced		3	14
Mother Education	High School Diploma		1	5
	Associates Degree		2	10
	Bachelors Degree		13	62
	Masters Degree		5	23
Father Education	High School Diploma		3	14
	Associates Degree		7	34
	Bachelors Degree		8	38
	Masters Degree		3	14
Parent Giftedness	Mother		5	23
	Father		0	0
Primary Caregiver	Mother		13	62
	Father		0	0
	Both		8	38
Primary Disciplinarian	Mother		8	38
	Father		1	5
	Both		12	57
Strongest Relationship	Mother		15	72
	Father		0	0
	Both		5	24
	Other (sibling)		1	5
	None		0	0
Weakest Relationship	Mother		0	0
	Father		4	19
	Both		0	0
	Other (sibling)		11	52
	None		6	29
Pregnancy Experience	Normal		12	57
	At-Risk		9	43
Parent Concerns	Yes		7	33
	No		14	67

Table 3

Child Demographics

Variables	Categories	$\bar{x}$	$f$	%
Gender	Female		16	76
	Male		5	24
Child Age	Female-	11.8		
	10 years old		3	14
	11 years old		7	33
	12 years old	6	29	
	Male –	11		
	10 years old		1	5
11 years old	3		14	
	12 years old	1	5	
Grade	Fifth		11	
	Girls		7	33
	Boys		4	19
	Sixth		10	
	Girls		9	43
	Boys		1	5
Cognitive Skills Index	Gifted Range		3	14
	Superior Range		8	38
	High Average Range		10	47
Age Child Walked	8-9 months		3	14
	10-11 months		6	29
	12-13 months		11	53
	No Memory by Parents		1	5
Age Child Talked	6-9 months		1	5
	10-13 months		4	19
	>/=14 months		8	38
	No Memory by Parents		8	38
Age of Kindergarten	4 years old		1	5
	5 years old		18	86
	6 years old		1	5
	7 years old		1	5
Siblings	Yes		18	86
	No		3	14
Best Friend	Yes		18	86
	No		3	14

Table 4

Interpersonal and Intrapersonal Characteristics

INTERPERSONAL CHARACTERISTICS		INTRAPERSONAL CHARACTERISTICS	
POSITIVE	NEGATIVE	POSITIVE	NEGATIVE
Sense of humor	Too serious	Very good person	Judgmental
Lots of friends /Friendly	Bit of an attitude	Very well-rounded	Cautious
Very sociable /social	Impatient	Very intelligent/smart	Immature
Humorous	Emotional	Ability to reason	Introverted
Athletic	Very sensitive	Attentive	Over-thinks
Funny / fun	Humor- too good	Well-organized	Over analyzes
Generous	Shy	Very responsible	Dependent
Caring		Independent	Fearful
Rule-follower		Artistic	
Patient		Not a risk-taker	
Kind		Avid reader	
Personable		Very confident	
Competitive		Creative	
Loving		Energetic	
High achiever		Thoughtful	
		Inquisitive	
		Self - learner	
		Conceptual	

Figure 1  
Interrelated Characteristics

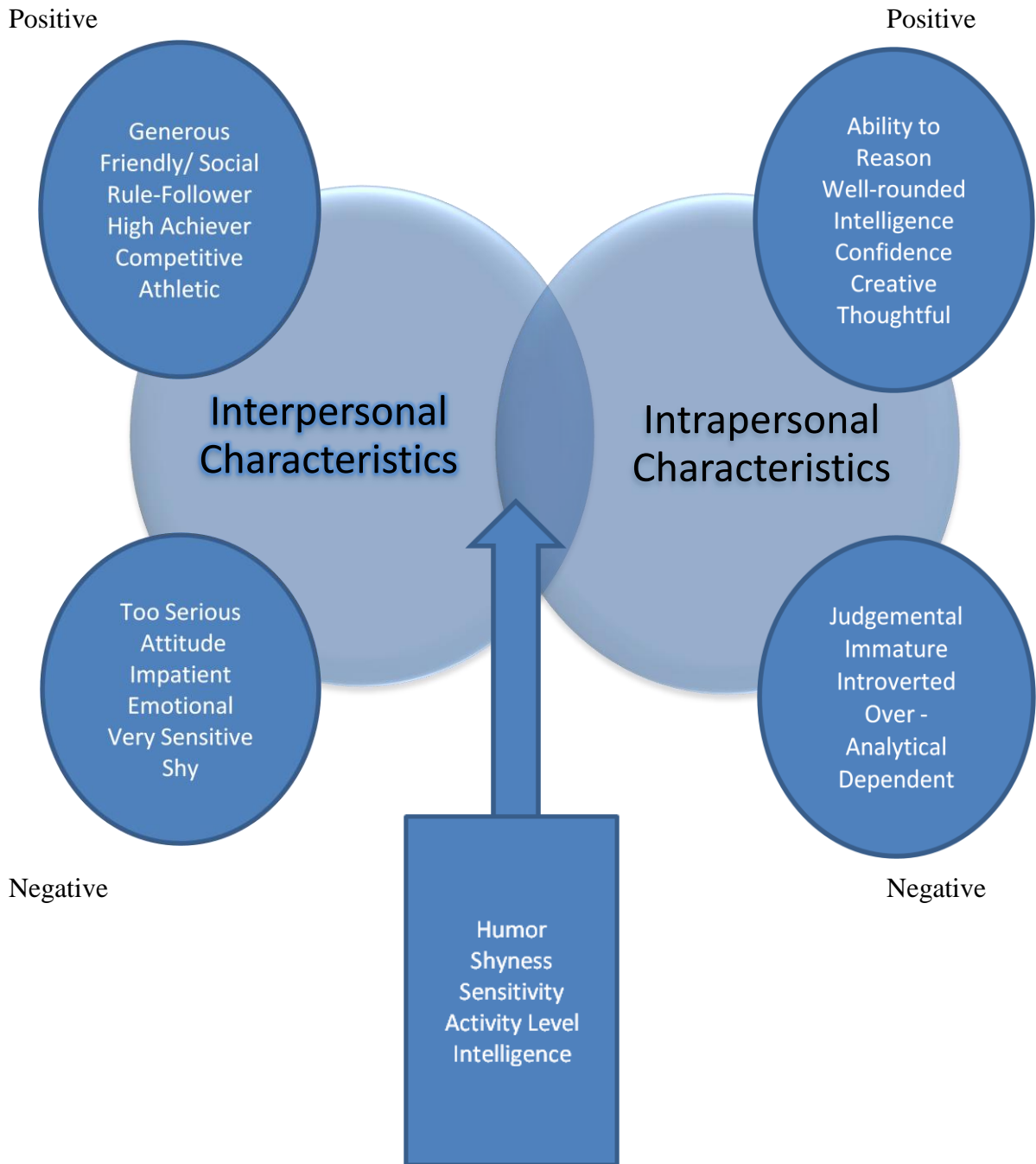


Figure 2

Characteristic Spectrum - Humor

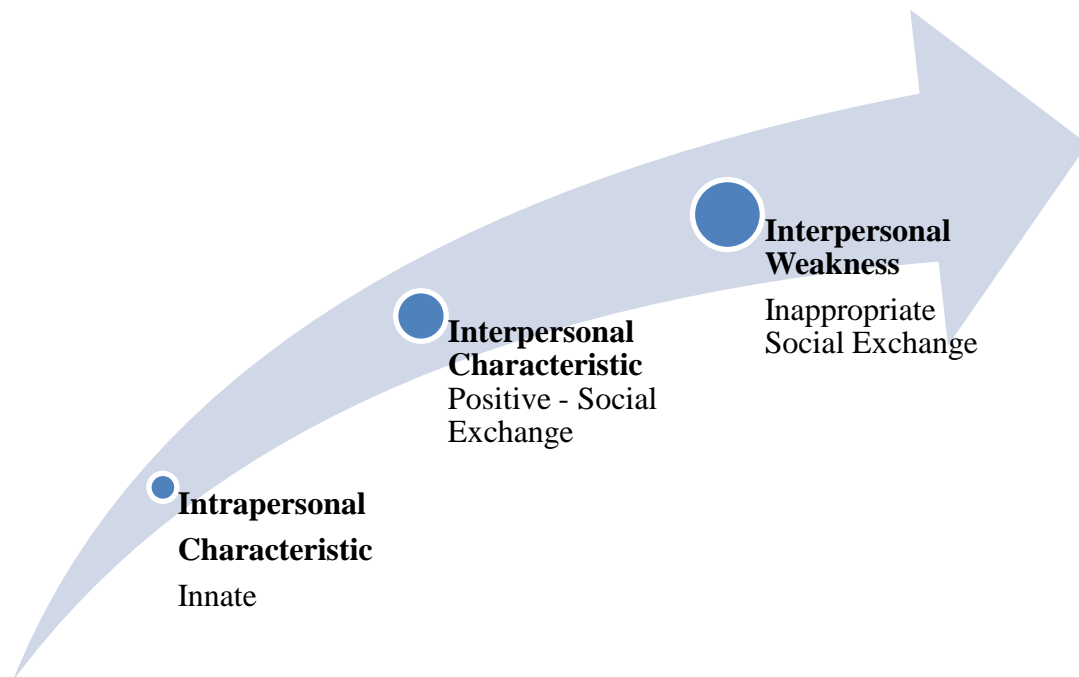




Figure 3

Characteristic Spectrum – Shyness

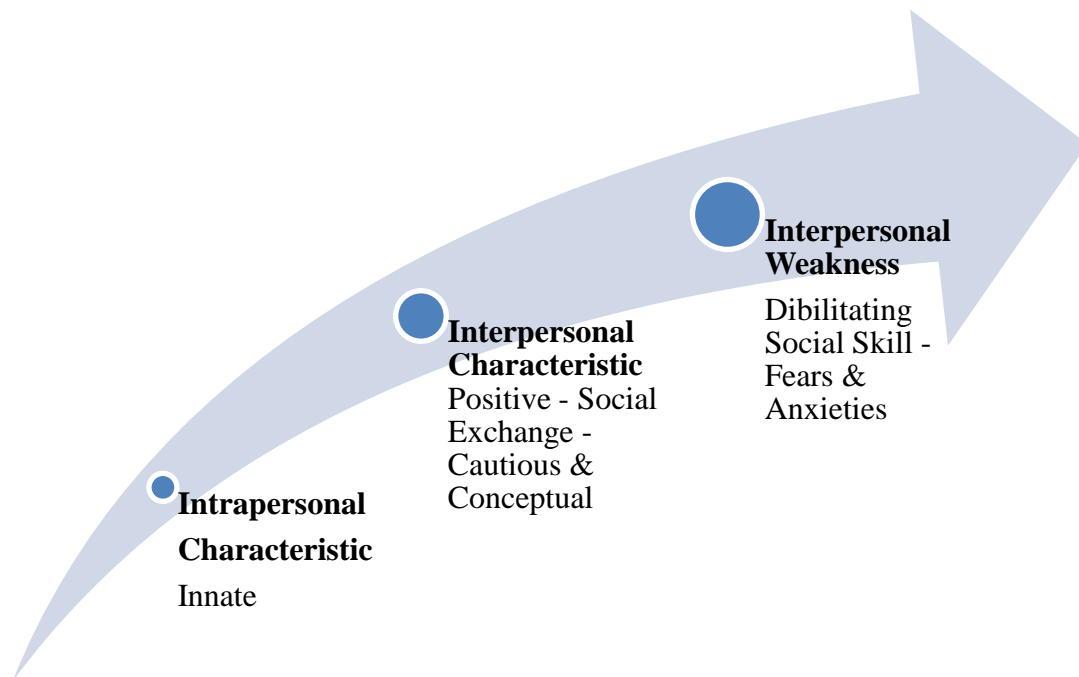


Figure 4

Characteristic Spectrum – Sensitivity

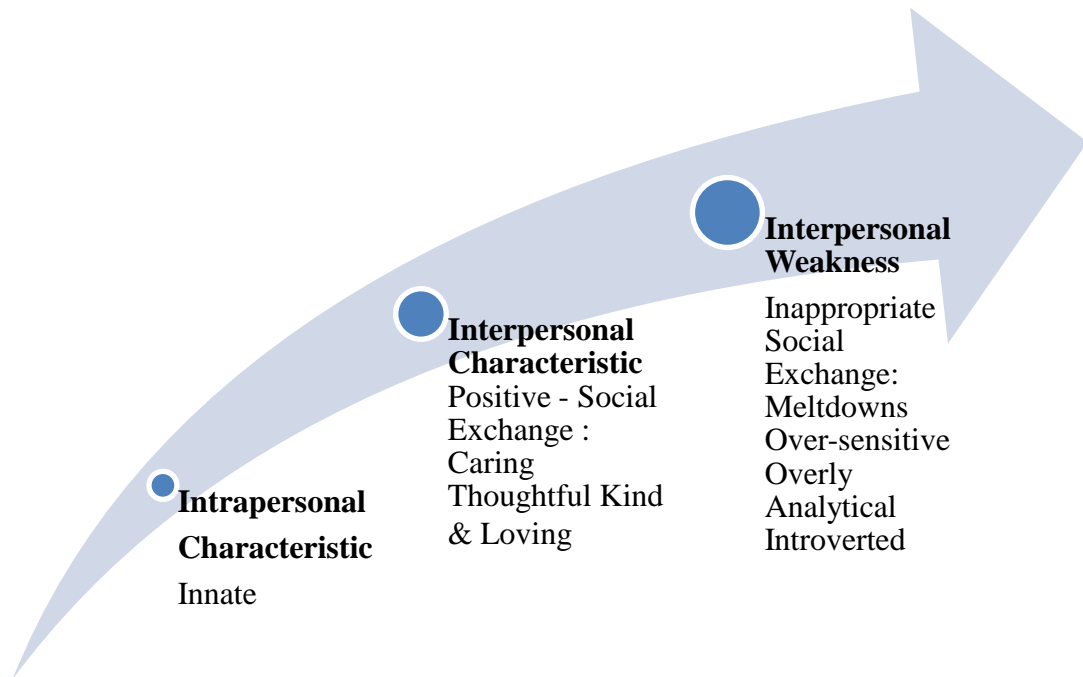


Figure 5

Characteristic Spectrum – Activity Level

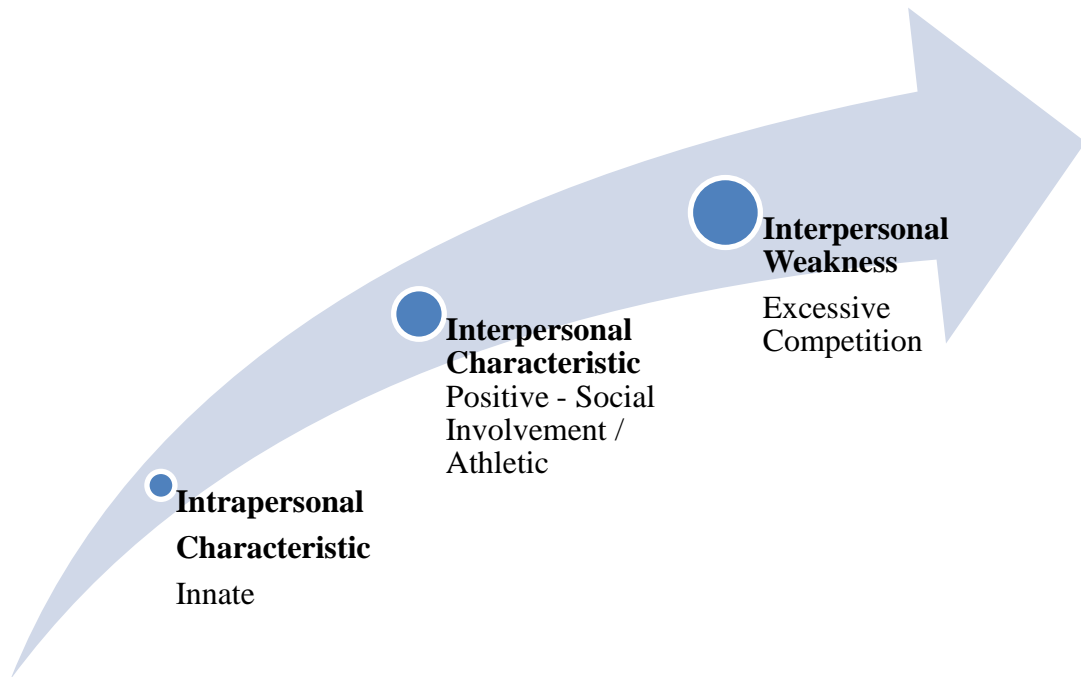


Figure 6

Characteristic Spectrum – Intelligence

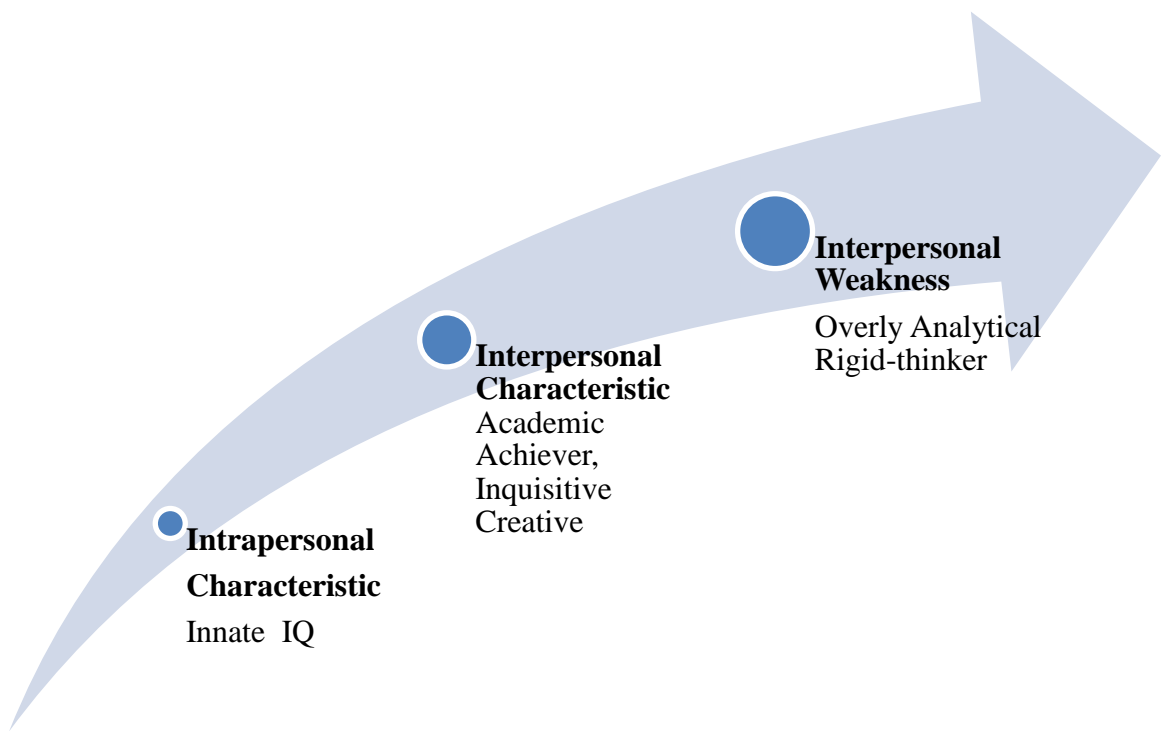


Figure 7

Characteristic Spectrum – Developmental Progression

