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GIFTED EDUCATION EXPOSURE IN INTRODUCTORY SPECIAL EDUCATION

TEXTS: QUANTITATIVE TEXT CONTENT ANALYSIS

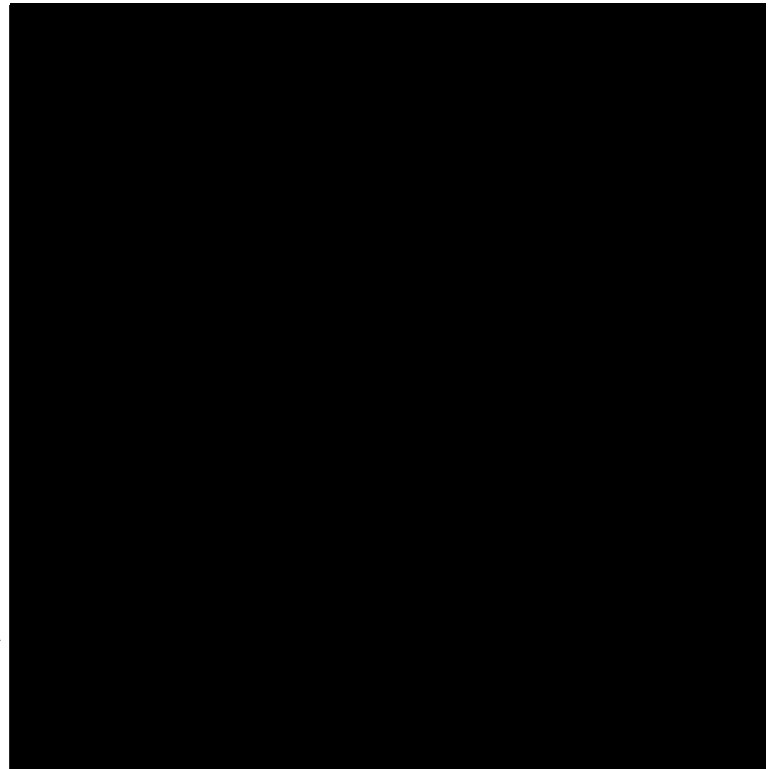
by

Sandra Kay Hansen Wentworth

A Dissertation

Submitted to the Graduate Studies Office  
of The University of Southern Mississippi  
in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Philosophy

Approved:



August 2008

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2008



The University of Southern Mississippi

GIFTED EDUCATION EXPOSURE IN INTRODUCTORY SPECIAL EDUCATION

TEXTS: QUANTITATIVE TEXT CONTENT ANALYSIS

by

Sandra Kay Hansen Wentworth

Abstract of a Dissertation  
Submitted to the Graduate Studies Office  
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August 2008

## ABSTRACT

### GIFTED EDUCATION EXPOSURE IN INTRODUCTORY SPECIAL EDUCATION

#### TEXTS: QUANTITATIVE TEXT CONTENT ANALYSIS

by Sandra Kay Hansen Wentworth

August 2008

This present study was designed to examine and compare 10 introductory special education textbooks used in mandatory introductory special education courses. The percentage of text devoted to gifted education chapters in comparison to specific learning disabilities, behavior disorders, mental retardation, autism spectrum disorders, and speech/language/communication disorders was explored for statistically significant differences. Paired samples *t* tests were conducted to analyze the data. A statistically significant difference was found between the coverage of gifted education and autism spectrum disorders among the 10 examined texts. No other significant statistical findings were found between various exceptionalities among the 10 examined texts. The prevalence and comparison of pedagogical features incorporated into gifted chapters of the 10 examined texts confirmed an average of 12 pedagogical features among the texts, and 40% of the features appeared in 80% of the examined texts. The prevalence and comparison of key terms incorporated into gifted chapters in the 10 examined texts confirmed an average of 14 key terms among the texts, and only six key terms appeared in five or more of the examined texts. Conclusions and recommendations for future practice and research are included.

## ACKNOWLEDGMENTS

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## CHAPTER I

### INTRODUCTION

Many teacher education programs require teacher candidates to receive credit for a mandatory introduction to special education course. These mandatory courses provide an overview of exceptionalities that affect learners in the educational environment. These courses expose teacher candidates to the needs of such exceptional students who they will meet in their future classrooms and their plans to implement the knowledge into practices to meet the needs of those learners (Tomlinson, Callahan, Moon, Tomchin, Landrum, & Imbreau, 1995).

The combination of topics covered in an introductory to special education course can shape a teacher candidate's impression of specific sub-fields and prove crucial, as professional ideas which are formed early in careers channel succeeding teacher behavior (Goodman, 1988). Without proper exposure to the specific special education sub-fields in such courses, many teacher candidates may not gain enough information to effectively educate future exceptional students or be able to make educated career decisions about pursuing such specialities (Lucas, Blazek, Raley, & Washington, 2005). Therefore, the comprehensiveness, depth, and accuracy of the topics covered in these introductory courses are particularly important (Lucas et al., 2005).

The overall representation of sub-topics chosen by the instructor can shape teacher candidates' perceptions about the field of special education. If the mix is not balanced between the sub-fields, the teacher candidates may finish the mandatory introductory course with a distorted impression of the discipline. Because of the diversity of special education and the variety of groups of exceptional students, it is possible that training for

some student groups may not receive appropriate attention (Maynard, Bachiochi, & Luna, 2002). Textbook coverage which may be outside of the expertise of an instructor may determine the likelihood that these instructors discuss the topic during class time (Maynard, Geberth, & Joseph, 2002).

A main characteristic of survey courses is the large amount of material that instructors must cover. This may lead to the unfortunate consequence that entire topics can only be covered superficially; therefore, the sub-fields may appear as disjointed and isolated bits of knowledge rather than part of a larger conceptual framework.

Instructors of introductory courses have the difficult but important task of choosing a limited number of topics to cover, thus the instructional material chosen will likely influence what topics are taught (Maynard, Bachiochi, & Luna, 2002).

This variability in individual instructor preferences and course needs affects the choice of a text. Instructors of such courses may vary from graduate assistants with limited elementary and secondary level classroom experience to tenured professors with years of elementary through secondary classroom experience in addition to introductory course teaching experience.

It must be noted that the textbook and instructor are not the only variables in the introductory course learning experience. Supplemental materials can provide breadth and depth beyond the chosen text for the teacher candidates. Assignments such as field experiences and class projects may also expand the information from the textbook for teacher candidates.

The delivery method of such introductory classes is also a factor in the learning process of teacher candidates. Large college institutions refer to these courses as “service

courses” due to the fact that many students enrolled in them are non-majors to the discipline being taught. These courses are required because they provide a foundation, or general education base, for teacher candidates (Dabbagh, 1996). These service courses may be large and taught in a large lecture hall setting with a lecture format provided by the instructor (Dabbagh, 1996). This format and teaching technique organizes courses in a linear order from the instructor’s point of view with teacher candidates receiving the same instruction, at the same pace, with exposure to the same content (Dabbagh, 1996). Due to the large class size of such courses, instructors may have difficulty involving students on a personal level to make the learning more relevant for these individual teacher candidates (Dabbagh, 1996).

The large lecture hall is only one delivery choice. The expansion of technology and the formation of Internet delivery-based classes have provided a new venue for teacher candidate learning.

The intended audience for introductory texts is undergraduate college students. These undergraduates may not have as much interest in the subject matter as do college students enrolled in advanced courses (Christopher, Griggs, & Hagans, 2000).

The role of preservice teacher beliefs is a factor in how curriculum will be differentiated for various learners. Studies show that these preservice teachers bring with them beliefs related to their personal experience and how they themselves were taught (Cuban, 1984; Hargreaves & Fullan, 1992), the socialization (Lortie, 1975), and everyday experience (Veenman, 1984) within their school as a student. Teachers who were successful in school and school culture at times may not be able to see their school experience from a different angle or perspective (Florio-Ruane, 1989; Pajares, 1992).

McDiarmid (1990) noted that preservice teachers may be unaware of the fact that they may be unable to express these beliefs due to a lack of vocabulary. These beliefs also tend to be resistant to change and relatively stable (Kagan, 1992; Pajares, 1992).

Research on preservice teacher perceptions of inclusion of students with disabilities has been mixed. Some research has reported that preservice teachers' attitudes towards exceptional learners were more positive after university classes (Campbell, Gilmore, & Cuskelly, 2003; Garriott, Miller, & Snyder, 2003) while other research suggested no change in teacher attitudes (Kirk, 1998).

While all mentioned variables of teacher candidate learning are vital to the entire teacher candidate training process, this study focused exclusively on the textbook choice for the course and its importance.

#### Background and Importance of the Study

If an introductory special education course represents the first, and many times the only, opportunity for teacher candidates to be exposed to gifted education, then it becomes important to investigate the level of gifted education coverage in texts dedicated to mandatory introductory special education courses (Winger & Norman, 2005).

The knowledge that teacher candidates acquire from any discipline will likely be from the introductory course on the subject and the nature of the information will be heavily influenced by the text(s) used in the course. Students read such texts to gain entry to the discipline. Textbooks targeted for the introductory market should remain relatively current on research findings and theoretical developments (Carrothers & Benson, 2003) within the normally accepted 3-year revision cycles of such texts (Griggs, Jackson, & Napolitano, 1994).

Research into the representation of sub-fields in psychology and sociology has been conducted; however, no research could be found that looked specifically at introduction to special education texts and the coverage of gifted education. Additionally, no research comparing the representation of major chapter topics in introduction to special education and the comparison of their coverage was found. This study will aid instructors teaching introduction to special education courses in the selection of textbooks that adequately cover material from their sub-fields (Lucas et al., 2005).

Positive early exposure to sub-fields in special education via mandatory introductory courses can help teacher candidates in the implementation of best educational practices for students whom they will meet in their future classrooms, make more informed decisions about taking advanced courses in specific sub-fields, or pursuing graduate studies (Maynard, Bachiochi, & Luna, 2002; Maynard, Geberth, & Joseph, 2002). This study is significant because it serves as an attempt to fill a void regarding the available knowledge, especially as it pertains to introduction to special education textbooks and the presentation of gifted education. This study will also add to the literature regarding text content analysis on college texts.

#### Statement of the Problem

Mandatory introduction to special education courses exposes thousands of teacher candidates in the United States each semester to the exceptional learner. These courses may be the primary venues of learning for teacher candidates, with the source of written information that will exist in a textbook the gauge for students to judge as significant or insignificant. Is the choice of textbooks and the perception of sameness, based on their chapter titles, accurate or an illusion (Griggs & Marek, 2001)? Will there be a statistically



significant difference in the coverage of gifted education in introductory special education textbooks?

### Purpose of the Study

The general purposes of this study were to explore to what extent and in what manner gifted education is portrayed to future teachers in introduction to special education textbooks by conducting a comparative, descriptive, quantitative analysis of current gifted education chapters in introduction to special education textbooks, to explore the representation of pedagogical features in gifted education chapters in introductory special education textbooks, and to explore the prevalence and comparison of the use of key terms with each introduction to special education text.

For the purposes of this study, the following research questions were explored:

1. What is the percentage of text devoted to major chapter topics in introductory special education textbooks?
2. What is the comparison between percentage of text devoted to gifted education chapters and other chapters in introductory special education textbooks?
3. What is the placement of gifted chapters in introductory special education textbooks?
4. What is the prevalence and comparison of the use of pedagogical features incorporated into gifted education chapters in various introductory special education textbooks?
5. What is the prevalence and comparison of the use of key terms incorporated into gifted education chapters in various introductions to special education textbooks?

## Hypotheses

H1: The coverage of gifted education in each introductory textbook will be less than 8% of the total text.

H2: There will be a statistically significant difference in the coverage of gifted education and the coverage of specific learning disabilities (SLD) in their respective chapters within introductory special education textbooks.

H3: There will be a statistically significant difference in the coverage of gifted education and the coverage of emotional conflicted/behavioral disorders in their respective chapters within specific introductory special education textbooks.

H4: There will be a statistically significant difference in the coverage of gifted education and the coverage of mental retardation/developmental disabilities in their respective chapters within specific introductory special education textbooks.

H5: There will be a statistically significant difference in the coverage of gifted education and the coverage of autism spectrum disorders in their respective chapters within specific introductory special education textbooks.

H6: There will be a statistically significant difference in the coverage of gifted education and the coverage of speech/language communication disorders in their respective chapters within specific introductory special education textbooks.

H7: The placement of gifted education chapters in the 10 examined introduction to special education textbook will be in the second 50% of all texts.

H8: The prevalence of pedagogical features incorporated into gifted education chapters in the 10 examined texts will show a minimum average of 12 pedagogical features among all texts.

H9: The comparison of pedagogical features incorporated into gifted education chapters in the 10 examined texts will show a minimum of 50% of the pedagogical features and will appear in a minimum of 80% of the examined texts.

H10: The prevalence of key terms incorporated into gifted chapters in the 10 examined texts will show a minimum average of 20 key terms among the 10 texts.

H11: The comparison of key terms incorporated into gifted education chapters in various introductory special education textbooks will show a minimum of 505 of total of key terms and will appear in a minimum of 50% of the examined texts.

### Theoretical Framework

Text-based interest is a theory one must consider in a text content analysis study. Text-based interest relates directly to the importance of the textbook in the exposure of teacher candidates to students eligible to receive services outside the general education classroom (Dabbagh, 1996). Text-based interest can be best understood after a look at “personal relevance,” “social adaptation,” “individual interest,” and “situational interest.”

Eisner (1985) defined “personal relevance” as an orientation for curriculum which emphasizes the primacy of personal meaning for students by developing programs that focus on their interests and experiences as the primary focus and organizer for planning a curriculum in schools. He argued that personal meaning and understanding precedes “social adaptation.” Eisner (1985) then defined “social adaptation” as an orientation for planning a curriculum for individuals that focuses on the concerns of society. His belief was that a student investment in the learning experience will make it educational (Eisner, 1985).

Yager (1989) agreed and built upon Eisner's "personal relevance" and "social adaptation" theoretical framework with science curriculum. Yager (1989) believed that a "personal relevance" approach to designing a science curriculum would help alleviate the weaknesses that curriculum developers and textbook publishers do not seem to take into account, which are the individual students and their individual interests, motivations, and personal experiences. He went on to state that if students cannot participate in curriculum development in order to make real choices available, then their educational experience is most likely to be dictated by governing educational boards and the boards' idea of what is relevant educational tasks and knowledge.

Renninger (1992) defined individual interests as twofold for each individual. First, the individual holds stored knowledge related to the interest. Second, the particular interest holds value to the individual in relation to the other interests he or she engages in. Each person's actions are influenced by his or her variation of interests. This leads to the need of a strategy to identify individual interest and match the educational task to the particular interest in order to increase "personal relevant" (Dabbagh, 1996). Therefore, individual interest is personally generated (Hidi, 1990).

Krapp (1989) defined another relevant term to this discussion, that of "situational interest." He defined "situational interest" as an interest that focuses totally on the environment, its features, and characteristics as opposed to the individual, individual interests, and individual values. "Situational interest" is environmentally generated interest (Hidi, 1990).

Text-based interest is a form of situational interest. Text-based interest is elicited by using analogies and examples in certain text segments. Text-based interest also

includes relevant ideas, topics, and themes that are pertinent to the educational goal (Dabbagh, 1996). Research on text-based interest showed an increase in motivation and comprehension; however, it did not increase overall learning unless it was paired with additional organizers of the text that provided structure (Hidi & Baird, 1988; Hidi & McLaren, 1991).

This “text-based interest” theory relates directly to the importance of the textbook in the exposure of teacher candidates to exceptional students. The significance of the chosen text, considerations for textbook adoption, and reasons for utilizing textbooks are explored in the following studies.

McKeachie and Svinicki (2006), in their countdown for course preparation, explained that student learning depends on seven elements. These seven elements are goals, textbooks, syllabus, lesson plans, technology, student activities, and teaching method(s). Their first step in preparing to teach a course is to define and decide on the course objectives because the choice of a textbook and all other decisions about the course rest on the chosen objectives. These authors stated that research on teaching suggests that the major influence on what students learn is not the teaching method, but the textbook.

The research findings on the importance of the textbook for a course led these authors to offer suggestions regarding textbooks. The following suggestions include: instructors should choose a text with similar views to their own, teach in order of the text or at least keep teaching out of order to a minimum, narrow the search to two to five texts then read two complete chapters (one chapter on a topic that the instructor knows well and one that is not in his or her area of expertise), choose a few key concepts and follow

them throughout the text, and beware of unimportant details in choosing a text such as appearance, personality of the sales representative, or the inclusion of the instructor's name in the text (McKeachie & Svinicki, 2006).

Carrothers and Benson (2003) stated that much of the knowledge that college and university students first acquire about any discipline will likely be from an introductory course in that subject. The extent and nature of this information will be heavily influenced by the text(s) used in that course. Therefore, it is important to evaluate the manner in which introductory textbooks are designed and how the texts portray important topics in the discipline. These authors also stated that textbooks targeted to the introductory market should contain current information about research findings and any new theoretical developments available at the time of publication. The present study addressed current research findings and new theoretical developments in the key terms section of the study; however, a qualitative analysis of such variables was not conducted.

VanSledright (2002) stated that in the discipline of social studies teaching and learning, teachers still rely heavily on textbooks for content and instructional decision making despite the over-abundance of available choices of various materials.

Maynard, Geberth, and Joseph (2002) affirmed the importance of textbooks as information providers for a specific discipline. They found that textbook coverage which may be outside the expertise of an instructor, may determine the likelihood that these instructors discuss the topic during class time. Bullough and Gitlin (2001) highlighted the importance of textbooks in their estimate that textbooks account for nearly 75% of a student's classroom time and nearly 90% of their homework.

Kathleen Kennedy Manzo in *Lessons of a Century* (2000) makes one consider the power of the textbook. Textbooks have remained a major factor in delivering information to children. *Lessons of a Century* (2000) explains that although textbooks have undergone more than a century of criticism, protests, and censorship, they have continued to hold their place in the education of school children.

Rubin (1999) believed textbooks controlled the procedures of education at all levels. Worley, Worley, and McMahan (1999) identified three reasons for using textbooks in performance-based courses. The three reasons were for organization, explanation, and application.

Miller and Gentile (1998) also concluded in their study that courses are centered on a textbook. The study was a nation-wide survey of introductory psychology instructors with findings showing introductory psychology courses were remarkably uniform in structure and content. Instructors and students felt that these courses provided a survey of psychology sub-topics; however, they failed to engage students in scientific inquiry.

Stone (1996) also provided reasons for the importance of the text. These considerations are theoretical perspective of the discipline, organization, clarity of prose, aptness of examples, and cost.

Babchuk and Keith (1995) concluded that nearly all students become familiar with and acquire knowledge of a discipline through an instructor and a major element in this process would be the chosen textbook for specific subject matter. They offer the suggestion for instructors to examine the reference section at the end of considered texts to gain a sense of the authors' scholarship. The close evaluation of the scholarship of references can provide a view of the credibility of such texts. Foster and Iannaccone

(1994) believed that “a fundamental approach includes the content within introductory textbooks” (p. 2).

Matarazzo (1987) believed core subject knowledge that students received was from textbooks, not instructors. He came to this belief after a study that he conducted on introductory psychology textbooks. He found upon an examination of psychology’s textbooks that since 1980, there was a consensus of the core content of psychology. Matarazzo compared chapter titles of major introductory psychology textbooks written between 1890 and 1985. Over this 100-year period he found four consistent major content areas represented in the examined texts. These four major content areas were biological bases, cognitive-affective bases, social bases, and individual differences.

Perrucci (1980) believed that textbooks play a critical role in familiarizing students with specific disciplines of study. Geersteen (1977) believed that textbooks hold a pivotal role in helping college students gain knowledge of a discipline.

Therefore, one can argue and conclude a direct link between the importance of the chosen textbook to the teacher candidates’ exposure to a discipline via various delivery methods. In addition, content analysis of textbooks represent a major tool that researchers may use to engage in critical pedagogy (Colbert-Lewis, 2005). Critical pedagogy is another of the underlying theoretical bases for the design of this study.

Critical pedagogy is the approach that addresses existing societal inequalities by providing curricular materials that include significant attention to all groups, regardless of class, ethnicity, and gender (Colbert-Lewis, 2005). A growing body of research has called for the application of critical pedagogy to teaching to promote social action that ensures educational equality for all students (Colbert-Lewis, 2005; Freire, 1970; Hardiman &



Jackson, 1997). The research in this area has historically focused on race, gender, and social class issues. However, this study applied the same tenants of critical pedagogy to the field of special education and the exceptional students that it serves, including the gifted.

Bell (1997) stated that critical pedagogy theory centers on the implementation of a praxis. Praxis is defined as a social changing action for the promotion of equality that occurs after one analyzes the history of oppression by a power-holding group in society (Colbert-Lewis, 2005). If educators can see the long-standing grievances affecting oppressed groups in society, these educators can be a catalyst of change for such groups.

Critical pedagogy has as a foundation the belief that the classroom materials and activities should support and call for social change (Freire, 1970). This theory applied to special education would call for the public, which includes school systems, to change the way they view, treat, teach, and transition outlier students into mainstream society.

In critical pedagogy, teachers will take the role of activists for such students and address both the way information is presented to them in a classroom and the students' perception of themselves as members of society (Sleeter & Bernal, 2004). Teachers as a guide for outlier students to gain a positive perception of themselves in society could prove life changing for such students.

#### Delimitations

The delimitations of this study included the following:

1. Textbooks of this study for introduction to special education courses were limited to publish dates 2006-2008. This is due to the typical 3-year revision cycle time frame for introductory textbooks (Griggs, Jackson, & Napolitano, 1994).

2. Full-length texts, not brief texts, were explored.
3. First editions were not included in the study.
4. Teacher editions were not included in the study; only student editions were explored.

#### Assumptions

Cruikshank (1968) provided the major assumptions made in this study:

1. Inferences about the relationship between intent and content can validly be made, or the actual relationship established.
2. Study of the manifest content is meaningful.
3. The quantitative description of communication is meaningful.

These assumptions are the foundation upon which the content analysis of this investigation rests.

#### Definition of Terms

For the purposes of this study, the following terms were defined to allow for clarification:

*Best selling textbooks* - were defined as those texts which received an Amazon best selling ranking from Amazon.com. These texts had rankings that were the highest for the introduction to special education texts within the publish dates of the study.

*Chapter placement* - was defined as the chapter number rank order within the textbook.

*Introductory special education textbooks* - were defined as texts advertised by their publisher for use specifically in introductory special education classes. Additionally, some of these texts contained the word introduction in the title.

*Key terms* - were defined as terms located in key term titled sections of texts and bold type words within gifted chapters if no key term section was provided.

*Pedagogical features* were defined as features of such texts that provide organization and guides for study. The pedagogical features addressed in the present study were: chapter outlines, learning objectives, organization lists, key term/concept listings, chapter glossaries, chapter summaries, chapter reference lists, bold type style, italic type style, questions, suggested readings, suggested websites, teacher/classroom tips, content standards, text boxes, figures, tables, photos, and profiles which included real-life case stories of students and teachers.

*Percentage of text* - was defined as all lines of text (excluding front matter and back matter) from the first page of chapter 1 through the last page of the last chapter.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

This chapter reviews the literature and research regarding content analysis and gifted education. It includes literature and research regarding content analysis. This includes the history of content analysis, definitions of quantitative analysis, quantitative versus qualitative uses for content analysis, and specific text content analysis research, its use with introductory college textbooks, and early first editions of introductory special education textbooks.

#### Content Analysis: History and Uses

##### *Religious Historical Documents*

One of the first well-documented quantitative studies of printed material occurred in the 18<sup>th</sup> century. The study was conducted on the hymnal of the Swedish State Church and was concerned that the hymnal was in opposition to the orthodox clergy of the church (Krippendorff, 1980; Ranstrom, 1998).

Content analysis was used to conduct scholarly studies of the Bible and organize that information into concordances. In addition, other religious historical documents such as the Dead Sea Scrolls have also undergone content analysis (Neuendorf, 2002).

##### *Newspapers*

The use of quantitative studies during the first 2 decades of the 20<sup>th</sup> century dealt almost exclusively (98%) with printed material (Ranstrom, 1998). During this time frame, a number of quantitative newspaper studies were conducted by journalism students to

determine the content change in newspapers, by measuring subject matter into categories (Cruikshank, 1968; Krippendorff, 1980).

The second phase of newspaper analysis expanded from the mere counting in analysis to find stereotypes, biases, attitudes, styles, and values. This expansion took studies from merely quantitative to qualitative. This second phase led by behavioral and social scientists gained credibility for content analysis which led to seminal books written on the topic in the early 1950s (Cruikshank, 1968; Krippendorff, 1980).

#### *World War I and World War II Propaganda*

The World War I study of United States army recruiting posters beginning in 1915 was one example of content analysis used to study propaganda (Padilla, 1997). Content analysis studies were used to study propaganda, especially from Nazi Germany during World War II (Cruikshank, 1968; Ranstrom, 1998).

#### *Psychological, Motivational, or Personality Characteristics*

The field of psychology used open-ended questions and verbal responses on tests to gather qualitative data to determine personality characteristics, motivational factors, psychological profiles, and behavior of men and women in specific social situations (Krippendorff, 1980; Weber, 1990).

#### *Educational Textbooks*

In the 1970s, content analysis expanded to secondary textbooks. Textbook topics that were studied utilizing the content analysis technique included biology, reading, literature, math (Cruikshank, 1968), and history (Siler, 1985). Most of these early educational textbook studies dealt with readability and textbook analysis (Cruikshank, 1968).

### *Movies*

Due to the large audiences in movies before the advent of television, the Director of the Motion Picture Research Council founded a research project funded by the Payne Fund. This large-scale project studied the effects of movies on children's learning attitudes. Conclusions reached were that movies were a potent source of education for children and, while an influence, there were many other influences that affected children, and further study was needed (Neuendorf, 2002).

### *Television*

Content analysis studies also focused on television programming and the cultural indicator of violence (Ranstrom, 1998). With the advent of television in the 1950s, there was a renewed interest in content analysis and the effect of media entertainment contents effects on people. Violence was the primary focus, with portrayals of specific groups such as women, minorities, and the elderly a secondary focus (Neuendorf, 2002). These studies went beyond looking at the aspects of violence to the frequency and types of violence. In 1967, George Gerbner and the Cultural Indicators Project Team, with a grant from the National Commission on the Causes and Prevention of Violence, went beyond the text of television to moving image, verbal and non-verbal behaviors, and clothing. The results of the study concluded that television violence outdoes violence in real life (Gerbner, Signorielli, & Morgan, 1995).

In addition, content analysis has also been used throughout its history to analyze art, children's drawings, pottery fragments, photographs, cartoons, music, vocal tone, and American popular Black/White song lyrics (Holsti, 1969; Weber, 1990).

## Content Analysis: Definitions

The definitions of quantitative content analysis expanded through the years as the uses and mediums of content analysis increased. The following definitions are placed in chronological order to illustrate their expansion. Many of the following definitions are in the author's exact words to preserve the integrity and intended meaning of their definitions.

Berelson (1952), who wrote one of the seminal texts on content analysis titled *Content Analysis in Communication Research*, defined content analysis as a research technique for the objective, systematic, and quantitative description of the manifest content of communication.

Budd, Thorp, and Donohew (1967) defined content analysis as a technique that utilizes a system to first handle messages then analyze their content. Holsti (1969), another writer of seminal texts on the topic titled *Content Analysis for the Social Sciences and Humanities*, defined content analysis as any research technique for making inferences by systematically and objectively identifying specified characteristics within texts.

Carney (1971) expanded the definition of content analysis to include non-textual mediums. His definition stated that the general purpose is a technique for posing questions to a "communication" in order to substantiate findings. The "communication" can be anything such as a novel, painting, movie, or musical score.

Krippendorff's definition stated that it is a research technique for making replicable and valid inferences from data to their context. Lindkvist's (1981) definition has two parts. First is the idea that texts "hide" something, and second is the idea that the analysis must be systematic in one way or another.

Gay (1987) defined content analysis as a systematic, quantitative description of the composition of the object of the study. Subjects for content analysis include books and documents; analysis may be simple, involving frequency counts, or very sophisticated and complex, involving investigation of the existence of bias or prejudice in a textbook.

Weber (1990) defined content analysis as a research method that uses a set of procedures to make valid inferences from text. Berger (1991), in his book *Media Analysis Techniques*, stated that content analysis is a research technique that is based on measuring the amount of something in a representative sampling of some mass-mediated popular art form.

Carley (1994) stated that content analysis is determining what words or concepts are present in a text or set of texts. This means that content analysis must extract explicit and implicit concepts from the text. Explicit concepts are the words or phrases that actually occur in the text. Implicit concepts are words or phrases that occur only by implication.

Riffe, Lacy, and Fico (1998) wrote *Analyzing Media Message: Using Quantitative Content Analysis in Research* and defined the following definition for quantitative content analysis. Quantitative content analysis is the systematic and replicable examination of symbols of communication, which have been assigned numeric values according to valid measurement rules, and the analysis of relationships involving those values using statistical methods, in order to describe the communication to its context, both of production and consumption.

Neuendorf (2002), in her content analysis guidebook, provided the following definition. Content analysis is a summarizing, quantitative analysis of messages that relies



on the scientific method and is not limited as to the types of variables that may be measured or the context in which the messages are created and presented. Neuendorf went on to define the scientific method as including attention to objectivity-intersubjectivity, a priori design, reliability, validity, generalizability, replicability, and hypothesis testing.

The definition adopted for this study was from Berelson (1952). He defined content analysis as a research technique for the objective, systematic, and quantitative description of the manifest content of communication.

In addition to the Berelson (1952) definition, a specific definition for text content analysis by Neuendorf (2002) was also utilized. The Neuendorf (2002) definition of text content analysis is the specific type of content analysis that focuses on written or transcribed words.

#### Content Analysis: Quantitative vs. Qualitative

Gay, Mills, and Airasian (2006) provided an overview of quantitative research versus qualitative research and the research characteristics of each. The underlying belief of quantitative research is that people live in a stable and predictable world that can be measured, understood, and generalized about. The underlying belief of qualitative research is that meaning is situated in a particular perspective or context that is different for people and groups; therefore, the world has many meanings. The type of data collected with quantitative research is numerical and relies on statistical procedures, while qualitative research is non-numerical narrative and visual data and relies on categorizing and organizing data into patterns to produce a descriptive, narrative synthesis. Research problems of quantitative research use a priori design where the research questions and

procedures are stated before the study begins. Research problems of qualitative research see the research problems and methods evolve as understanding of the topic deepens. Qualitative research includes manipulation of the context while quantitative research has no manipulation of context. Sample sizes of quantitative research are larger than qualitative research. There is little participant interaction with quantitative research and extensive participant interaction with qualitative research.

This study focused exclusively on quantitative data and applied a quantitative approach to describe current conditions which are known as descriptive research (Gay et al., 2006). Descriptive research determines the reports the way things are by collecting numerical data to test hypotheses and answer questions about the current status of the study (Gay et al., 2006).

#### Text Content Analysis: Advanced Course Textbooks

Wininger and Norman (2005) examined 20 educational psychology textbooks for teacher candidates' exposure to formative assessment. The purpose of the study was to define formative assessment, outline what was known about the prevalence of formative assessment implementation in the classroom, establish the importance of formative assessment with regard to student motivation and achievement, and present the results of a content analysis of current educational psychology textbooks. Textbooks were chosen upon recommendations from major textbook publishers and their "best selling" textbooks for educational psychology courses. The results of the content analysis portion of the study found that definitions and coverage of formative assessment differed between the texts. Most texts allotted less than half a page to the definition of formative assessment.

These findings led the authors to note the need for agreement on a definition of formative assessment and the need for greater emphasis in teacher candidate textbooks.

Marek and Griggs (2001) examined 17 cognitive psychology textbooks to help professors choose a text with content that meets course objectives. This study examined text length, reference citations, content, pedagogy, and illustrative material. First, descriptive data for author(s), edition, number of pages, chapter, references, and reference dates were tabulated. Second, they designated each topic area receiving full chapter status in at least four of the texts as a category and calculated the percentage of content allocated in each category. Third, the addition of the following pedagogical features was noted: chapter outlines, summarized, glossaries, key term listings, demonstrations, review questions, and suggested readings. Fourth, illustrative material was categorized.

Results of this study indicated that despite similarities in overall organization, the texts varied considerably in their topical emphasis. The texts also varied in their historical focus and pedagogy and in the balance of figures, tables, and other illustrative material (Marek & Griggs, 2001).

Christopher et al. (2000) conducted a content analysis to provide an objective and comparative overview of 14 social psychology texts and 17 social psychology texts. The purpose of the study was to facilitate the text election process for professors since prior research in the area was sparse. It was found that prior research focused on specific topics and not an overall view. Results of the study found that texts with more pedagogical aids tended to be lower in their level of reading difficulty.

Worley et al. (1999) compiled a descriptive basic content analysis of hybrid texts for public speaking and speech communication. Eight best selling texts from a market of

29 were selected for the study. The purpose of the study was to find what topics were included, the number of pages dedicated to each topic, pedagogical features incorporated into each text and ancillaries available with each text. Results indicated that the similarities of the eight hybrid textbooks outweighed the differences. The pedagogical aids were similar; however, there was a difference in the ancillaries available with each text.

Maddux and Candler (1985) chose 13 college textbooks devoted to the education of gifted and talented. These included three types of texts: introductory texts used as the main text in an introductory advanced course on gifted and talented, supplementary books, and comprehensive reviews of specialized texts. Results indicated that there was a wide variety of topics found in the texts with little agreement concerning appropriate subject matter. There was little coverage concerning important topics such as career educational planning. The authors also analyzed the texts with the Flesch (1949) formula for readability and human interest. This revealed a wide range of difficulty and interest levels.

#### Text Content Analysis: Advanced Course vs. Introductory Texts

Peden and Hausmann (2000) compared data graphs in 21 advanced course psychology texts with data graphs in 11 introductory psychology texts. Textbooks were chosen from the campus library of the authors. Three raters were trained to examine the texts and give inter-rater reliability. Results of the study found that only five types of data graphs were used in psychology textbooks. The five types of graphs were line, bar, scatter, picture, and 100% graphs. The number of graphs varied greatly between the

advanced course and introductory texts with scatter graphs appearing more often in advanced course texts. Advanced course texts did not present more graphs.

#### Text Content Analysis: Introductory Course Texts

Lucas et al. (2005) conducted a content analysis on 57 introductory psychology textbooks for the representation of educational psychology and school psychology. One purpose of the study was to compare the representation of educational psychology and school psychology in the introductory psychology textbooks. Another purpose was to provide a list of textbooks with the most coverage of educational psychology and school psychology to assist professors in text selection for their introductory courses. Textbooks were chosen by the combination of faculty collections and a search of nine American publishers' websites. Results indicated that 65% of analyzed texts contained information on educational psychology. Results also indicated that 65% of analyzed texts contained school psychology material. The authors noted that although over half of the introductory texts contained material on the topics, the content coverage was minimal. Suggestions were made for educational and school psychologists to contact authors of introductory texts and offer to help with specific content of their respective fields to improve the textbooks. An additional recommendation was for introductory psychology professors to supplement the chosen text and choose texts with the most coverage of these two topics.

Carrothers and Benson (2003) examined 40 introductory sociology textbooks for the coverage and pedagogical implications of symbolic interactionism. The goal was to enhance the quality of introductory texts. Textbook selection was made with recommendations from faculty, regional publishing representatives, Internet sites, and a local textbook buyer. This study found that most introductory sociology texts did not

cover the topic, thus giving students an outdated and incomplete view. The authors suggested that textbook authors of introductory sociology texts should add more information on the topic and interweave the information throughout the text.

Maynard, Geberth, and Joseph (2002) examined the extent which industrial/organizational psychology was covered within 53 introduction to psychology textbooks. The authors searched for 16 work-related key terms related to industrial/organizational psychology in the indexes of texts. Results of the study showed little change over the 2 decades prior to the study, only one-fourth of the textbooks had an overview of industrial/organizational psychology and only 2 texts contained a full chapter on industrial/organizational psychology with one of those chapters in a supplement and not in the bound text.

Griggs and Marek (2001) conducted a study of 37 full-length introduction to psychology textbooks. They used quantitative comparisons of six objective dimensions of textbooks. The six dimensions were chapter topics, organization, and extent of coverage; core concepts and key terms; pedagogical aids and data graphs; critical thinking programs; reference citations; and difficulty levels.

Results related to the chapter topics, organization, and extent of coverage found that there was a generally standardized showing of chapter topics and organization of such texts; however, variability existed in the extent of coverage. Teacher varied in their topic emphasis. Results for the core concepts and key terms dimension showed a surprising little overlap in core concepts and key terms across the texts. The glossaries contained 2,505 unique terms, and only .3% of terms appeared in all texts. Results for the pedagogical aids dimension also showed a lack of similarity except for the use of bold

face type, chapter summaries, and bar and line graphs. Approaches to and extent of critical-thinking programs also varied greatly among the texts. The overlap of reference citations across textbooks was surprisingly minimal, with no one journal article ever appearing in all texts. The author also looked at difficulty and readability levels and found a considerable amount of difference as within the other six dimensions (Griggs & Marek, 2001).

The Griggs and Marek 2001 study concluded that professors should not think that all introduction textbooks are the same and that similar table of contents does not mean similar texts. Professors need to choose texts on multiple dimensions and remember that stereotyping textbooks is like stereotyping people (Griggs & Marek, 2001).

Griggs and Koenig (2001) explored 15 brief introductory psychology texts. Their goal was to help professors choose a brief introductory text by conducting a comparative analysis to determine the percentage of text devoted to the 18 traditional topics of chapters in introductory texts. They found that the length, pedagogical assistance, and content coverage varied between all texts. Additional findings indicated that chapter glossaries were almost non-existent in brief texts. The authors of this study felt that they met their goal of narrowing the number of texts for professors to consider for possible use in their classes.

Taub and Fanflik (2000) conducted a study of 25 introductory sociology textbooks representing 10 publishers. The texts were examined for their inclusion of disability and to what extent and what manner disability was portrayed in introduction to sociology textbooks. The study examined both the content analysis of textual representation of disability and the pictorial representation of disability.

The steps of the Taub and Fanflik (2000) content analysis were as follows. First, the subject index was examined to determine coverage of topics. Second, specific key words were used to locate information about the disability in texts. These key words were determined by the author's familiarity with the field of disability. Third, entire indexes were then examined to modify the list by omitting predetermined key words not in the texts and adding key words included in the textbooks. Fourth, index citations were used to obtain type and frequency of textual material related to disability. Fifth, material obtained from key words was located and the pages were copied. Sixth, every textbook page was checked for photographs, and those pages were photocopied (Taub & Fanflik, 2000).

Results from the Taub and Fanflik (2000) study found that the total number of textbook pages was 15,017 and 80 pages, or .5%, contained disability related information. The written material contained two themes: disability as a defining social characteristic and disability as a basis for minority group membership. The total number of pages included in the study contained 50 pictures of people with evident disabilities with one-fourth of the texts containing no pictures depicting disabilities. The overall results showed that the texts reveal little coverage related to the topic of disability, and the small amount covered varied among the texts.

Zehr (2000) examined 20 contemporary psychology introduction texts to 15 older introductory psychology texts. This author examined content to determine whether they incorporated recent historical scholarship in discussions of Wundt and Tichener. The author transcribed relevant passages and trained two independent evaluators unfamiliar with psychology's history. The raters read and coded passages independently. The results



indicated that both the contemporary texts and older texts misrepresented the relation between the psychologies of Wundt and Titchener.

Zechmeister and Zechmeister (2000) conducted a content analysis of the glossaries of introductory psychology textbooks to find a core set of key concepts to define a common language for introductory psychology. The textbook sample for phase one of the study included 10 full-length introductory textbooks that were beyond the first edition, published in the same years, and approximately the same size in length. The study compiled a list of key terms from the glossaries; of the 6,911 terms found, 2,505 different key terms and concepts were represented in the 10 glossaries. Only 64 of the 2,505 terms and concepts appeared in all 10 textbook glossaries. In phase two, the authors sent questionnaires with an alphabetical listing of the 2,505 terms found in phase one to experienced introductory psychology instructors. Instructors chose 197 key terms and concepts appearing in four fifths of the textbooks as "important." The correlation between glossary frequency and instructor ratings was moderately strong.

Griggs, Jackson, Marek, and Christopher (1998) conducted a quantitative analysis to study critical thinking coverage in 37 introductory psychology texts. The full length texts were all published between 1995 and 1997. Findings found that the majority of introductory psychology textbooks discussed critical thinking; however, there was a difference in the manner and extent of coverage of critical thinking. Only about two-thirds of the texts defined and discussed the critical thinking process, and only a small minority actually modeled critical thinking in features throughout the text. Additionally, textbook supplements devoted to critical thinking approached the topic from different

perspectives. Two such perspectives are to use the supplement as a springboard for class discussion or as a workbook for individual student use.

Stone (1996) examined 25 introductory sociology textbooks for the coverage of racial and ethnic group inclusiveness. Textbook publish dates were between 1982 and 1994 and were identified as top 20 best selling texts in the field by the American Sociology Association. The study used index citations as an indication of attention devoted to a given topic in the text. Authors used previous studies as a starting point for a key terms list and added key terms as they coded the textbooks used in the study. Results indicated that people of color were cited more frequently than women, with that information limited to a single chapter instead of interwoven within all chapters of the text.

Babchuk and Keith (1995) conducted a study to examine the scholarly content of introductory sociology texts and the text's authors. The hypothesis was that the author's scholarly work would be associated closely with the type of references emphasized in authored textbooks. Textbook selection was made by contacting publishers, book representatives, and commercial editors. Four textbooks were chosen for the study because the texts were the most widely adopted, had gone through at least three editions, and were products of the largest publishing firms.

Results concluded that authors used books, book chapters, journal articles, newspapers, public addresses, magazines, personal documents, government documents, and like items for support of the personal ideas presented. Books were the most commonly cited sources with university press books the most common and trade books second. Book chapters cited did not constitute more than 10% of the total book materials

in any introductory textbook. Scholarly texts rather than non-academic texts were used to support content. Journals cited included the most respected in sociology. Additional results found that scholarly records of the authors varied greatly. The study suggested that professors reviewing a textbook for adoption should examine the reference section at the end of a text to gain a sense of the authors' scholarship (Babchuk & Keith, 1995).

Griggs et al. (1994) conducted a study to provide an objective analysis of the briefer less expensive paperback introductory texts. This content analysis involved 11 briefer texts. Results showed that the briefer texts were not as brief as originally expected. The briefer texts were less expensive than full-length texts and would provide a small savings to students.

Quereshi (1993) examined 52 introductory psychology textbooks published or revised between 1980 and 1989. The study had a threefold purpose: to determine the relative frequency of various concepts used in the subject indexes of textbooks, to compare emphasis on various areas of psychology in terms of content clusters, and to examine the relation between the technical thoroughness of the textbooks and the tests readability and human interest level. The subject index of each book was carefully examined and an alphabetical list of the terms used in the main headings was prepared. The examination of the most frequently and least frequently used terms revealed trends in contents of introduction to psychology texts since 1975. The newer texts showed a negative correlation between book length and readability scores. Authors of the study predicted that core terms would continue to undergo changes and textbooks would become similar because of these terminology changes.

Dennick-Brecht (1993) developed a content analysis study to analyze racial and ethnic group coverage in 30 introductory sociology textbooks. Textbooks were published between 1990 and 1992. Findings caused the author to call for the revision of texts. Cultural diversity received limited coverage in the texts. The texts did not discuss significant contributions that ethnic groups have made, and few female and non-White theorists were mentioned.

Weitz (1992) conducted a study of 39 introductory sociology textbooks. The 39 texts were published in the United States from 1987 or later, were still in print and organized around substantive rather than theoretical topics. The study examined the presentation of HIV disease in introductory sociology textbooks. The purpose was to alert professors to topics that are not covered in the textbooks that professors might want to supplement. The author constructed a 23-item form to use in evaluating each textbook. Results found that by 1987, HIV disease had become a common topic in introductory sociology textbooks. The study found that 67% of texts included in the study discussed HIV disease. Weitz then analyzed those 26 texts for more specific information regarding HIV. The fact that HIV was caused by a virus was found in 81% of the 26 examined texts. Only 41% informed readers that HIV was only one stage of AIDS. The author found that there was a need for textbooks to define casual contact and explain that it is not an avenue to spread HIV disease.

Hall (1988) conducted a study that included 36 introductory sociology textbooks published between 1982 and 1988. The purpose of the study was to find information regarding the inclusion of women in introductory textbooks. The content analysis of

index citations indicated that information on women averaged less than 5% of total pages in the examined texts.

The review of introductory course text studies comparing the representations between subtopics in psychology and sociology texts were relevant and applicable to the present study in the following areas. The goal of such studies was to enhance the quality of texts and help professors decide which texts to use in introductory courses. The methodology sections in the review of introductory course text studies provided a framework for the present study in the following areas. The use of publishing websites in textbook selection and popularity of texts (Carruthers, 2003; Lucas et al., 2005; Stone, 1996), comparative analysis to determine the percentage of text devoted to traditional chapter topics (Griggs & Koenig, 2001), the overlap in pedagogical aids and key terms between various texts (Griggs & Marek, 2001; Griggs & Koenig, 2001), method of key terms list and search (Griggs & Marek, 2001; Taub & Fanflik 2000; Zechmeister & Zechmeister, 2000), and use of raters' coding texts independently (Zehr, 2000).

A difference in the reviewed studies and present study was the calculation of percentage of text. The previous reviewed studies calculated percentage of text by the use of page counts; the present study used line counts to arrive at percentage of text.

#### Text Content Analysis: Introduction to Special Education Textbooks

Foster and Iannaccone (1994) examined 16 introduction to special education textbooks for the inclusion and extensiveness of multicultural content. Textbook selection was made after contacting publishers and consideration of the popularity of chosen texts. The authors compiled a matrix that included a list of key terms or indicators of multiculturalism. The content analysis procedure was then employed to identify

occurrences of multiculturalism content in each of the 16 texts. Results found that the amount of multiculturalism varied greatly between the texts in both quantity and quality. Chapter specifically addressing cultural diversity in introduction to special education texts were identified in seven of the 16 texts, with two textbooks devoting two or more chapters to multiculturalism.

Maddux, Irons, Candler, and Irons (1983) conducted a study with 24 survey textbooks in special education. The Flesch (1949) formula was used to find readability and human interest scores. Subject coverage and organization were also analyzed. Results indicated that while survey texts were dull and difficult, they were complete in subject coverage. Most texts provided only scant coverage of topics such as severe/profound handicaps, multiple handicaps, early childhood handicaps, and cultural different handicapped children; however, gifted learners received more than scant coverage. Authors also found that some texts did not contain adequate author and subject indexes and glossaries. Of the 24 texts examined, 22 contained a full chapter, or three-fourths of a chapter, regarding gifted learners.

Hirshoren, Hunt, and Kavale (1976) compiled information for 15 introductory textbooks concerned with exceptional children that contained comprehensive coverage of major categories of exceptional children and were suitable for survey courses. Each text was examined for readability and human interest according to the methods developed by Flesch (1949). The conclusions reached were that introductory survey texts regarding exceptional children appear to be rather difficult and dull, yet complete in their treatment of typical topics and categories. Of the 15 chosen texts, 13 contained chapters on gifted learners.

The review of introductory special education texts was applicable to the present study in the method of matrix organization for key terms and their overlap among various texts (Foster & Iannaccone, 1994). The literature review highlighted the need for additional studies regarding introductory special education texts and their coverage of various exceptionalities. Differences in previously reviewed studies of special education introductory texts and the present study were that the present study did not calculate readability level (Hirshoren et al., 1976; Maddux et al., 1983) or choice of popularity of texts utilizing Amazon.com sales rank information (Draper, 2000).

#### First Editions: Introduction to Special Education Textbooks

Arch O. Heck (1940), a professor of education at Ohio State University, wrote a text for use in college and university courses titled *The Education of Exceptional Children*. Heck felt that the text could also serve as a handbook for teachers, principals, and superintendents. The text contained a total of 519 pages and contained 34 chapters. The four chapters relating to gifted learners were placed in chapter 26, 27, 28, and 29 and contained a total of 52 pages of information. The chapter headings for this text were: the field and the challenge, the local problem, the special class and school, the parental school, the state's program, the state training school, typical state schools, the challenge of the socially handicapped, the education of the crippled child, problems faced in educating cripples, the challenge of the cripple, the education of blind children, local problems faced in educating the blind, the education of low-visioned children, local problems faced in educating low-visioned children, the challenge of the child with defective vision, the education of deaf children, problems faced in educating the deaf, the challenge presented by the deaf child, the care and education of hard of hearing children,

education of children having defective speech, the education of delicate children, the education of children of low IQ, problems faced in educating children of low IQ, the education of gifted children, problems faced in educating gifted children, the challenge of the gifted child, education of the specially gifted children, financing special education, state administration and control, a problem of prevention, a state program for educating exceptional children, and the challenge of the future.

Karl C. Garrison (1940) wrote the introductory text titled *The Psychology of Exceptional Children*. Garrison was a professor of psychology at North Carolina State College. The preface explained that the special aim of the text was “to provide a more accurate concept of exceptional children and thereby aid principals, teachers, and parents in giving more effective guidance to these boys and girls.” The text contained 321 text pages. The four chapters regarding gifted education were chapters seven through 10. The chapters on the gifted contained 54 pages of information. Pedagogical aids included in these chapters were checklists of useable forms, a line graph, review questions, practice exercises, four tables, chapter summaries, two photos, and selected readings. The chapter titles of the 22 chapters in the text were: our children, the origins of child behavior, individual development, individual differences, trait differences and education, measurements in education, the gifted child in school, characteristics of the gifted child, psychology of special abilities, school provisions for the gifted, the problem of retardation, characteristics of the mentally retarded child, special disabilities, educational retardation and personality maladjustments, curricula provisions for the regarded child, development through group participation, the problem of defective vision, hearing defects



of children, the speech defective child, problems related to left-handedness, children of lowered vitality, and the crippled child.

Harry Baker (1944) wrote the text *Introduction to Exceptional Children*. The preface of the book explains that it was intended primarily for use in an introductory course for college and university students. It was designed to give an overview to the teacher candidates in such classes who expected to specialize in some field of exceptional children. Teacher candidates who planned to teach in regular classrooms could also benefit from the knowledge of exceptional children and the programs available for them. Baker also felt that the text would be a helpful reference to school administrators, principals, and teachers in service. The total number of text pages was 493. The total number of chapters was 30. The chapter on the mentally gifted was placed as chapter 18 of the 30 chapters and contained 14 pages of information. The 30 chapter topics of this seminal text were: problems in general education, problems of exceptional children, defective vision, the partially seeing, the blind, defective hearing, the hard of hearing, the deaf, defective speech, orthopedic handicaps, disorders of physical growth, lowered vitality, miscellaneous physical conditions, the nature of intelligence, the slow learning, the mentally subnormal and the feeble-minded, the rapid learning, the mentally gifted, epilepsy, psychotic conditions, miscellaneous neurological conditions, types of behavior, the mechanisms of behavior, behavior causes and methods of diagnosis, remedial and preventative measures, miscellaneous social conditions, the educationally retarded, remedial programs in educational retardation, general scope of the problem, and desirable attitudes toward the exceptional. The introduction for the chapter on the mentally gifted gives the rationale as to why gifted children should be discussed in a text about

exceptional children even though they do not appear handicapped. Baker felt that students with exceptional abilities are so often unrecognized and their talents wasted that they are among the most handicapped of all groups. The chapter on gifted learners contained the following pedagogical features: chapter references, discussion questions, one table, and one photo.

William M. Cruickshank (1958) was editor for the text *Education of Exceptional Children and Youth*. He stated in the preface of the text the purpose of this volume was to “bring together the basic information regarding the education of the major groups of exceptional children” (preface, v). The text contained 695 text pages and 15 chapters. The chapter on gifted learners contained 36 pages of text. The placement of the gifted chapter was chapter 14 of the 15. Pedagogical aids in the text were running summaries, references, and selected supplementary readings. Chapter titles were: the development of education for exceptional children, current educational practices with exceptional children, the exceptional child in the elementary and secondary schools, the education of children with high mental ability, the education of the mentally handicapped, the training of mentally deficient children, the education of partially sighted children, the education of blind children, the education of children with impaired hearing, the education of children with speech handicaps, the education of crippled children, the education of children with chronic medical problems, the education of socially maladjusted and emotionally disturbed children, guidance for exceptional children, and administration and supervision of special education programs.

Magary and Eichorn (1960) compiled a book of readings whose format had become a popular phenomenon in the textbook industry. This textbook was published for

use in introductory special education courses, for school administrators, and psychologists. The title was *The Exceptional Child: A Book of Readings*. The preface of the text explains why one chapter on the child who is culturally handicapped is included and another chapter on the child who is educationally retarded is included. The authors felt that these two groups of learners were often omitted from survey courses in the area of exceptional children and deserved special consideration. The text contained 555 total pages and 11 chapters. The chapter headings were: the exceptional child in contemporary society, the child with retarded mental development, the child with neurological handicap, the child with an orthopedic handicap, the child with a handicapping medical condition, the child with a visual handicap, the child with a communication handicap, the child with a social-emotional handicap, the child who is emotionally retarded, the child with a cultural handicap, and the child who is gifted. The chapter on the child who is gifted had seven different readings included and contained 65 pages of material. The chapter on gifted learners was placed as the last chapter in the book. The following pedagogical aids found in the chapter were references and a concluding statement.

Lloyd M. Dunn (1963) edited *Exceptional Children in the Schools*. This text contained 555 total text pages and 10 chapters. The gifted chapter contained 59 pages of information and was placed in the fourth position. Pedagogical aids within the gifted chapter included chapter references, resource list, periodical list, and film list. Chapter titles were: an overview, educable mentally retarded children, trainable mentally retarded children, gifted children, emotionally disturbed and socially maladjusted children, speech-impaired children, deaf and hard of hearing children, blind and partially seeing children, crippled and neurologically impaired children, and exceptionality and adjustment.

The previous studies regarding first editions of introduction to special education textbooks provide the background knowledge that gifted education chapters were included in the first editions of such texts and have continued to be incorporated in such texts.

In summary, the literature review brought into focus the reasons that guide the quantitative content analysis of texts: (a) the lack of quantitative content analysis studies regarding introduction to special education textbooks; (b) the perception that all introductory special education texts are similar based on their table of contents; (c) the exposure of gifted education that teacher candidates receive in such introductory classes; (d) the possible supplemental information that instructors may need to provide due to lacking information provided in texts (Wininger & Norman, 2005); and (e) additional information to make textbook choices with the most information available.

## CHAPTER III

### METHODOLOGY

This chapter includes a description of the textbook selection method, the methods of data collection, and the procedures that were used for the analysis of data.

#### Design

This study can be described as a descriptive, quantitative text content analysis. The content analysis was on features of texts readily amenable to objective measurement (Griggs et al., 1998).

For this study, the interest was the perception that all introductory special education textbooks are similar based on the perception in the percentage of text devoted to major chapter topics in introduction to special education textbooks. A second interest was the exploration of the exposure of gifted education to teacher candidates through such introduction to special education textbooks.

#### Method of Textbook Selection

The 10 textbooks chosen for this study did not reflect a random sample of the introduction to special education textbooks available to teacher candidates. Instead, a non-random, "purposeful" sample of textbooks was implemented (Draper, 2000).

All 10 textbooks selected in this study were selected after a search of the higher education publishing section of the Association of American Publishers (AAP) website (<http://www.publishers.org/highered/articles.cfm?ArticleID=53>, 2007) and the individual publishing companies of educational texts listed within the AAP website. Textbooks were chosen from the websites of the following major educational textbook publishers: Houghton Mifflin (<http://college.hmco.com/floash.html>, 2007), Pearson Education

(<http://www.pearsoned.com>, 2007), and Thomson Learning

(<http://www.thomsonedu.com>, 2007).

Textbooks chosen were advertised for use in mandatory introductory special education classes at the university level. The chosen textbooks contained publication dates between 2006 and 2008, due to the common 3-year revision cycle of such introductory textbooks (Griggs et al., 1994).

Amazon sales rankings of textbooks were examined on Amazon.com (<http://www.Amazon.com>, 2007) and used for purposeful selection (Draper, 2000).

Textbooks published in the years 2006 and 2007 were ranked by the best sales rankings among such introductory texts as determined by Amazon.com. Textbooks published in 2008 were selected without the Amazon sales rankings as a contributing factor, due to the fact that the texts in 2008 were released the same month as the study and did not have ample time to receive significant rankings for comparison. In addition, with the small number of introduction to special education texts published in the United States, these 10 top-selling books would represent the overwhelming majority of introduction to special education textbooks used by teacher candidates in their mandatory introduction to special education courses (Draper, 2000).

#### Textbooks Selected for the Study

The 10 introduction to special education textbooks chosen for the study included two second editions, one third edition, two fourth editions, two fifth editions, one seventh edition, one eighth edition, and one eleventh edition. The chosen textbooks are listed below by year, and then alphabetical order by author name within each year.

The two textbooks chosen from the year 2008 had publication dates during March of 2008. These texts are *Special Education: Contemporary Perspectives for School Professionals* (2<sup>nd</sup> ed.) (Friend, 2008) and *Teaching Students with Special Needs in Inclusive Settings* (5<sup>th</sup> ed.) (Smith, Polloway, Patten, & Dowdy, 2008).

There were two textbooks chosen from the year 2007. The first text was *Exceptional Lives: Special Education in Today's Schools* (5<sup>th</sup> ed.) (Turnbull, Turnbull, & Wehmeyer, 2007). This textbook had an Amazon.com best selling text ranking of 22,462. The second text was *Fundamentals of Special Education: What Every Teacher Needs to Know* (3<sup>rd</sup> ed.) (Werts, Culatta, & Tompkins, 2007). This textbook had an Amazon.com best selling textbook ranking of 392,517.

The remaining six textbooks chosen for the study had publish dates of 2006. *Special Education in Contemporary Society: An Introduction to Exceptionality* (2<sup>nd</sup> ed.) (Gargiulo, 2006) had an Amazon.com best selling book ranking of 59,264. *Exceptional Children: An Introduction to Special Education* (8<sup>th</sup> ed.) (Heward, 2006) had an Amazon.com best selling book ranking of 22,599 . *Exceptional Children and Youth* (4<sup>th</sup> ed.) (Hunt & Marshall, 2006) had an Amazon.com best selling book ranking of 167,217. *Educating Exceptional Children* (11<sup>th</sup> ed.) (Kirk, Gallagher, Anastasiow, & Coleman, 2006) had an Amazon.com best selling boook ranking of 173,322. *Teaching Special Students in General Education Classrooms* (7<sup>TH</sup> ed.) (Lewis & Doorlag, 2006) had an Amazon.com best selling book ranking of 94,997. *Teaching Students Who Are Exceptional, Diverse, and at Risk in the General Education Classroom*(4th ed.) (Vaughn, Bos, & Schumn, 2006) had an Amazon.com best selling text ranking of 49,943.

Amazon.com keeps track of the selling popularity of books. Each book sold on its site includes an Amazon.com sales ranking numeral, the lower the numeral, the higher the best selling ranking for that specific book. The sales rankings provided are similar to golf scores, the lower the numeral, the greater the selling popularity of the text. For example, a ranking of 22,462 would be a better selling text than a text with a ranking of 94,997.

Amazon.com updates the rankings every hour; therefore, best selling book information for the texts included in the study were collected on December 8, 2007, between 6:00 and 7:00 p.m.

The 10 introduction to special education texts chosen for the study are listed below in order of the texts' sales rankings during the same one-hour time frame.

*Exceptional Lives: Special Education in Today's Schools* (5<sup>th</sup> ed.) (Turnbull et al., 2007) had the best selling book ranking with a rating of 22,462.

*Exceptional Children: An Introduction to Special Education* (8<sup>th</sup> ed.) (Heward, 2006) had the second best selling book ranking with a rating of 22,599.

*Teaching Students Who Are Exceptional, Diverse, and at Risk in the General Education Classroom* (4<sup>th</sup> ed.) (Vaughn et al., 2006) had the third best selling book ranking with a rating of 49,943.

*Special Education in Contemporary Society: An Introduction to Exceptionality* (2<sup>nd</sup> ed.) (Gargiulo, 2006) had the fourth best selling book ranking with a ranking of 59,264.

*Teaching Special Students in General Education Classrooms* (7<sup>th</sup> ed.) (Lewis & Doorlag, 2006) had the fifth best selling book ranking with a rating of 94,997.



*Exceptional Children and Youth* (4<sup>th</sup> ed.) (Hunt & Marshall, 2006) had the sixth best selling book ranking with a rating of 167,217.

*Educating Exceptional Children* (11<sup>th</sup> ed.) (Kirk et al., 2006) had the seventh best selling book ranking with a rating of 173,322.

*Teaching Students with Special Needs in Inclusive Settings* (5<sup>th</sup> ed.) (Smith et al., 2008) had the eighth best selling book ranking with a rating of 371,514.

*Fundamentals of Special Education: What Every Teacher Needs to Know* (3<sup>rd</sup> ed.) (Werts et al., 2007) had the ninth best selling book ranking with a rating of 392,517.

*Special Education: Contemporary Perspectives for School Professionals* (2<sup>nd</sup> ed.) (Friend, 2008) had the 10<sup>th</sup> best selling book ranking with a rating of 727,852.

#### Rater A and Rater B Information

Rater A was a doctoral candidate in Curriculum, Instruction, and Special Education with an emphasis in gifted education. Rater A held a Bachelor of Science degree in Psychology and a Master's of Education degree with an emphasis in specific learning disabilities. Rater A had 16 years' residential, private, and public school teaching experience, 4 years working exclusively with special populations.

Rater B held a Bachelor of Science degree in Education, Master's of Science in Education with an emphasis in School Counseling, and a Doctorate of Philosophy in Curriculum, Instruction, and Special Education with an emphasis in gifted education. Rater B had 5 years' elementary school teaching experience, 2 years exclusively as a teacher of gifted students. Rater B also had 5 years' experience as an elementary school guidance counselor.

Hypotheses 1-6 examined percentage of text. Percentage of text was determined by total number of lines in each chapter divided by the total number of lines in the examined text, excluding front and back matter. Rater A counted, tallied, and charted line information first. Charts were then provided to Rater B who re-counted, tallied, charted, and verified line counts of Rater A. Rater A trained Rater B in the process of data collection.

Hypothesis 7 examined the placement of gifted chapters within each text. Rater A first examined and charted the placement of gifted education chapters in the 10 examined textbooks. The chapter placement chart was then provided to Rater B to examine, chart, and verify the placement chart of Rater A.

Hypotheses 8 and 9 examined, counted, and tallied the prevalence and comparison of pedagogical features incorporated into gifted education chapters in various introductory special education textbooks. Rater A first counted, tallied, organized, and charted the pedagogical features in the 10 gifted chapters within the 10 texts. Pedagogical features charts were provided to Rater B to count, tally, and verify Rater A information.

Hypotheses 10 and 11 examined, counted, and charted the prevalence and comparison of key terms/key concepts compiled from gifted chapters within the 10 texts. Rater A first examined, counted, tallied, organized, and charted the key ter/key concepts within the 10 gifted chapters in the introductory textbooks. Key term/key concepts charts were provided to Rater B to count, tally, and verify Rater A information.

#### Data Collection/Data Analysis/Procedure

One copy of each textbook included in the study was purchased. The order of textbook rating was determined by random selection without replacement. For Rater A,

the names of first author of texts were written on individual pieces of paper and placed into a bowl. Individual pieces of paper were drawn out of the bowl one at a time. The order of textbook examination for Rater A was as follows: Lewis, Heward, Hunt, Kirk, Gargiulo, Friend, Smith, Vaughn, Turnbull, and Werts. Individual pieces of paper with first author names were placed back into the bowl and were drawn out individually for Rater B. The order of textbook examination for Rater B was as follows: Gargiulo, Friend, Heward, Smith, Vaughn, Lewis, Turnbull, Hunt, Werts, and Kirk. Each rater counted all lines in all chapters of all 10 textbook independently and measured information for each table independently.

On the first examination of the text data, the percentage of text devoted to major chapter topics in each textbook was calculated and charted. Percentage of text was determined by the total number of lines in each chapter divided by the total number of lines in the examined text, excluding front and back matter. This examination answered research question one, What is the percentage of text devoted to major chapter topics in introductory special education textbooks, and Hypothesis 1, "The coverage of gifted education in each introductory textbook will be less than 8% of the total text." The percentage of 8% was chosen for Hypothesis 1 due to the fact that the total number of chapters in such introductory special education textbooks was normally over 13. The total text percentage divided by 13 is 7.69.

The comparison between percentage of text devoted to gifted education chapters and other chapters in these introductory special education textbooks was also calculated from the first examination of the data. This comparison addressed research question 2, What is the comparison between percentage of text devoted to gifted education chapters

and other chapters in introductory special education? Hypotheses 2 through 6 were also answered by the first examination of the data. Hypothesis 2 stated, "There will be a statistically significant difference in the coverage of gifted education and the coverage of specific learning disabilities (SLD) in their respective chapters within introductory special education textbooks." Hypothesis 3 stated, "There will be a statistically significant difference in the coverage of gifted education and the coverage of emotional conflicted/behavioral disorders in their respective chapters within specific introductory special education textbooks." Hypothesis 4 stated, "There will be a statistically significant difference in the coverage of gifted education and the coverage of mental retardation/developmental disabilities in their respective chapters within specific introductory special education textbooks." Hypothesis 5 stated, "There will be a statistically significant difference in the coverage of gifted education and the coverage of autism spectrum disorders in the respective chapters within specific introductory special education textbooks." Hypothesis 6 stated, "There will be a statistically significant difference in the coverage of gifted education and the coverage of speech/language communication disorders in their respective chapters within specific introductory special education textbooks."

On the second examination of text data, the placement of gifted chapters within each text was charted and analyzed. That analysis would answer research question 3, "What is the placement of gifted chapters in introductory special education textbooks?", and Hypothesis 7, "The placement of gifted education chapters in the 10 examined education textbooks will be in the second 50% of all texts."

On the third examination of the data, the prevalence and comparison of the use of pedagogical features incorporated into gifted education chapters in various introductory special education textbooks were charted. Pedagogical aid indicators found in the literature review that were charted are: chapter outlines, learning objectives, organization lists, key term/concept listings, chapter glossaries, chapter summaries, chapter reference lists, bold type style, italic type style, questions, suggested readings, suggested websites, teacher/classroom tips, content standards, text boxes, figures, tables, photos, and profiles which include real life case stories of students and teachers. This third examination addressed research question 4, "What is the prevalence and comparison of the use of pedagogical features incorporated into gifted education chapters in various introductory special education textbooks?" Hypotheses 8 and 9 were also answered by this examination of texts. Hypothesis 8 stated, "The prevalence of pedagogical features incorporated into gifted education chapters in the 10 examined texts will show a minimum average of 12 pedagogical features among all texts." Hypothesis 9 stated, "The comparison of pedagogical features incorporated into gifted education chapters in the 10 examined texts will show a minimum of 50% of pedagogical features and will appear in a minimum of 80% of the examined texts."

On the fourth examination of data, the prevalence and comparison of the use of key terms/key concepts provided in each gifted chapter were analyzed. A master list of key words/key concepts was compiled from gifted chapters in all examined texts. Frequency and percentages were calculated for each key term/key concept word. This examination addressed research question 5, "What is the prevalence and comparison of the use of key terms incorporated into gifted education chapters in various introductory to

special education textbooks?” Hypothesis 10 and 11 were also addressed by this examination of the data. Hypothesis 10 stated, “The prevalence of key terms incorporated into gifted chapters in the 10 examined texts will show a minimum average of 20 key terms among the 10 texts.” Hypothesis 11 stated, “The comparison of key terms incorporated into gifted education chapters in various introductory special education textbooks will show a minimum of 50% of the total of key terms will appear in a minimum of 50% of the examined texts.”

## CHAPTER IV

### RESULTS

#### Introduction

This chapter contains descriptions and analyses of the data. The analyses of the data are relative to the testing of the research hypotheses as developed for the purposes of this study. Ten introductory to special education textbooks were included in the study.

Data on best selling introductory to special education textbooks were gathered on the same day and within a one-hour time frame. Data were compiled by two independent raters during the 4 month period between December 2007 and March 2008.

Table 1 provides data representing the 10 textbooks in alphabetical order by author name, publication year, and title of text. The first text was *Special Education: Contemporary Perspectives for School Professionals* by Friend (2008). The second text was *Special Education in Contemporary Society: An Introduction to Exceptionality* by Gargiulo (2006). The third text was *Exceptional Children: An Introduction to Special Education* by Heward (2006). The fourth text was *Exceptional Children and Youth* by Hunt and Marshall (2006). The fifth text was *Educating Exceptional Children* by Kirk, Gallagher, Anastasiow, and Coleman (2006). The sixth text was *Teaching Special Students in General Education Classrooms* by Lewis and Doorlag (2006). The seventh text was *Teaching Students with Special Needs in Inclusive Settings* by Smith, Polloway, Patton, and Dowdy (2008). The eighth text was *Exceptional Lives: Special Education in Today's Schools* by Turnbull, Turnbull, and Wehmeyer (2007). The ninth text was *Teaching Students Who Are Exceptional, Diverse, and at Risk in the General Education Classroom* by Vaughn, Bos, and Schumm (2006). The 10<sup>th</sup> text was *Fundamentals of*

*Special Education: What Every Teacher Needs to Know* by Werts, Culatta, and Tompkins (2007).

Table 2 provides data representing the 10 textbooks by Amazon.com sales ranking order with author name, publication year, and release date. The best selling textbook of the examined texts in the study was Heward with an Amazon.com sales ranking of 19,029 and a release date of March 21, 2005. The second ranked text was Turnbull, Turnbull, and Wehmeyer with an Amazon.com sales ranking of 532,403 and a March 19, 2006, release date. The third ranked text was Lewis and Doorlag with an Amazon.com sales ranking of 57,772 and a release date of April 1, 2005. The fourth ranked text was Hunt and Marshall with an Amazon.com sales ranking of 113,501 and a release date of August 15, 2005. The fifth ranked text was Smith, Polloway, Patton, and Dowdy with an Amazon.com sales ranking of 119,893 and a release date of March 12, 2007. The sixth ranked text was Vaughn, Bos, and Schumm with an Amazon.com sales ranking of 209,405 and a release date of March 26, 2006. The seventh ranked text was Kirk, Gallagher, Anastasiow, and Coleman with an Amazon.com sales ranking of 217,027 and a release date of March 22, 2005. The eighth ranked text was Werts, Culatta, and Tompkins with an Amazon.com ranking of 222,986 and a release date of July 20, 2006. The ninth ranked text was Gargiulo with an Amazon.com ranking of 232,921 and a release date of March 7, 2005. The 10<sup>th</sup> ranked text was Friend with an Amazon.com ranking of 559,701 and a release date of April 1, 2007.

Table 3 provides data representing the random order of textbook review by raters by first author name of text. The random order of textbook review by Rater A was Lewis, Heward, Hunt, Kirk, Gargiulo, Friend, Smith, Vaughn, Turnbull, and Werts. The random



Table 1

*Alphabetical by Author Name Textbook Listings*

Author	Year	Text
Friend	2008	Special Education: Contemporary Perspectives for School Professionals
Gargiulo	2006	Special Education in Contemporary Society: An Introduction to Exceptionality
Heward	2006	Exceptional Children: An Introduction to Special Education
Hunt, Marshall	2006	Exceptional Children and Youth
Kirk, Gallagher, Anastasiow, Coleman	2006	Educating Exceptional Children
Lewis, Doorlag	2006	Teaching Special Students in General Education Classrooms
Smith, Polloway, Patten, Dowdy	2008	Teaching Students with Special Needs in Inclusive Settings
Turnbull, Turnbull, Wehmeyer	2007	Exceptional Lives: Special Education in Today's Schools
Vaughn, Bos, Schumm	2006	Teaching Students Who Are Exceptional, Diverse, and at Risk in the General Education Classroom
Werts, Culatta, Tompkins	2007	Fundamentals of Special Education: What Every Teacher Needs to Know

Table 2

*Textbooks Sales Rankings Table and Release Date*

Rank	Amazon.com Ranking	Author	Release Date
1	19,029	Heward	3-21-05
2	52,403	Turnbull, Turnbull, Wehmeyer	3-19-06
3	57,772	Lewis, Doorlag	4-01-05
4	113,501	Hunt, Marshall	8-15-05
5	119,893	Smith, Polloway, Patton, Dowdy	3-12-07
6	209,405	Vaughn, Bos, Schumm	3-26-06
7	217,027	Kirk, Gallagher, Anastasiow, Coleman	3-22-05
8	222,986	Werts, Culatta, Tompkins	7-20-06
9	232,921	Gargiulo	3-07-05
10	559,701	Friend	4-01-07

order of textbook review by Rater B was Gargiulo, Friend, Heward, Smith, Vaughn, Lewis, Turnbull, Hunt, Werts, and Kirk.

Table 4 provides data representing the chapter line counts for texts. The total line count for all 10 examined texts was 156,135. The range of line counts was from 11,621 to 23,162, with an average of 15,613.50. The Vaughn text contained the most lines of text with 23,162 lines. The remaining texts contained the following line counts: Lewis (17,336), Gargiulo (16,426), Heward (16,382), Kirk (16,134), Smith (15,481), Friend (13,877), Hunt (13,064), Turnbull (12,652), and Werts (11,621).

A paired samples *t* test was conducted to evaluate whether Rater A or Rater B contained more line counts to show percentage of text. The results indicated that the mean percentage of text for Rater A ( $M = 15613.50$ ,  $SD = 3261.08$ ) was not significantly greater than the mean percentage of text for Rater B ( $M = 15597.00$ ,  $SD = 3255.18$ ),  $T(9) = 1.08$ ,  $p = .310$ . The standardized effect size index,  $d$ , was .34, with no significant difference between Rater A and Rater B. The 95% confidence interval for the mean difference between the two ratings was -18.17 to 51.17.

Correlation coefficients were compared among the two raters. The results of the correlational analyses showed that the correlation was a perfect correlation, statistically significant with a  $p = 1.00$ . The correlations of Rater A with Rater B suggest there was appropriate inter-rater reliability.

Table 5 provides data representing the percentage of text coverage in the 10 examined texts for the following exceptionalities: gifted, specific learning disabilities, behavior disorders, mental retardation, autism spectrum disorders, and speech/language/communication disorders. The range of coverage for gifted education

Table 3

*Random Order of Text Review by Raters*

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Order	Rater #1	Rater #2
1	Lewis	Gargiulo
2	Heward	Friend
3	Hunt	Heward
4	Kirk	Smith
5	Gargiulo	Vaughn
6	Friend	Lewis
7	Smith	Turnbull
8	Vaughn	Hunt
9	Turnbull	Werts
10	Werts	Kirk

---

Table 4

*Chapter Line Counts for Texts*

Chpt #	Heward	Turnbull	Lewis	Hunt	Smith	Vaughn	Kirk	Werts	Gargiulo	Friend
1	1,498	768	908	902	975	1,622	887	974	1,085	943
2	1,006	773	1,566	877	782	1,272	1,209	1,387	927	885
3	1,030	648	1,186	985	741	1,512	1,183	962	800	857
4	1,016	879	1,183	1,350	1,043	1,202	1,243	933	727	863
5	1,040	756	1,102	920	1,315	1,217	1,562	673	1,840	1,015
6	1,196	823	921	902	831	854	1,457	1,065	1,541	948
7	844	809	859	1,012	783	1,072	987	1,019	783	977
8	1,034	826	1,059	803	1,021	1,361	819	677	1,319	1,010
9	1,026	674	1,059	887	671	1,000	1,507	1,104	1,180	1,009
10	991	904	827	788	1,424	1,572	1,425	1,134	893	934
11	1,404	855	1,002	800	1,010	1,411	1,337	748	1,254	885
12	1,086	742	516	1,258	972	2,236	1,226	945	1,063	760
13	1,164	710	529	1,102	1,410	1,442	1,292	0	1,214	1,080
14	890	915	634	478	1,090	1,383	0	0	1,800	874

Table 4 - Continued

Chpt #	Heward	Turnbull	Lewis	Hunt	Smith	Vaughn	Kirk	Werts	Gargiulo	Friend
15	1,157	801	804	0	731	1,463	0	0	0	837
16	0	869	929	0	682	1,401	0	0	0	0
17	0	0	705	0	0	1,142	0	0	0	0
18	0	0	950	0	0	0	0	0	0	0
19	0	0	597	0	9	0	0	0	0	0
Totals	16,382	12,652	17,336	13,064	15,481	23,162	16,134	11,621	16,426	13,877

within the 10 texts was 5.54% to 9.34% with an average of 7.36%. The range of coverage for specific learning disabilities within the 10 texts was 5.98% to 10.33% with an average of 7.62%. The range of coverage for behavior disorders within the 10 texts was 5.25% to 9.16% with an average of 7.11%. The range of coverage for mental retardation within the 10 texts was 4.63% to 11.20% with an average of 6.45%. The range of coverage for autism spectrum disorders within the 10 texts was 3.05% to 7.39% with an average of 5.29%. The range of coverage for speech/language/communication disorders within the 10 texts was 2.98% to 11.94% with an average of 6.51%.

### Test of Hypotheses

The results obtained from testing the hypotheses of the study are presented in this section. To facilitate communication, each hypothesis is restated followed by presentation of findings.

Hypothesis 1 stated: The coverage of gifted education in each introductory textbook will be less than 8% of the total text.

The results of Hypothesis 1 are shown in Table 6. Hypothesis 1 was rejected. Four of the 10 examined introductory special education texts provided greater than 8% of coverage for gifted education. The four texts that provided greater than 8% coverage of gifted education were Vaughn (9.53%), Kirk (9.34%), Hunt (8.44%), and Werts (8.13%). The six texts that provided less than 8% coverage of gifted education were Gargiulo (7.18%), Heward (7.11%), Smith (6.28%), Turnbull (6.08%), Friend (6.03%), and Lewis (5.35%). The average coverage of gifted education in the 10 texts was 7.36%.

Table 5

*Percentage of Text Coverage for Various Exceptionalities*

Author	Gifted	Specific Learning Disabilities	Behavior Disorders	Mental Retardation	Autism Spectrum Disorders	Speech/Language Communication Disorders
Heward	7.11	6.35	7.30	6.20	5.15	6.31
Turnbull	6.08	5.98	6.39	5.33	6.76	6.50
Lewis	5.36	6.11	5.78	4.77	3.05	2.98
Hunt	8.44	10.33	7.75	7.04	6.15	6.79
Smith	6.28	8.49	5.37	5.06	4.33	6.52
Vaughn	9.65	6.53	5.25	4.63	3.69	5.19
Kirk	9.34	7.70	9.03	9.68	5.08	6.18
Werts	8.13	8.03	9.16	8.28	5.83	11.94
Gargiulo	7.18	9.38	8.03	11.20	7.29	5.44
Friend	6.03	7.31	7.04	7.28	5.48	7.27
Averages	7.36	7.62	7.11	6.95	5.29	6.51



Table 6

*Coverage of Gifted Education in Texts*

	Percentage of Coverage for Gifted	Percentage of Gifted Coverage Greater than 8%	Percentage of Gifted Coverage Less Than 8%
Heward	7.11		*
Turnbull	6.08		*
Lewis	5.36		*
Hunt	8.44	*	
Smith	6.28		*
Vaughn	9.65	*	
Kirk	9.34	*	
Werts	8.13	*	
Gargilo	7.18		*
Friend	6.03		*

Hypothesis 2 stated: There will be a statistically significant difference in the coverage of gifted education and the coverage of specific learning disabilities (SLD) in their respective chapters within introductory special education textbooks.

Table 7 contains data used in testing Hypothesis 2. Hypothesis 2 was rejected. A paired samples  $t$  test was conducted to evaluate Hypothesis 2 and whether textbooks contained more percentage of text regarding gifted learners or learners with specific learning disabilities. The results indicated that the mean percentage of text for gifted ( $M = 7.36$ ,  $SD = 1.47$ ) was not significantly less than the mean percentage of text for specific learning disabilities ( $M = 7.62$ ,  $SD = 1.46$ )  $t(9) = -.47$ ,  $p = .649$ . The standardized effect size index,  $d$ , was  $-0.15$ , with no significant difference between the two groups. The 95% confidence interval for the mean difference between the two ratings was  $-1.52$  to  $1.00$ .

Hypothesis 3 stated: There will be a statistically significant difference in the coverage of gifted education and the coverage of emotionally conflicted/behavior disorders in their respective chapters within specific introductory special education textbooks.

Table 8 contains data used in testing Hypothesis 3. Hypothesis 3 was rejected. A paired samples  $t$  test was conducted to evaluate Hypothesis 3 and whether textbooks contained more percentage of text regarding gifted learners or learners with behavior disorders. The results indicated that the mean percentage of text for gifted ( $M = 7.36$ ,  $SD = 1.47$ ) was not significantly greater than the mean percentage of text for behavior disorders ( $M = 7.11$ ,  $SD = 1.41$ ),  $t(9) = .49$ ,  $p = .636$ . The standardized effect size index,  $d$ , was  $0.16$ , with no significant difference between groups. The 95% confidence interval for the mean difference between two ratings was  $-.90$  to  $1.40$ .

Table 7

*Posttest Comparison of Means Gifted and Specific Learning Disabilities Coverage*

Groups	N	Means	Mean Difference	t-ratio	Sig. 2 tail
Gifted	10	7.36			
			-0.26	-0.47	.649
SLD	10	7.62			

Table 8

*Posttest Comparison of Means Gifted and Behavior Disorders Coverage*

Groups	N	Means	Mean Difference	t-ratio	Sig. 2 tail
Gifted	10	7.36			
			.25	.49	.636
Behavior Disorders	10	7.11			

Hypothesis 4 stated: There will be a statistically significant difference in the coverage of gifted education and the coverage of mental retardation in their respective chapters within specific introductory special education textbooks.

Table 9 contains data used in testing Hypothesis 4. Hypothesis 4 was rejected. A paired samples *t* test was conducted to evaluate whether textbooks contained more percentage of text regarding gifted learners or learners with mental retardation. The results indicated that the mean percentage of text for gifted ( $M = 7.36$ ,  $SD = 1.47$ ) was not significantly greater than the mean percentage of text for learners with mental retardation ( $M = 6.95$ ,  $SD = 2.22$ ),  $t(9) = .479$ ,  $p = .580$ . The standardized effect size index,  $d$ , was 0.18, with no significance between the two groups. The 95% confidence interval for the mean difference between the two ratings was -1.21 to 2.04.

Hypothesis 5 stated: There will be a statistically significant difference in the coverage of gifted education and the coverage of autism spectrum disorders in their respective chapters within specific introductory special education textbooks.

Table 10 contains data used in testing Hypothesis 5. Hypothesis 5 was accepted. A paired samples *t* test was conducted to evaluate whether textbooks contained more percentage of text regarding gifted learners or learners with autism spectrum disorders. The results indicated that the mean percentage of text for gifted ( $M = 7.36$ ,  $SD = 1.47$ ) was significantly greater than the mean percentage of text for autistic learners ( $M = 5.29$ ,  $SD = 1.34$ ),  $t(9) = 3.31$ ,  $p = .009$ . The standardized effect size index,  $d$ , was 1.05, with a significant difference between the two groups. The 95% confidence interval for the mean difference between the two ratings was .65 to 3.49.

Table 9

*Posttest Comparison of Means Gifted and Mental Retardation Coverage*

Groups	N	Means	Mean Difference	t-ratio	Sig. 2 tail
Gifted	10	7.36			
			.41	.57	.580
Mental Retardation	10	6.95			

Table 10

*Posttest Comparison of Means Gifted and Autism Coverage*

Groups	N	Means	Mean Difference	t-ratio	Sig. 2 tail
Gifted	10	7.36			
			2.07	3.31	.009
Autism	10	5.29			

$p < .05$

Hypothesis 6 stated: There will be a statistically significant difference in the coverage of gifted education and the coverage of speech/language/communication disorders in their respective chapters within introductory special education textbooks.

Table 11 contains data used to test Hypothesis 6. A paired samples *t* test was conducted to evaluate whether textbooks contained more percentage of text regarding gifted learners or learners with speech/language/communication disorders. The results indicated that the mean percentage of text for gifted ( $M = 7.36$ ,  $SD = 1.47$ ) was not significantly greater than the mean percentage of text for speech/language/communication disorders ( $M = 6.51$ ,  $SD = 2.25$ ),  $t(9) = 1.13$ ,  $p = .287$ . The standardized effect size,  $d$ , was .36, with no significant difference between the two groups. The 95% confidence interval for the mean difference between the two ratings was -.85 to 2.56.

Hypothesis 7 stated: The placement of gifted education chapters in the 10 examined education textbooks will be in the second 50% of all texts.

Table 12 contains data used to test Hypothesis 7. Hypothesis 7 was accepted. One hundred percent of the introductory special education textbooks included in the study placed the chapter regarding gifted learners in the second 50% of the texts. In addition, three texts placed the chapter regarding gifted learners as the final chapter. The three texts with the gifted chapter in last position were Turnbull, Werts, and Friend.

Hypothesis 8 stated: The prevalence of pedagogical features incorporated into gifted education chapters in the 10 examined texts will show an average of 12 pedagogical features among the texts.

Table 13 contains data to test Hypothesis 8. Hypothesis 8 was accepted. There was an average of 12.7 pedagogical features among the 10 texts. The range of featured

Table 11

*Posttest Comparison of Means Gifted and Speech/Language/Communication Disorders Coverage*

Groups	N	Means	Mean Difference	t-ratio	Sig. 2 tail
Gifted	10	7.36			
			.85	1.13	.287
Speech/Language/ Communication Disorders	10	6.51			

Table 12

*Placement of Gifted Chapters in Introductory Special Education Textbooks*

Text Rank	Total Number of Chapters in Text	Placement of Gifted Chapter in Text
1 - Heward	15	13
2 - Turnbull	16	16
3 - Lewis	18	16
4 - Hunt	14	13
5 - Smith	16	12
6 - Vaughn	17	12
7 - Kirk	13	9
8 - Werts	12	12
9 - Gargiulo	14	9
10 - Friend	15	15



pedagogical features was 8 to 16. The number of pedagogical features in the examined texts was as follows: Smith (16), Vaughn (15), Gargiulo (14), Hunt (14), Heward (13), Friend (13), Kirk (12), Lewis (12), Turnbull (10), and Werts (8).

Hypothesis 9 stated: The comparison of pedagogical features incorporated into gifted education chapters in the 10 examined texts will show that 50% of the pedagogical features will appear in 80% of the examined texts.

Tables 14, 15, and 16 contain data to test Hypothesis 9. Hypothesis 9 was accepted. The results showed that 10 of 20 pedagogical features, or 50%, appeared in 80% of the examined texts. The 10 pedagogical features in 80% of the texts were: photos (100%), bold type (100%), italic type (100%), organization lists (90%), figures (90%), profiles (90%), chapter summaries (80%), questions (80%), and teacher/educator strategies (80%) (see Table 15). The 10 pedagogical features found in less than 80% of the examined texts were: tables (70%), informational sections (60%), standards (60%), technology and website information (50%), chapter outline (40%), learning objectives (30%), text boxes (20%), suggested readings (20%), chapter reference list (10%), and chapter glossary (0%) (see Table 16).

Hypothesis 10 stated: The prevalence of key terms incorporated into gifted chapters in the 10 examined texts will show an average of 20 key terms among the 10 texts.

Table 17 contains data to test Hypothesis 10. Hypothesis 10 was rejected. The results showed an average of 14.3 key terms among the 10 texts. The range of key term total for the 10 examined texts was from five to 40. The number of key terms in each

Table 13

*Pedagogical Features Incorporated Into Gifted Chapters*

Pedagogical Feature	1	2	3	4	5	6	7	8	9	10
Chapter Outline (Beginning of Chapter)			X	X		X			X	
Chapter Summary (End of Chapter)	X	X		X	X	X	X		X	X
Chapter Glossary										
Chapter Reference List (End of Chapter)								X		
Informational Sections	X		X		X	X	X		X	
Lists	X		X	X	X	X	X	X	X	X
Profiles	X	X	X	X	X	X	X		X	X
Questions	X	X			X	X	X	X	X	X
Standards	X	X		X	X				X	X
Educator & Teaching Strategies	X		X	X	X	X	X		X	X
Tech & Website Information			X	X	X	X				X
Text Boxes		X						X		
Figures	X	X	X	X	X	X	X		X	X
Tables	X		X	X	X	X	X		X	
Photos	X	X	X	X	X	X	X	X	X	X
Bold Type	X	X	X	X	X	X	X	X	X	X
Italics Type	X	X	X	X	X	X	X	X	X	X
Key Terms	X	X	X	X	X	X	X	X	X	X
Learning Objectives				X	X					X
Suggested Readings					X	X				
Totals	13	10	12	14	16	15	12	8	14	13

Table 14

*Comparison of Pedagogical Features Among the 10 Examined Textbooks*

Pedagogical Feature	1	2	3	4	5	6	7	8	9	10	Totals
Chapter Outline (Beginning of Chapter)			X	X		X			X		40%
Chapter Summary (End of Chapter)	X	X		X	X	X	X		X	X	80%
Chapter Glossary											0%
Chapter Reference List (End of Chapter)								X			10%
Informational Sections	X		X		X	X	X		X		60%
Lists	X		X	X	X	X	X	X	X	X	90%
Profiles	X	X	X	X	X	X	X		X	X	90%
Questions	X	X			X	X	X	X	X	X	80%
Standards	X	X		X	X				X	X	60%
Educator & Teaching Strategies	X		X	X	X	X	X		X	X	80%
Tech & Website Information			X	X	X	X				X	50%
Text Boxes		X						X			20%
Figures	X	X	X	X	X	X	X		X	X	90%
Tables	X		X	X	X	X	X		X		70%
Photos	X	X	X	X	X	X	X	X	X	X	100%
Bold Type	X	X	X	X	X	X	X	X	X	X	100%
Italics Type	X	X	X	X	X	X	X	X	X	X	100%
Key Terms	X	X	X	X	X	X	X	X	X	X	100%
Learning Objectives				X	X					X	30%
Suggested Readings					X	X					20%
Totals	13	10	12	14	16	15	12	8	14	13	-

Table 15

*10 Pedagogical Features Found in 80 to 100% of Textbooks*

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Pedagogical Feature	Percentage of Textbooks Containing Each Pedagogical Features
Key Terms	100%
Photos	100%
Bold Type	100%
Italic Type	100%
Organization Lists	90%
Figures	90%
Profiles	90%
Chapter Summaries	80%
Questions	80%
Teacher & Educator Strategies	80%

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Table 16

*10 Pedagogical Features Found in Less Than 80% of Textbooks*

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Pedagogical Feature	Percentage of Textbooks Containing Each Pedagogical Features
Tables	70%
Informational Sections	60%
Standards	60%
Tech and Website Information	50%
Chapter Outline (1 <sup>st</sup> in Chapter)	40%
Learning Objectives	30%
Text Boxes	20%
Suggested Readings	20%
Chapter Reference List (End of Chapter)	10%
Chapter Glossary	0%

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examined text was: Vaughn (40), Hunt (26), Friend (21), Gargiulo (15), Turnbull (13), Kirk (12), Lewis (10), Werts (8), Heward (7), and Smith (5).

Hypothesis 11 stated: The comparison of key terms incorporated into gifted education chapters in various introductory special education textbooks will show that 50% of total of key words will appear in 50% of examined texts.

Table 18 provides data to test Hypothesis 11. Hypothesis 11 was rejected. The results show that only six key terms, or .06%, appeared in five or more of the examined texts out of the 104 total listed key terms among the texts. The most prevalent key term appearing in 90% of examined texts was curriculum compacting/compact the curriculum. The second most prevalent key term appearing in 70% of the examined texts was enrichment/enrichment techniques. The three key terms that appeared in 60% of texts were acceleration, creativity, and gifted/giftedness. The key term charter schools appeared in 50% of the examined texts.

#### Additional Findings

Additional findings of this study are summarized in this section. Table 19 contains data on the remaining 18 key terms that appeared in multiple textbooks in the study. The five terms that appeared in 40% of the texts were brainstorming, cluster grouping, differentiation, mentors/mentorships, and problem-based learning. The five terms that appeared in 30% of the texts were content area acceleration, magnet schools, multiple intelligences, talent/talented, and tiered assignments/lessons. The eight terms that appeared in 20% of the texts were ability grouping, divergent thinking, gifted underachiever, independent study or learning, school-wide enrichment model, student acceleration, triarchic model (theory), and twice exceptional students.

Table 17

*Prevalence and Comparison of Pedagogical Features Incorporated Into Gifted Education Chapters in Various Introductory Textbooks: Key Terms Totals by Author*

	1	2	3	4	5	6	7	8	9	10	Total	Total Average
Key Term Totals	7	13	10	26	5	40	12	8	15	21	10	14.3

Table 18

*Key Terms Appearing in Five or More of the Textbooks*

Key Term	Percentage of Textbooks Containing Key Term
Curriculum compacting/compact the curriculum	90%
Enrichment/enrichment techniques	70%
Acceleration	60%
Creativity	60%
Gifted, giftedness	60%
Charter schools	50%

Table 19

*Key Terms Appearing in Four or Less of the Texts*

Key Term	Percentage of Textbooks Containing Key Term
Brainstorming	40%
Cluster Grouping	40%
Differentiation	40%
Mentors, Mentorships	40%
Problem-based Learning	40%
Content Area Acceleration	30%
Magnet Schools	30%
Multiple Intelligences	30%
Talent, Talented	30%
Tiered Assignments/Lessons	30%
Ability Grouping	20%
Divergent Thinking	20%
Gifted Underachiever	20%
Independent Study or Learning	30%
Schoolwide Enrichment Model	20%
Student Acceleration	20%
Triarchic Model (Theory)	20%
Twice Exceptional Students	20%



## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Purpose

The purpose of this study was to examine and compare 10 introductory to special education textbooks used in the mandatory introductory special education courses for teacher candidates. The ultimate goal was to provide information regarding the exposure of gifted education to teacher candidates through such introduction to special education textbooks.

#### Summary of Procedures

Included in this study were 10 introductory to special education textbooks. The textbooks were selected in a non-random purposeful manner by Amazon.com sales rankings.

The variable of percentage of text devoted to major chapter topics within such texts was explored. In addition, the percentage and comparison of gifted education chapters to specific learning disabilities, behavior disorders, mental retardation, autism spectrum disorders, and speech/language/communication disorders chapters was also examined. Additionally, the prevalence and comparison of pedagogical aids and key terms were also calculated.

Data for all variables were collected by the researcher and were also calculated by an additional independent rater during the months of December 2007 through March 2008. The statistical processes used to test the hypotheses used in this study were paired sample *t* tests.

## Summary of Major Findings

The following is a restatement of each of the hypotheses and a summary of the major findings from the tests of each hypothesis.

H1: The coverage of gifted education in each introductory textbook will be less than 8% of the total text.

Hypothesis 1 was rejected.

Four of the 10 examined introductory special education texts provided greater than 8% coverage for gifted education. The four texts that provided greater than 8% coverage of gifted education were Vaughn (9.53%), Kirk (9.34%), Hunt (8.44%), and Werts (8.13%). The six texts that provided less than 8% coverage of gifted were Gargiulo (7.18%), Heward (7.11%), Smith (6.28%), Turnbull (6.08%), Friend (6.03%), and Lewis (5.35%). The average coverage of gifted education in the 10 texts was 7.36%.

H2: There will be a statistically significant difference in the coverage of gifted education and the coverage of specific learning disabilities (SLD) in their respective chapters within introductory special education textbooks.

Hypothesis 2 was rejected.

A paired samples *t* test was conducted to evaluate Hypothesis 2 and whether textbooks contained more percentage of text regarding gifted learners or learners with specific learning disabilities. The results indicated that the mean percentage of text for gifted ( $M = 7.36$ ,  $SD = 1.47$ ) was not significantly less than the mean percentage of text for specific learning disabilities ( $M = 7.62$ ,  $SD = 1.46$ )  $t(9) = -.47$ ,  $p = .649$ . The standardized effect size index,  $d$ , was  $-0.15$ , with no significant difference between the

two groups. The 95% confidence interval for the mean difference between the two ratings was -1.52 to 100.

H3: There will be a statistically significant difference in the coverage of gifted education and the coverage of emotionally conflicted/behavior disorders in their respective chapters within introductory special education textbooks.

Hypothesis 3 was rejected.

A paired samples *t* test was conducted to evaluate Hypothesis 3 and whether textbooks contained more percentage of text regarding gifted learners or learners with behavior disorders. The results indicated that the mean percentage of text for gifted ( $M = 7.36$ ,  $SD = 1.47$ ) was not significantly greater than the mean percentage of text for behavior disorders ( $M = 7.11$ ,  $SD = 1.41$ ),  $t(9) = .49$ ,  $p = .636$ . The standardized effect size index,  $d$ , was 0.16, with no significant difference between groups. The 95% confidence interval for the mean difference between two ratings was -.90 to 1.40.

H4: There will be a statistically significant difference in the coverage of gifted education and the coverage of mental retardation/developmental disabilities in their respective chapters within introductory special education textbooks.

Hypothesis 4 was rejected.

A paired samples *t* test was conducted to evaluate whether textbooks contained more percentage of text regarding gifted learners or learners with mental retardation. The results indicated that the mean percentage of text for gifted ( $M = 7.36$ ,  $SD = 1.47$ ) was not significantly greater than the mean percentage of text for learners with mental retardation ( $M = 6.95$ ,  $SD = 2.22$ ),  $t(9) = .479$ ,  $p = .580$ . The standardized effect size

index,  $d$ , was 0.18, with no significance between the two groups. The 95% confidence interval for the mean difference between the two ratings was -1.21 to 2.04.

H5: There will be a statistically significant difference in the coverage of gifted education and the coverage of autism spectrum disorders in their respective chapters within introductory special education textbooks.

Hypothesis 5 was accepted.

A paired samples  $t$  test was conducted to evaluate whether textbooks contained more percentage of text regarding gifted learners or learners with autism spectrum disorders. The results indicated that the mean percentage of text for gifted ( $M = 7.36$ ,  $SD = 1.47$ ) was significantly greater than the mean percentage of text for autistic learners ( $M = 5.29$ ,  $SD = 1.34$ ),  $t(9) = 3.31$ ,  $p = .009$ . The standardized effect size index,  $d$ , was 1.05, with a significant difference between the two groups. The 95% confidence interval for the mean difference between the two ratings was .65 to 3.49.

H6: There will be a statistically significant difference in the coverage of gifted education and the coverage of speech/language/communicative disorders in their respective chapters within introductory special education textbooks.

Hypothesis 6 was rejected.

A paired samples  $t$  test was conducted to evaluate whether textbooks contained more percentage of text regarding gifted learners or learners with speech/language/communication disorders. The results indicated that the mean percentage of text for gifted ( $M = 7.36$ ,  $SD = 1.47$ ) was not significantly greater than the mean percentage of text for speech/language/communication disorders ( $M = 6.51$ ,  $SD = 2.25$ ),  $t(9) = 1.13$ ,  $p = .287$ . The standardized effect size,  $d$ , was .36, with no significant

difference between the two groups. The 95% confidence interval for the mean difference between the two ratings was  $-.85$  to  $2.56$ .

H7: The placement of gifted education chapters in the 10 examined introduction to special education textbooks will be in the second 50% of all texts.

Hypothesis 7 was accepted.

One hundred percent of the introductory special education textbooks included in the study placed the chapter regarding gifted learners in the second 50% of the texts. In addition, three texts placed the chapter regarding gifted learners as the final chapter. The three texts with the gifted chapter in last position were Turnbull, Werts, and Friend. This proves relevant if instructors teach in order of the texts and do not have enough class time to study the entire text and therefore study the chapter of gifted learners.

H8: The prevalence of pedagogical features incorporated into gifted education chapters in the 10 examined texts will show a minimum average of 12 pedagogical features among all texts.

Hypothesis 8 was accepted.

There was an average of 12.7 pedagogical features among the 10 texts. The range of featured pedagogical features was 8 to 16. The number of pedagogical features in the examined texts was as follows: Smith (16), Vaughn (15), Gargiulo (14), Hunt (14), Heward (13), Friend (13), Kirk (12), Lewis (12), Turnbull (10), and Werts (8).

H9: The comparison of pedagogical features incorporated into gifted education chapters in the 10 examined texts will show that a minimum of 50% of the pedagogical features will appear in a minimum of 80% of the examined texts.

Hypothesis 9 was accepted.

The results showed that 10 of 20 pedagogical features, or 50%, appeared in 80% of the examined texts. The 10 pedagogical features in 80% of the texts were: photos (100%), bold type (100%), italic type (100%), organization lists (90%), figures (90%), profiles (90%), chapter summaries (80%), questions (80%), and teacher/educator strategies (80%) (see Table 15). The 10 pedagogical features found in less than 80% of the examined texts were: tables (70%), informational sections (60%), standards (60%), technology and website information (50%), chapter outline (40%), learning objectives (30%), text boxes (20%), suggested readings (20%), chapter reference list (10%), and chapter glossary (0%) (see Table 16).

H10: The prevalence of key terms incorporated into gifted chapters in the 10 examined texts will show a minimum average of 20 key terms among the 10 texts.

Hypothesis 10 was rejected.

The results showed an average of 14.3 key terms among the 10 texts. The range of key term total for the 10 examined texts was from five to 40. The number of key terms in each examined text was: Vaughn (40), Hunt (26), Friend (21), Gargiulo (15), Turnbull (13), Kirk (12), Lewis (10), Werts (8), Heward (7), and Smith (5).

H11: The comparison of key terms incorporated into gifted education chapters in various introductory special education textbooks will show that a minimum of 50% of total of key terms will appear in a minimum of 50% of the examined texts.

Hypothesis 11 was rejected.

The results show that only six key terms, or .06%, appeared in five or more of the examined texts out of the 104 total listed key terms among the texts. The most prevalent key term appearing in 90% of examined texts was curriculum compacting/compact the

curriculum. The second most prevalent key term appearing in 70% of the examined texts was enrichment/enrichment techniques. The three key terms that appeared in 60% of texts were acceleration, creativity, and gifted/giftedness. The key term charter schools appeared in 50% of the examined texts.

### Discussion

The literature has established that many factors may influence teacher candidate attitudes. These factors include personal relevance (Eisner, 1985), social adaptation (Eisner, 1985), individual interests (Renninger, 1992), and situational interest (Hidi, 1990). Literature has also mentioned the theory of text-based interest (Dabbagh, 1996). Text-based interest relates directly to the importance of the textbook in the exposure of teacher candidates to students eligible to receive services outside the general education classroom (Dabbagh, 1996).

Within this study, a significant difference was found in the percentage of text coverage between gifted education and education for students with autism spectrum disorders. There was no significant difference in the percentage of text coverage between gifted education and specific learning disabilities, behavior disorders, mental retardation, or speech/language/communication disorders. This study used the foundation of comparative analysis to determine the percentage of text devoted to individual traditional topics of chapters in introductory texts on previous studies (Griggs & Koenig, 2001; Griggs & Marek, 2001).

Zechmeister and Zechmeister (2000) and Griggs and Marek (2001) found that the results for key term dimensions showed surprisingly little overlap in key terms across texts. This study also found surprisingly little overlap in key terms among texts.

Griggs and Marek (2001) found lack of similarity in pedagogical features across examined texts except for the use of bold face type and chapter summaries. This study found overlap among 18 dimensions of pedagogical features. Those features were key terms, photos, bold type, italic type, organization lists, figures, profiles, chapter summaries, questions, teacher and educator strategies, tables, informational sections, standards, tech and website information, chapter outline, learning objectives, text boxes, and suggested readings.

Griggs and Marek (2001) concluded that professors should not think all introductory textbooks are the same and that similar tables of contents do not mean similar text content. This study also concluded that there are many textbook dimensions to consider when choosing a textbook for teacher candidates. Adoption committees should spend time examining texts on multiple dimensions before adoption of a specific textbook.

#### Recommendations for Practice

First, a separate chapter should be allowed for each individual exceptionality in introductory to special education textbooks to avoid confusion for teacher candidates. This practice may give teacher candidates the impression that some exceptionalities do not warrant a separate chapter; however, candidates need the knowledge whether they have one student or nine students with a specific exceptionality.

Second, the lack of commonality and overlap of key terms within gifted chapters among texts highlights a need for a consensus among authors and/or experts as to which key terms should be mandatory and/or beneficial for teacher candidates' exposure during such introductory special education courses.



Third, quantitative text content analysis investigations with introduction to special education textbooks should continue to add to the literature review.

Fourth, additional expanded investigations of such introductory special education texts that include ancillaries available with various texts are needed.

Fifth, additional expanded investigations of such introductory special education texts that include teacher editions should continue to add to the literature review.

Sixth, additional expanded investigations of such mandatory introductory texts to include course syllabi and assigned chapters are needed.

Seventh, additional expanded investigations of such mandatory introductory textbooks for special education and the changes in various exceptionalities coverage across the decades should be explored.

#### Recommendations for Future Research

1. Additional investigations with questionnaires to experts in the field via National Association for Gifted Children and Council for Exceptional Children to gain consensus and compile a key term list for authors of introduction of special education texts should be conducted.
2. Additional context text analyses expanded investigations of such introductory special education texts that include ancillaries available with various texts should be done.
3. Additional expanded content text analyses investigations of such introductory special education texts that include teacher editions should continue to add to the literature review.

4. Additional expanded investigations of such introductory text use to include course syllabi and assigned chapters to explore the role of the introductory text in hybrid and online delivered classes should be conducted.

5. Additional expanded text content analysis investigations of such introductory textbooks for special education and the changes in percentage of text coverage in various exceptionalities coverage across the decades should be explored.

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## CURRICULUM VITAE

Sandra Kay Hansen Wentworth  
1126 Richburg Road  
Hattiesburg, MS 39402

### EDUCATION

- 2008 Ph.D. in Education  
The University of Southern Mississippi  
Curriculum, Instruction and Special Education
- 1991 Master of Education, The University of Southern Mississippi  
Area of Emphasis: Specific Learning Disabilities
- 1986 Bachelor of Science, The University of Southern Mississippi  
Major: Psychology

### MISSISSIPPI TEACHER CERTIFICATIONS

- A 171 Psychology (7- 12)  
A 116 Ele Educ (K - 3)  
A 117 Ele Educ (4 - 8)  
A 207 Gifted (K - 12)  
AA 221 Mild/Mod Disabilities (K - 12)

### PROFESSIONAL EXPERIENCE

#### Program Supervisor:

- 2005 Educational Coordinator, The University of Southern Mississippi.  
National Youth Sports Program, summer 2005.  
Designed and supervised curriculum implementation for nine physical education units and three academic subject areas for students ages 10 - 17.
- 2004 Educational Coordinator, The University of Southern Mississippi.  
National Youth Sports Program, summer 2004.  
Designed and supervised curriculum implementation for nine physical education units and three academic subject areas for students ages 10 - 17.
- 2006 Program Supervisor, The University of Southern Mississippi.  
Center for Gifted Studies Program for Leadership Studies, summer 2006.  
Supervised the curriculum and program implementation of eight leadership units for students grades 7 - 12.
- 2006 Program Supervisor, The University of Southern Mississippi.  
Center for Gifted Studies Program for Academically Talented Youth, summer 2006  
Supervised the curriculum and program implementation of five academic units for students grades 7 - 12.

**Teaching:**

- 2006-08 Special Education Teacher, Lamar County Schools, Hattiesburg, MS  
Life Skills Science Teacher for grades 9 - 12.  
Supervised student practicum teachers from University of Southern Mississippi.
- 2006 Teacher of the Gifted, The University of Southern Mississippi.  
Summer Gifted Studies Program.  
The Frances A. Kames Center for Gifted Studies, summer 2006.  
Taught course: Inventions, grades 7 - 11.
- 2006 Teacher of the Gifted, The University of Southern Mississippi.  
Saturday Gifted Studies Program.  
The Frances A. Kames Center for Gifted Studies, spring 2006.  
Taught course: Rock On ! An Introduction to Geology, grades 5 - 6
- 2005 Teaching Assistant, The University of Southern Mississippi.  
SPE 400/500: Psychology and Education of Exceptional Children, fall 2005  
Designed delivery of various issues in educating individuals with exceptionalities,  
including learning disabilities, mental retardation, attention deficit disorders, giftedness  
and classroom management.
- 2005 Internship in Teaching, The University of Southern Mississippi.  
SPE 460/560: Characteristics and Education of Gifted Students, summer 2005  
Designed delivery of various issues in educating gifted students, including the history  
of gifted education, acceleration and enrichment, multiple intelligences, residential  
high schools, and identification.
- 2005 Math/Science Teacher, The University of Southern Mississippi.  
National Youth Sports Program, summer 2005.  
Taught Course: Math and Science, ages 10 - 17.  
Designed delivery of math and science units including geometry, logic, and  
psychology.
- 2005 Teacher of the Gifted, The University of Southern Mississippi.  
Saturday Gifted Studies Program.  
The Frances A. Kames Center for Gifted Studies, spring 2005.  
Taught course: Save our Planet, grades 2 - 3.
- 2004 Math/Science Teacher, The University of Southern Mississippi.  
National Sports Youth Program, summer 2004.  
Taught Course: Math and Science, ages 10 -17.  
Designed delivery of math and science units including geometry, fractions, physics and  
animal behavior.
- 2004 Teacher of the Gifted, The University of Southern Mississippi.  
Saturday Gifted Studies Program.  
The Frances A. Kames Center for Gifted Studies, spring 2004.  
Taught course: What's Ticking ? The Human Body, Grades K - 1.

- 2003 Math/Science Teacher, The University of Southern Mississippi.  
National Youth Sports Program, summer 2003.  
Taught Course: Math and Science, ages 10 - 17.  
Designed delivery of math and science units including geometry and physics.
- 2002 Math/Science Teacher, The University of Southern Mississippi.  
National Youth Sports Program, summer 2002.  
Taught course: Math and Science, ages 10 - 17.  
Designed delivery of math and science units including geometry and physics.
- 2002 Teacher of the Gifted, The University of Southern Mississippi.  
Saturday Gifted Studies Program.  
The Frances A. Karnes Center for Gifted Studies, spring 2002.  
Taught course: Physics Fanatics, grades 5 - 6.
- 1999-05 Teacher, Presbyterian Christian Schools, Hattiesburg, MS.  
Taught grades 5th, 6th, 7th, 8th and 10th.  
Subjects taught include science, history, math, English and computer.
- 1997-98 Teacher, Bruno's Montessori School, Birmingham, AL.  
Taught humanities courses for students in 6th, 7th and 8th grades.
- 1992-93 Teacher, Bartow County Schools, Cartersville, GA.  
Taught as lead special education teacher. Duties included identification,  
and teaching students with the following exceptionalities; learning disabilities,  
mental retardation and behavior disorders.
- 1991-92 Teacher, North Cobb Christian Schools, Kennesaw, GA.  
Taught learning disabled students in a special education pull-out program.
- 1988 Teacher of the Developmentally Disabled, Hattiesburg, MS.  
The Association of Retarded Citizens Summer Program, summer 1988.  
Taught Courses: Music, Drama and Adaptative Physical Education
- 1986-90 Teacher, Forrest County Schools, Hattiesburg, MS.  
Taught Fourth Grade for two years and Kindergarten for two years. Received  
Writing to Read District Trainer Training and piloted Writing to Read for the district.  
Participated in writing Mississippi state tests for Kindergarten.  
Committee for SACS accreditation.
- 1985- 86 Boswell Retardation Center, Sanatorium, MS  
House Parent and Case Manager for Adults  
Taught life skills such as cooking, hygiene, house care, time management, job skills  
and leisure skills.



### GRANTS

**Grants:**

2007 Project Coordinator, Oak Grove High School  
 Authored, coordinated and managed classroom grant "Let's Build Simple Machines".  
 Included researching state science standards, curriculum alignment,  
 ordering materials, and teaching concepts to students.  
 Grant provided by Oak Grove Education Foundation.

2002 Project Coordinator, Presbyterian Christian Schools  
 Authored, coordinated and managed classroom grant "Let's Build Atoms".  
 Included researching state science standards, curriculum alignment,  
 ordering materials, and teaching concepts to students.  
 Grant provided by Mississippi Power Foundation.

**Grant Writing:**

Assisted in writing the grant Childhood Obesity (2006).  
 Unfunded.  
 Submitted to the Bradley Foundation.

Co - authored the grant The Effects of Mass Screening Instruments and Methods in the  
 Identification of Gifted Youth Ages 5 - 10 in the Delta Region of Mississippi.  
 (2006). Unfunded.

Co - authored the grant Delta Project (2006). Unfunded.  
 Submitted to the Ford Foundation.

Co - authored the grant Delta Project (2006). Unfunded.  
 Submitted to the Annenberg Foundation.

Co - authored the grant The Identification and Screening of Gifted Youth Ages 5 - 10 in the  
 Delta Region in Mississippi (2006). Unfunded.  
 Submitted to the Spencer Foundation.

Authored the grant Academically Talented Youth Summer Program Materials (2005). Unfunded.  
 Submitted to the Staples Foundation.

Assisted in writing Leadership through Academics (2005). Unfunded.  
 Submitted to the Annenberg Foundation.

Assisted in writing Leadership through Academics (2005). Unfunded.  
 Submitted to the Ford Foundation.

Assisted in writing Leadership through Academics (2005). Unfunded.  
 Submitted to the Kellogg Foundation.

Assisted in writing The Health and Physical Fitness of Students (2005). Unfunded.  
 Submitted to the Blue Cross Blue Shield Foundation.

Assisted in writing The Health and Physical Fitness of Gifted Students (2005). Unfunded  
 Submitted to the Robert Wood Johnson Foundation.

Assisted in writing The Health and Physical Fitness of Gifted Students (2005). Unfunded.  
 Submitted to the National Institutes of Health.

## PRESENTATIONS

**National:**

Wentworth, S.K. (2006, November). *Multi-Cultural Scientists: The History and Nature of Science for Grades 5 - 8*. Session presented at the National Association for Gifted Children, Charlotte, NC.

Wentworth, S.K. (2006, November). *Hands on Science*. Poster Session presented at the National Association for Gifted Children, Charlotte, NC.

Wentworth, S.K. (2006, November). *Public Relations to Promote Gifted Education*. Poster Session presented at National Association for Gifted Children, Charlotte, NC.

Wentworth, S.K. (2006, October). *Women Scientists: A Multi-Disciplinary Multiple Intelligences Unit*. Session presented at the National Science Teacher Association, Omaha, NE.

Wentworth, S.K. (2005, November). *Women Scientists: A Technology Project for Grades 5 - 8*. Marketplace session presented at the National Association for Gifted Children Conference, Louisville, KY.

**State:**

Wentworth, S.K. (2006, September). *The Effectiveness of Public Relations to Gain Support for Your Gifted Program*. Session presented at the Mississippi Association for Gifted Children, Jackson, MS.

Wentworth, S.K. (2006, September). *The Integration of Science into the Gifted Classroom*. Session presented at Mississippi Association for Gifted Children, Jackson, MS.

Wentworth, S.K. (2006, February). *Time for Sharing (Science Integration into Gifted Classroom)*. Session presented at the Day of Sharing Teacher Conference, Hattiesburg, MS.

Wentworth, S.K. (2006, January). *Women Scientists*. Session presented at the Mississippi Association for Gifted Children, Olive Branch, MS.

Wentworth, S.K. (2001, September). *Classroom Boredom Busters*. Session presented at the Mississippi Association for Gifted Children, Jackson, MS.

Wentworth, S. K. (2001, September). *Culturally Diverse Science*. Session presented at the Mississippi Association for Gifted Children, Jackson, MS.

Wentworth, S.K. (2001, September). *Science in a Bag and Basket*. Session presented at the Mississippi Association for Gifted Children, Jackson, MS.

Wentworth, S.K. (2001, October). *Science in the Home*. Session presented at the Day of Sharing Parenting Conference, Hattiesburg, MS.

**District:**

Wentworth, S.K. (2003, November). *Science Fairs*. Session presented at the Jackson Area Association of Independent Schools, Jackson, MS.

Wentworth, S.K. (2003, November). *Multi-Cultural Scientists*. Sessions presented at the Jackson Area Association of Independent Schools, Jackson, MS.

Wentworth, S.K. (2003, November). *Insects in the Classroom*. Session presented at the Jackson Area Association of Independent Schools, Jackson, MS.

Wentworth, S.K. (2000, October). *Characteristics of Gifted Children*. Session presented at the University of Alaska at Fairbanks, Fairbanks, AK.

### SERVICE

**National:**

National Association for Gifted Children 2007 Conference Session Reviewer, spring 2006

**State:**

Science Fair Judge, Mississippi Science and Engineering Fair and Mississippi Private School Association Science Fair, at various locations throughout Mississippi, 2001 - 2005.

**District:**

Science Fair Judge, Mississippi Science and Engineering Fair and Mississippi Private School Association Science Fair, at various locations throughout Mississippi, 2001 - 2005.

**Departmental:**

Guest Lecture, Characteristics and Education of Gifted Students, SPE 460/560,  
*Multiple Intelligences fall 2006*

Guest Lecture, Psychology and Education of Exceptional Children, SPE 400/500,  
*Characteristics, Identification and Teaching Strategies for Gifted Students*  
spring 2006

**Local:**

Science Fair Coordinator, Presbyterian Christian Schools, Hattiesburg, MS, 2001 - 2005.  
Organized, conducted and trained students for participation in the Mississippi Science and Engineering Fair, Intel International Science Fair, and Mississippi Private School Association Fair. Organized and conducted the Presbyterian Christian Schools Local Science Fair.

Junior Varsity Cheerleading Coach, Presbyterian Christian High School, Hattiesburg, MS, 2003 - 2005.

### AWARDS AND HONORS

Intel International Science Fair Teacher Mentor Award, 2005

National Youth Sports Program All-Star Ambassador, 2005

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

National Association for Gifted Children

Mississippi Association for Gifted Children

Council for Exceptional Children

National Science Teacher Association

**SPECIAL TRAINING AND CERTIFICATIONS**

Advanced Placement Psychology Certification (2000).

Hands On Equations ( 1992 -1993)

Writing to Read District Coordinator Training (1988).