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Search '82 : a report of the May vacation programme for gifted and talented children

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SEARCH'82

A Report of the May Vacation Programme for GIFTED & TALENTED CHILDREN



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Churchlands Campus
Western Australian College of Advanced Education

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'SEARCH 82'

MAY VACATION PROGRAMME FOR GIFTED AND TALENTED CHILDREN.



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PREFACE.

The report which follows has been prepared by the committee responsible for the organisation of 'Search 82'. From the time of the announced amalgamation of the four campuses to form the Western Australian College of Advanced Education, a group of representatives from each campus with concern and expertise in the area of gifted education, has been meeting on a regular basis. The May vacation programme was a combination of their efforts and the group is continuing to meet in order to ensure a co-ordinated approach.

While all members of the committee contributed a great deal, special recognition must be given to Lou Thompson, who was the instigator of the programme and who worked tirelessly throughout to ensure that the organisation was effective for all concerned.

It is hoped that a similar programme will be offered in 1983.

ABSTRACT.

The four campuses of the Western Australian College of Advanced Education - Churchlands, Claremont, Mount Lawley and Nedlands - combined their efforts to organise a unique programme for gifted and talented children in upper primary school which was held at the Churchlands Campus during the vacation week May 17th - 21st, 1982.

Drawing on the special expertise of staff from all four campuses, the programme was designed to provide gifted and talented children with a wide variety of learning experiences. This was the first joint initiative by the four campuses in the area of gifted education, and gave equal emphasis to the development of affective and intellectual skills. Specifically, workshop sessions were concentrated in four areas of human learning: thinking, feeling, physical sensing and intuition.

The programme was open to any child whom parents considered would benefit from participation in such a learning experience. However, all sessions were aimed at an advanced level.

In addition to the day-time activities, evening seminars were held for interested parents, teachers and community members. Topics for the seminars included: Characteristics and Identification of Gifted Children; Social and Emotional Development of Gifted Children; The Role of the Parent and the Community; and Education Department Policy and Provisions for Gifted and Talented Children. These sessions were offered by academic staff members of the W.A. College as well as Education Department representatives.

Evaluations of the programme by parents, participating children and staff confirmed the success of the venture. Suggestions and recommendations for future programmes based on these evaluations are included in this report.

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INTRODUCTION.

1.1 BACKGROUND:

The 'Search 82' May Vacation Programme for Gifted and Talented Children was based upon a similar project instigated in Los Angeles by Professor Barbara Clark of the Department of Special Education, California State University. Professor Clark has established the Centre of New Age Education which offers a summer programme for Gifted and Highly Able Learners. The Centre of New Age Education is organized into cross-age, non-graded classes for students 3-16 years of age. Enrolment into the summer course is based upon parental referral. An "integrative education" curricula approach to teaching the gifted is implemented.

1.2 RATIONALE:

The primary goal of the 'Search 82' May Vacation Programme for Gifted and Talented Children was to provide opportunities for gifted learners to meet a number of needs that cannot be met in a regular classroom programme. The programme was not designed to provide gifted children with an "alternative" or competing programme to that offered by the Education Department. The programme was seen as a 'one-off' educational experience which would broaden the children's experiential background, increase their self awareness, develop their curricula and extra-curricula interests and arouse their curiosity in new and challenging areas of learning.

1.3 AIMS:

1.3a General.

The general aim of 'Search 82' was to provide an opportunity for a group of gifted/able children

to share an array of experiences designed to cater for certain of their needs in the cognitive, affective, physical, intuitive and societal domains.

1.3b Specific.

Specifically, 'Search 82' aimed to provide gifted/able children with the opportunity to :

- interact with intellectual peers
- solve complex and interesting problems
- come into contact with advanced and/or unusual subject matter
- communicate and exchange ideas, information and opinions in a variety of ways
- actively seek ideas and feelings from others
- analyze their own processes of learning, decision-making and communication and to compare these processes with the processes used by others
- develop decision-making skills.

1.4 NATURE OF THE PROGRAMME:

To accomplish the aims of the programme it was decided that the learning experiences should be based around an "Integrative Education" curricula approach. Integrative Learning was stressed in the following four areas of human functioning:

Thinking.

This was provided for by giving the children the opportunity to work with peers and adults who had expertise in their area of interest. Thinking skills were also enhanced by confronting the children with advanced and unique subject matter and by providing them with opportunities to solve interesting problems. The following activities were provided :

- computer workshops
- writers' workshops
- introduction to biochemistry
- advanced mathematics
- literature workshop
- political socialization
- creative problem solving
- introduction to electronics
- logic exploration
- introduction to chemistry
- introduction to geology
- social science workshops
- conversational German
- an evaluation of journalism

Feelings : Attitudes.

The children were given the opportunity to explore personal value systems. The children were given the opportunity to develop negotiation strategies and communication skills. The following activities were provided :

- decision making workshops
- affective awareness workshops
- values classification
- an examination of belief
- simulation and role playing experiences
- drama workshops

Physical Awareness : Development of Sensory Awareness.

The children were given the opportunity to participate in experiences designed to : promote awareness of one's body, creative positive body image and increase comprehension of physical growth and maintenance. Experiences were also provided which were designed to develop children's awareness of their sensory capacities and thresholds.

The following activities were provided :

- introduction to anatomy
- exposure to new musical experiences
- an oral language experience
- self awareness workshops
- search into self; maintenance of body health
- physical education workshops
- creative dance
- art workshops.

Intuition.

To promote development in intuition, the children were given the opportunity to engage in activities which provided for imagery, fantasy, music, rhythm and art. It was also enhanced by the children being given the opportunity to interact with staff/adults who model creative behaviour.

The following activities were provided :

- pottery workshops
- industrial arts workshops
- creative music workshops
- video production workshops
- T.V. analysis
- home economics exploration.

1.5 ORGANIZATION:

1.5a Staffing - Administration and Organization.

This responsibility was undertaken by the inaugural members of The Western Australian College of Advanced Education Committee for Gifted Education. Specifically the following responsibilities were allocated.

1. Programme Coordinator) Lou THOMPSON,
Supervisor of Staffing) Lecturer, Psychology,
and Programme Timetable) Churchlands Campus.
2. Publicity Officer,) Jan GRANT,
Liaison with W.A.) Lecturer, Psychology,
Education Department.) Claremont Campus
3. Supervisor of) John CARROLL,
Accommodation, Treasurer.) Lecturer, Psychology,
Churchlands Campus.
4. Supervision of Data) Janet WILLIAMS,
Collection and Collation,) Lecturer, Psychology,
Testing Programme.) Churchlands Campus.
Liaison with Parents)
Lesley NEWHOUSE,
Lecturer, Education Studies,
Nedlands Campus.
5. Secretary/Receptionist) Shirley SMITH,
(Co-opted by the Committee) Receptionist,
for 'Search 82' Project)) Churchlands Campus.
6. Coordinator/Supervisor) David CREWES,
Project Audio-Visual) Producer,
Provisions. (Co-opted) Churchlands Campus.
by the Committee for)
'Search 82' Project))
7. Secretary/Typist) Shirley CALLEY,
(Co-opted by the Committee)) Secretary,
for 'Search 82' Project)) Churchlands Campus.
8. Supervision of Catering) Pat COCKBURN,
(Co-opted by the Committee)) Cafeteria Manageress,
for 'Search 82' Project)) Churchlands Campus.

1.5b Teaching Staff.

The majority of the learning experiences, instructional sessions and enrichment activities provided for the children were organized and implemented by lecturing staff employed by the Western Australian College of Advanced Education. Their services were given voluntarily. A teacher employed by the W.A. Education Department, who had particular interests and competencies in the teaching of science to gifted children was invited to participate. A limited number of community personnel with expertise in specific content areas were also invited to participate.

The following teaching staff were responsible for providing the 'Search 82' Integrated Learning Experiences.

(i) W.A.C.A.E. STAFF:

Claremont Campus.

Geoff Blyth	3 sessions
Kath Boylen	3 sessions
Greg Dick	1 session
Cynthia Dixon	1 session
Jan Grant	1 session
Jenny Marr	2 sessions
Brenda Perich	1 session
Susan Statkus	3 sessions
Jennie Tolley	1 session

Nedlands Campus.

Noelann Gandom	2 sessions
Ron Gisbourne	2 sessions
Jo Hegley	4 sessions
Les House	3 sessions
Jerry Linsten	3 sessions
Ted McGowan	2 sessions
Murray Print	4 sessions
Sue Robertson	2 sessions

Mount Lawley Campus.

Lyn Campbell	2 sessions
Addy Carroll	2 sessions
* Greg Crowe	8 sessions
Margaret Erneste	2 sessions
** Alex Glasgow	1 session
Gillian Moore	2 sessions
Doug White	2 sessions

Churchlands Campus.

Colin Ash	6 sessions
Peter Beckingham	1 session
Eric Carlin	2 sessions
David Crewes	3 sessions
Brian Farrell	2 sessions
Mike Feather	2 sessions
David Harvey	3 sessions
Denis Lawrence	1 session
Jane Lawton	3 sessions
Barry Palmer	3 sessions
Harry Phillips	2 sessions
Dave Roberts	2 sessions
Richard Rossiter	2 sessions
Geoff Younger	4 sessions

* Craftsman-in-residence

** Writer-in-residence

(ii) NON W.A.C.A.E. STAFF.

Dr. M. Locsei (Medical Practitioner)

5 sessions

Dr. T. Locsei (Geologist) 5 sessions

Mal Washbourne (Teacher, Rossmoyne High School)

3 sessions

Four Claremont B.Ed. students.

Total number of Teacher Staff = 45.1.6 PUPIL ENROLMENTS:

A total number of 123 pupils enrolled for the 'Search 82' programme. Of these 113 were the result of parent referral. Ten gifted children currently involved in the W.A. Education Department's programme for Disadvantaged Gifted Children were referred by the Superintendent-in-Charge, Mr. J. Atkinson.

Financial assistance was given to 21 children.

An examination of the total pupil enrolment reveals the following interesting information :

<u>Total Number</u>	=	123
---------------------	---	-----

<u>Total Number - Females</u>	=	59
-------------------------------	---	----

<u>Total Number - Males</u>	=	64
-----------------------------	---	----

<u>Total Year 4 Pupils</u>	=	24
----------------------------	---	----

<u>Total Year 5 Pupils</u>	=	33
----------------------------	---	----

<u>Total Year 6 Pupils</u>	=	31
----------------------------	---	----

<u>Total Year 7 Pupils</u>	=	35
----------------------------	---	----

Pupils came from sixty-seven different primary schools. Of these 8 were independent schools.

1.7 THE TEACHING PROGRAMME:

The week's teaching timetable for 'Search 82' consisted of three daily periods of 1½ hours each. One and a half hours was also allocated each day for a lunch recess.

During this time children were encouraged to:

- spend some time in preparation for a concert;
- use such College facilities as the Library, Gymnasium, and Audio-Visual Centre;
- use the sports equipment made available;
- visit the Film and Video programmes screened daily between 1.15 and 1.45 p.m.

A total number of 119 teaching sessions were offered during the week covering 28 curriculum areas. An outline of the week's teaching programme can be found in Appendix A.

1.8 VIDEOS OF TEACHING SESSIONS:

A number of the sessions were recorded on video. These provided an excellent opportunity to allow the children and parents to review sessions and the videos will provide valuable resource material for courses on gifted education within the W.A. College of Advanced Education.

2. CHARACTERISTICS OF THE CHILDREN PARTICIPATING
IN THE PROGRAMME.

2.1 GENERAL ABILITY:

In order to obtain an overall picture of the intellectual ability of the children in the programme, one session was allocated to testing.

Parental permission was obtained and two tests were administered:

- (i) The OTIS Intermediate (Form AB) - An intelligence test presented in 'verbal' form with questions including analogies, classifications, word meanings, proverbs, number series and problems involving verbal and mathematical reasoning.
- (ii) The JENKINS Intermediate Non-Verbal - A 'non-verbal' intelligence test consisting of different types of diagrammatic problems.

It was considered desirable to use both a verbal and a non-verbal measure of intelligence as there are sometimes discrepancies between the two.

Results for the group are shown below in TABLE 1.

TABLE 1.
DISTRIBUTION OF I.Q. TEST SCORES.

I.Q. RANGE	PERCENTILE	OTIS INTERMEDIATE		JENKINS NON-VERBAL	
		** N	% *	** N	% *
135 ++	100	9	8%	19	17%
135 +	99	51	46%	27	24%
130-135	98	5	4.5%	15	13%
TOTAL: IQ.130-135++	98-100	65	58.5%	61	54%
125-129	95- 97	10	9%	19	17%
120-124	91- 94	10	9%	17	15.5%
115-119	84- 90	19	17%	9	8.5%
110-114	75- 83	4	3.5%	2	2%
105-109	63- 74	1	1%	2	2%
100-104	50- 62	1	1%	1	1%
95- 99	37- 49	1	1%	0	0
TOTAL:		111	100%	111	100%

* Percentages have been rounded.

2.1a DISCUSSION:

Test results show that more than 50% of the children in the programme obtained an I.Q. score of 130+ on both tests, which is in the top two per-cent of the population for their age group. More than 70% of the children scored in the I.Q. 120+ range, which is at the 90th percentile and beyond (the top 10% of the population for their age group).

Thus, the majority of the children participating in the programme were above to well above average in general ability. Enrolment in the programme was solely on the basis of parent referral. The test results indicate that in line with other research findings (e.g., Jacobs, 1973) parents are reliable and accurate in identifying their own children as 'gifted'.

Another interesting finding was the high degree of correspondence between the scores on the OTIS and the JENKINS tests. There were only 11 cases ($< 10\%$) in which a significant discrepancy was found between the score on the verbal and the non-verbal ability measures. In all other cases (more than 90%) there was overlap in the I.Q. score range obtained on both of the tests.

The Pearson Product-Moment Correlation coefficient between the scores on the OTIS Intermediate and the JENKINS Non-Verbal test was .64. However, as the I.Q. scores are reported as a range, and as a significant number of scores were in the I.Q. 135+ category this figure is probably an under-estimate of the degree of correlation between the two sets of test scores.

Because of the high proportion of scores in the I.Q. 135+ category, it would not be appropriate to report an exact mean and standard deviation for the scores as a whole. However the mean score would be in excess of I.Q. 127.

2.1b PARENT RESPONSE TO TEST INFORMATION:

Parents were told that if they wished to obtain information on the test results they could telephone one of the programme coordinators (Janet Williams). More than 70% of the parents took this opportunity. Many had other problems they wanted to discuss and it appears that there is a need for some type of counselling provision for parents of gifted children to obtain information about resources available in the community and to be able to discuss any problems in a 'neutral' atmosphere.

The test results for individual children corresponded well with parental expectations. Only in one or two cases were results significantly higher or lower than parents anticipated. It is interesting that parents of children who scored in the average to a little above average range of intelligence, said that they knew that their child was not 'gifted', but they felt the child would benefit from the programme and in fact, had done so.

While the telephone information service was time-consuming, it appears to have been very worthwhile as most parents expressed appreciation for the opportunity to have the discussion.

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2.2 SELF-CONCEPT:

The concept of self has re-emerged as an important consideration in education in recent years. In the past, researchers have discovered that an individual's view of himself is critical in determining academic achievement, (Brookover, Erickson and Joiner 1967) (Fink 1962) (Zimmerman & Allebrand 1965) social adjustment (Teigland et al, 1966) (Williams & Cole, 1968) and personal adjustment (Combs, 1964). More recently there have been a few studies which relate to the development of self-concept in the gifted.

The limited research which does exist, suggests that on the whole, gifted children have relatively healthy self-concepts. For example, Milgram and Milgram (1976) investigated several personality variables in gifted and non-gifted children in grades 4 - 8. They found that the gifted had a more positive self-concept and greater internal locus of control than the non-gifted children. These results are supported by Tidwell (1980) and Yates (1975) who also found that gifted children scored significantly more highly on self-concept measures than their peers. On the other hand Trotter (1971) discovered that gifted children often have lower self-concepts than their peers. Trotter attempts to explain this anomaly by suggesting that the gifted children have very high expectations of themselves and may become frustrated at not being able to live up to their own standards.

Fults (1980), Rogers (1979) and Stopper (1978) found, like Trotter (1971) that gifted children have lower measured self-concepts than their peers. In an interesting discussion about the conflicting evidence in these studies, Coleman & Fults (1982) suggest that both sets of evidence may be accurate if the social environment is also taken into consideration. Their research and discussion supports the notion that self-concept is partially derived from social context. Therefore,

when gifted children are placed in special withdrawal or full-time classes, they come to view their skills in a less favourable light than in an ordinary classroom where their abilities are more atypical. Coleman & Fults (1982) explain the discrepancies by suggesting that the researchers have been considering different populations - gifted children in ordinary classrooms and gifted children who have been partially withdrawn.

2.2a Coopersmith Self-Esteem Inventory.

During 'Search 82', the children involved in the programme were given the Coopersmith scale of self-esteem. The Coopersmith takes approximately twenty minutes to complete and consists of 25 forced answer questions related to a child's view of himself;

	<u>Like Me</u>	<u>Unlike Me</u>
for example:		
"I'm popular with kids		
my own age."	_____	_____

The mean score on the Coopersmith was 17.30 with a standard deviation of 4.0. This is a relatively high mean which suggests that the children participating in the programme see themselves in a reasonably favourable light. However, the correlation between I.Q. scores and self concept was negligible. The Pearson correlation co-efficient was -0.04, indicating that within this group, I.Q. did not correlate with self-esteem. One way of interpreting these results is to suggest that the individual children were likely to have high self esteem because of the special interest that parents and teachers have exhibited by nominating the children for such a programme. Children who come from families where parents encourage self-development by choosing to enrol and pay for their children to participate in such a programme, are likely to benefit from such interest and encouragement in terms of their own self-esteem. It is thus not surprising that the mean self-concept score is relatively high. The fact that there is no direct relationship between mental ability and self-esteem is not entirely inconsistent with other evidence which suggests that the context in which social comparison occurs influences a child's self-esteem. It appears then, that within a group such as this

with a relatively high mean I.Q. ($\bar{x} = 127+$), there is no corresponding increase in self-esteem with increased mental ability. The group as a whole, however, compared very favourably with other groups of children who are less able.

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2.2b SELF-CONCEPT - QUALITATIVE APPRAISAL.

The children also completed a qualitative appraisal utilizing the Kuhn and McPartland (1954) technique (reference Cohen (1976), p.96), by writing down 20 responses to the question "Who am I ?"

General Results.

There were a variety of responses ranging from the highly perceptive appraisal of self to the completely superficial. A comparison of these responses with those of the Coopersmith Self-esteem Inventory revealed that:

- a) there was a fairly high correspondence between scores of low self-esteem and comments reflecting uncertainty, oversensitivity or unhappiness and
- b) students with high scores on the self-esteem inventory responded highly positively in the "Who am I" comments.

Generally the students throughout the age range used many self evaluative responses reflecting not only physical characteristics, but personal qualities, perceived intellectual competence, social relationships with others. Some were exceptionally introspective, a quality one might normally expect to find during adolescence. (Jones and Newhouse, 1981)

Conclusions.

The major use of these findings is not to generalize from these results about "giftedness" correlates, but specifically to utilize these results to develop a greater awareness of individual differences and of each individual's specific evaluation of his/her self concept and level of self-esteem.

It is important for both parents and teachers to take particular note of the individual child's "over-sensitive" areas of concern, possible deviations from the "norm" and self-perceived problem areas. This information should enable concerned adults to assist each child towards his or her optimal development,

"How a person sees himself (self-image) and what value he puts upon himself (self-esteem) clearly is crucial in determining the goals which the individual sets for himself, the attitudes he holds, the behaviour he initiates and the responses he makes to others."

Cohen (1976).

and as parents and educators let us not forget that :

"The self is the product of symbolic interaction with others"....."We perceive ourselves only as a reflection in the eyes of others."

G.H. Mead (1934).

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3. EVENING SEMINARS:

Seminars were conducted primarily for parents of gifted children. These were well attended with an average of about 40 per night. Feedback from the parents was favourable and many parents, especially those from country centres, attended each night.

The programme was organized in the following manner :

DATE	TOPIC	SPEAKERS
Monday May 17th	Characteristics and Identification of Gifted Children.	Janet Williams (Churchlands Campus) Ruth Shean, (Education Dept.)
Tuesday May 18th	Education Department Policy for Gifted and Talented Students.	Geoffrey Atkinson, Superintendent, (Education Dept.)
Wednesday May 19th	Social and Emotional Development of Gifted Children.	John Carroll, (Churchlands Campus) Jan Grant, (Claremont Campus)
Thursday May 20th	Role of the Parent and Community in the Education of the Gifted and Talented.	Lesley Newhouse, (Nedlands Campus). Marie McGowan, (Education Dept.)

Outlines of the presentations are as follows.

EVENING SEMINARS.3.1 TOPIC: CHARACTERISTICS AND IDENTIFICATION OF GIFTEDCHILDREN.

Speakers: Janet Williams : Lecturer, Educational Psychology,
Churchlands Campus, W.A.C.A.E.

Ruth Shean : N.W. Metropolitan Region, Education
Department, Centre for Gifted
Children, Sorrento Primary School.

Approximate Attendance : 40

LECTURE OUTLINE:

(i) Janet Williams.

DEFINITIONS:

There have been a number of attempts to produce an acceptable definition of giftedness. The Schools Commission, Canberra (1980: 10-11) lists four such definitions, and there are many more. One of the most widely accepted is that of the United States of America, Public Law 91-230, Section 806, of 1970 (See p 26 of this report).

This is a multi-faceted definition in keeping with current approaches, as opposed to earlier 'unitary' definitions, which focused on a single factor only; usually a high score on an intelligence test.

Another widely accepted definition is that of Renzulli, (1978: 180) - who considers giftedness to be an "interaction" among three basic clusters of human traits:

- above average general abilities
- high levels of task commitment
- high levels of creativity

Gifted children are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance.

Most definitions include reference to the need for educational opportunities and services that are not usually provided in the normal school programme. The Education Department of W.A. offers a variety of special programmes (see lecture outline for Tuesday 18th May) and uses a 'percentage' definition - children admitted to programmes are expected to be (for example) in the top 2-3% of their age group.

Thus a definition can be devised to suit a particular purpose. It seems unlikely that a wholly adequate general definition will be devised.

IDENTIFICATION OF GIFTED CHILDREN:

The question has to be asked: identification for what ? Ideally, each child is assessed and a programme designed to cater for his/her individual needs. In practice, children are identified to fit into existing programmes.

The Identification Process.

- a) Screening
- b) Identification and case study
- c) Educational plans

a) SCREENING:

The most commonly used methods of screening (with advantages and limitations of each) were discussed.

A summary is given below :

(i) Teacher Information.

Often the initial referral is from the teacher. Teachers may choose high achievers and need training in the characteristics of gifted children.

(ii) Parent Information.

Parents are generally accurate in identifying their own children, particularly at the pre-school level. There are 'pushy' parents, but some, particularly well-educated parents, may be too stringent in their judgements.

(iii) Standardized Group Tests - Intelligence and Achievement.

These provide valuable objective information.

However, there are a number of problems :

- where to place the cut-off point for selection ?
- the 'ceiling' on the test may be too low for gifted children
- provide global estimates of ability only
- neglect the thinking processes involved in solving problems
- usually assess convergent thinking only.

(iv) Aptitude Tests.

These offer promise for the future in designating specific areas of ability. For example, Julian Stanley at the Johns Hopkins University (Stanley, Keating and Fox, 1974) uses the verbal and mathematical sections of the Scholastic Aptitude Test, developed for College entrants, to identify children at Year 7 level who are verbally and mathematically gifted.

(v) Creativity Tests.

Provide interesting additional information about the child, but more research is needed to ascertain exactly what creativity tests are measuring.

(vi) Peer Information.

This has been found to be very accurate, particularly at upper primary school level.

b) IDENTIFICATION AND CASE STUDY:

Often this stage will involve administering an individual intelligence test such as the WISC-R (Wechsler Intelligence Scale for Children - Revised). The individual test is more reliable and yields a profile of abilities but is time consuming and can only be given by a qualified psychologist.

c) EDUCATIONAL PLANS:

The child may be adequately catered for within the normal school setting. Evidence of a high I.Q. does not necessarily mean that special placement is necessary. However, other alternatives include grade acceleration, early admission to school, placement in a programme for gifted children, etc.

CHARACTERISTICS OF GIFTED CHILDREN - SUMMARY.

Several handouts were given on characteristics. While lists of traits are useful, it was stressed that each gifted child is an individual and would not be expected to exhibit all the traits shown on any particular list.

Children with the same I.Q. test score will vary greatly in their specific abilities and in personality and other factors.

If children are placed in special programmes it seems that we should be aiming to identify those who really need and will benefit most from these programmes. However, research shows that some of the important factors contributing to academic success, such as task commitment and motivation are very difficult to measure.

(ii) Ruth Shean.

One of the earliest and most frequently quoted studies on the identification of gifted children was that of Pegnato and Birch (1959). Using the criterion of I.Q. 136+ on a Stanford-Binet Intelligence Test (individually administered) they attempted to find out which method or combination of methods would be the most effective and efficient in identifying gifted students in junior high school.

Effectiveness was defined as :

Gifted found by screening

True number/gifted.

Efficiency was defined as :

True number of gifted.

Total screened as gifted.

Methods used included :

teacher nomination
honour roll listing
creative ability
student council membership
group achievement tests
group intelligence tests
and achievement in mathematics

The best combination of effectiveness and efficiency proved to be group intelligence tests, using a minimum cut-off point of I.Q. 115 (92% effective and 19% efficient). Teacher nomination proved relatively ineffective (45%) and inefficient (19%). Almost one third (31.4%) of the students nominated as gifted by the teachers scored in the average range of intelligence on the Stanford-Binet.

However, when teachers are given training in identification and characteristics of gifted children, then accuracy improves considerably (Gear, 1976).

The Centre for Gifted Children based at Sorrento Primary School, caters for children in Years 4/5 and 6/7. They come to the Centre for 1 morning per week. The centre caters for approximately 160 children with two main types of programme: Science/Mathematics, and Language/Social Studies.

While children exhibit many of the characteristics shown on typical lists of traits, there are also considerable differences between the groups and considerable heterogeneity within each group.

Three case studies were discussed in detail to indicate the nature of some of the differences in the children attending the programme.

- (i) A girl (age 8 years) from a middle-class background, who was accelerated. She was previously quite unhappy but has now settled down and is coping well.
- (ii) A boy (age 11 years) from a disadvantaged background who had been a chronic under-achiever and a behaviour problem. Since attending the programme his overall level of achievement has improved and he works very well at the Centre.
- (iii) A boy (age 9 years) from a high socio-economic status background who is a high performer. Since attending the programme he has become more unpopular with his teacher at school!

These three case studies indicate that there is no such thing as a 'typical' gifted child; although many of the children in the programme fit the characteristics found in Terman's classic study. (Terman, 1925).

Ideally, a programme should be designed to cater for the needs of the child. However, in practice, modifications can be made to existing programmes so that children can be catered for as individuals as far as possible.

REFERENCES:

Gear, G.A. 'Accuracy of teacher judgement in identifying intellectually gifted children: A review of the literature.' Gifted Child Quarterly, Vol. XX, 4, Winter, 1976; 478-489.

Pegnato, C.V., and Birch, J.W. 'Locating gifted children in junior high schools - a comparison of methods. Exceptional Children. Vol. 25, March, 1959: 72-80.

Renzulli, Joseph S., 'What Makes Giftedness ? Re-examining a definition.' Phi Delta Kappan. November, 1978. 180+ (6).

Schools Commission, Canberra: 'The Education of Gifted Students'. A Discussion Paper. November, 1980.

Stanley, J., Keating, D. and Fox, L. (Eds.) Mathematical Talent: Discovery, Description and Development. Baltimore, Johns Hopkins University Press, 1974.

Terman, L. Mental and Physical Traits of a Thousand Gifted Children in L. Terman (Ed.) Genetic Studies of Genius. (Vol. 1), Stanford: Stanford University Press, 1925.

United States of America Public Law 91-230,

Section 806 of 1970:

DEFINITION

"Gifted and talented children are those identified by professionally qualified persons, who, by virtue of outstanding abilities are capable of high performance. These are children who require differentiated, educational programmes and/or services beyond those normally provided by the regular school programme, in order to realise their contributions to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination.

- (1) general intellectual ability
- (2) specific academic aptitude.
- (3) creative or productive thinking
- (4) leadership ability
- (5) visual and performing arts
- (6) psychomotor ability."

3.2 TOPIC : EDUCATION DEPARTMENT POLICY FOR GIFTED
AND TALENTED CHILDREN.

Speaker : Mr. Geoffrey Atkinson : Superintendent,
Gifted & Talented Children's
Programme, Education
Department of W.A.

Approximate Attendance : 40

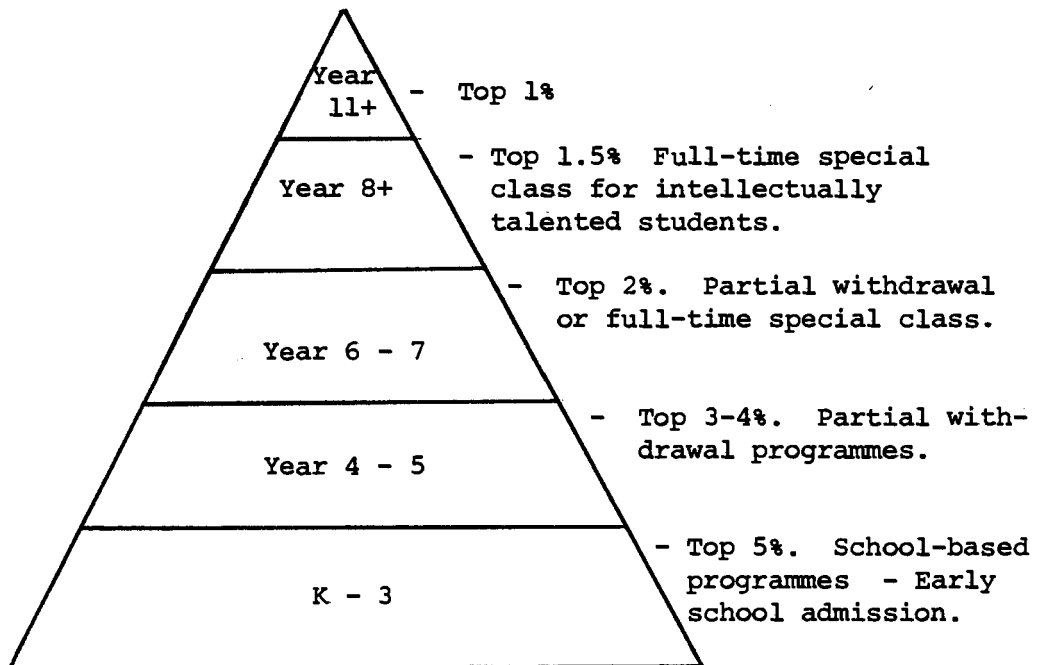
LECTURE OUTLINE :

Basically, Mr. Atkinson discussed the detail and implications of the policy paper of the Education Department on the education of gifted and talented students.*

Some of the important information he gave included the following :

Identification and Programme Provisions.

The younger the child, the more difficult it is to identify intellectual talent. The Education Department does not offer a definition of 'intellectually talented' but aims to cater for certain percentages of children at each age level. The model used is shown below :



* "Policy from the Director-General's Office: The Education of Gifted and Talented Students," No. 31, April, 1981.
Education Department of Western Australia.

Regional Policies differ to some extent as to how the part-time withdrawal programmes operate. However, there are currently at least 15 Special Interest Centres (S.P.I.C.E.'s), in the metropolitan area, and others in country areas, including: Esperance, Albany, Bunbury, Geraldton, Kalgoorlie and Karratha.

Each metropolitan region has one full-time class for year 6/7 and it is intended that the number of these classes will increase.

The Year 7 Identification Programme.

As a result of the recommendations of a special task force on identification, identification procedures have been streamlined.

From the Year 7 cohort of 24,000 students (20,000 in Government schools), the Education Department is looking for the 270-300 most able children for the special classes for intellectually talented students located at nine senior high schools throughout the metropolitan area. In 1981, the identification procedures included :

- Teacher, Parent and Peer information.
- Standardized Tests : Intelligence - Verbal and Non-verbal
 - : Reading comprehension
 - : Mathematical reasoning.

Some 700 children were given the W.I.S.C.-R (Wechsler Intelligence Scale for Children - Revised), an individual intelligence test administered by psychologists. (School Guidance Officers).

The final offer of 270 places also took into account information on students considered to be 'disadvantaged' on a number of factors, which was given additional weighting by the computer.

Some of the interesting findings were :-

- the most effective method of identification was the information obtained by peers. Children were asked, for example, "if you were having trouble in Maths/English/Science/Social Studies...whom would you go to for help?"

- The final selection results in a serious imbalance of the sexes, 170 males to 100 females in the programme. (This imbalance is not reflected in programmes at the Year 4/5 and 6/7 level).

Mr. Atkinson put forward some interesting speculations on the reasons for this. It appears that the tests on which the girls are not performing well are the Mathematical Reasoning and Non-verbal (Problem-Solving) intelligence tests. Even on the verbal intelligence and reading comprehension tests the boys are scoring better than the girls, though not to the same extent.

Generally, the effects of sex-role stereotyping, lower expectations for girls in mathematical, problem-solving areas by parents, the girls themselves and teachers (particularly the high proportion of male teachers at the Year 7 level), were some of the reasons suggested by Mr. Atkinson for the relatively poor performance by girls.

The Secondary Programmes.

The special classes for intellectually talented students offer very little difference in curriculum content; it is the access to curriculum content which is different. Progression through the syllabus is based on intellectual rather than chronological considerations and the emphasis is on acceleration. The social implications of acceleration have to be considered as in 1983, some of the students in the third year of the programme may have completed the Tertiary Admissions Examination. Negotiations are proceeding with the various tertiary institutions to provide for early entry in special cases.

The Future.

The Education Department is now committed to continue and expand provisions for intellectually talented students as part of a policy which aims to cater for the needs of all children.

3.3 TOPIC: SOCIAL-EMOTIONAL DEVELOPMENT OF GIFTED

CHILDREN :

Speakers: Jan Grant : Lecturer, Educational Psycho
Claremont Campus, W.A.C.A.E.

John Carroll : Senior Lecturer, Educational
Psychology,
Churchlands Campus, W.A.C.A.

Approximate Attendance : 50

The workshop covered the general social-emotional development of the gifted child and the discrepancies that are likely to occur between intellectual, social, emotional and physical development. Specific problems related to giftedness were considered, including :

- 1) self-esteem and perfectionism
- 2) underachievement
- 3) adolescence and giftedness
- 4) appropriate match of friendship patterns
- 5) lack of physical integration
- 6) gifted females and the "flight into femininity"
- 7) labelling and typical defenses used by the gifted.

The seminar also considered the importance of integrating social-emotional and intellectual growth at home. Methods of encouraging healthy development in these areas were discussed and a basic developmental sequence of peer relationships amongst the gifted was suggested. The discussion which ensued was lively and participants lingered until very late discussing the general topic as well as specific problems they had experienced with their children. A detailed account of the seminar is given below.

PROMOTING SOCIAL AND EMOTIONAL DEVELOPMENT

Introduction.

The session started when each person was given a sheet of puzzles. Participants were told that this was a warm-up exercise and that as they were the parents of gifted children, they would be able to manage the problems better than most. A time line was given for each puzzle, and participants were asked to move from their seats when they had completed the first problem and join with someone else for the second. The aim was to put the parents in a situation where there appeared to be high expectations of performance, and a high level of competitiveness.

The feeling responses reported during the problem solving were as follows:

FEELING	% RESPONSE
Pleased	22
Smart	-
Challenged	33
Frustrated	44
Annoyed	22
Stupid	67
Embarrassed	67
Exhilarated	4

This demonstrated some of the emotional outcomes generated by high expectancy and competition amongst adults. Given the same dynamics, similar effects are likely with children, especially gifted children, who are often placed in somewhat similar situations.

(i) Preparing for Success/Failure.

It is possible to look at three components for a success or failure outcome. The first is the personal cope-ability of the individual. This is the individual's ability to cope with varied situations and is obviously influenced by such internal dynamics on the self concept.

Secondly, there is the task itself and particularly the degree of difficulty it carries for the individual.

Thirdly, is the expectations that are placed on the individual's performance by outsiders and internally by the individual himself. The latter appears to be heavily influenced by learning, and is often the internalized parental/school expectations.

These three factors are interactional. It is possible for parents and teachers to control the task and expectation levels so that they lie within the child's cope-ability. Often, people forget that gifted children are children and so do not exercise the same care in controlling these factors as they would for other children.

Tasks and expectations within the child's cope-ability, lead to success, a feeling of competence, and a positive self-image. Those beyond the child's cope-ability result in failure, a feeling of incompetence, and a low self-image.

(ii) A Parable.

Once upon a time (in 1982...) there was a young girl of about 25, who thought she was dumb, troublesome and always messing up. When asked when she first felt like this she recalled how she had once painted the kitchen floor with boot polish and saw this as typical of her "naughty" activities.

When this incident was examined further, she discovered that she had been fascinated by watching her father paint the floor; she had thought it very clever and had seen how much the family had approved. Both father and mother, in her case, were very annoyed and frustrated and gave her the message that she was dumb, troublesome, and always messing up.

While no one denies the frustration of dealing with this behaviour, it was quite intelligent for a child of below 2 years. Sometimes a bright, highly motivated child can "learn too quickly". It is a big challenge for parents/caretakers/teachers to recognize intelligent and creative behaviour for what it is and to avoid seeing it as being naughty.

Children's social and emotional development is coloured by such a reaction, especially in the early years, and their appreciation of themselves and their talents is very much dependent on them.

(iii) Children's Needs.

The needs of gifted children are the needs of all children but have some special emphases.

(iii) a. Limits.

Gifted children are still children. They need clear limits on their behaviour and like to know where the limits are. However, the skill is having limits which are reasonable and do not hamper and limit the child. Limits are clear but have wide boundaries.

b. Minimal Confrontation.

Because of their interest and absorption in activities, gifted children are likely to get intellectually and emotionally caught up in what they are doing. Reasonable rules should involve minimal confrontation; parents and teachers need to consistently re-examine the "rules" to see if they are necessary. For example, if the child is very involved with something at tea time, is it essential that the task is left and meal is eaten? Sometimes it might be; other times it may not be.

c. Consequences.

If a decision is made, or a course of action followed, then the consequences should be allowed to follow naturally. If a child chooses not to come to a meal, then some arrangement needs to follow about keeping the meal, washing up etc. Gifted children can appreciate logical and reasonable consequences.

d. Understanding.

As outlined in "The Parable", parents and teachers need to try to understand the cause of action rather than label behaviour as mischievous/naughty. One good way is to ask about the purpose of things. This encourages children also to talk about their ideas and their way of seeing the world. Listening to a person's ideas is a highly motivating activity. It encourages intelligent thought and action, and shows value for the individual.

e. Acceptance.

Gifted people are often individualistic. They need to be encouraged to retain their individuality. Any situation where people mass together - schools, pre-schools - tends to put pressure on group members to conform to the middle range. If children's individuality is accepted and valued, then they are more likely to retain it against the quite strong pressures to blandness that most groups exert.

f. Support.

The home more than anywhere else should be the place where people can be free enough to be individuals. They often need to be actively supported in their differences here. This is especially true when the school, through the teachers and their peers, do not value their individuality.

(iv) Needs of Parents.

It is obvious that the social, emotional development of children is greatly influenced by the reactions of the important people around them. The important adults have needs also, and these should be met if the interaction is to be fruitful.

a. Common sense.

Parents of gifted children often feel overwhelmed by the responsibility thrust upon them. At a time when educational priority has highlighted the needs of gifted children, many parents feel somewhat insecure in adequately providing for their somewhat mysterious offspring. Their first need is common sense in dealing with their children. The second and allied one, is trust in their intuitive sense of what is fitting.

b. Love.

Children need love more than they need any other thing from their parents. While educational jargon, the advice of experts, the proddings of the educationally ambitious or well intentioned, may lead them in various directions or may even confuse them, parents should remember that their children's essential need for social and emotional development is their unconditioned love.

c. Confidence.

This need follows from all those mentioned above so far. Parents should be confident that given common sense and love they will adequately cope with their children and be open to ongoing improvements in their dealings with them.

d. Flexibility.

Gifted children are more likely than others to test the established boundaries of behaviour at home or at school. They will normally not do this to be awkward but will certainly question the validity of current practice. Parents, and teachers too, need to be flexible enough to review customs that have been concretised by habit, and be open to other ways and means. There should be a healthy ability to review standards.

There is a doubtful and static strength in rigidity; flexibility is an attitude which is open to productive change.

e. Autonomy.

Parents of gifted children need to be people in their own right and to value their own individuality. It is quite possible for a child to be actually and potentially more gifted than its parents. If this were not the case, the human race would have gone into a state of progressive decline. Parents need to be autonomous enough to accept this where it occurs and not be defensive about it. One common mistake is to get rigid and put the child down in order to "keep him in his box" or discourage a "swelled head" or "showing off". Another mistake is to live through the child. Again, parents should bolster their confidence enough to create their own family environment without being unduly influenced by the "trendies" that are present in every movement. The gifted and talented interest surge has encouraged a lot of trendy behaviour; hopefully parents will feel free to make their own decisions.

(v) Support.

At present many parents of gifted and talented children feel a beleaguered few. The individuality of their children can put them at odds with the school. They will often feel labelled as pushy when they attempt to gain for their children the academic and social satisfactions that are seen as rights for the average or less able child. They will sometimes feel that teachers regard efforts for gifted offspring as selfish and unnecessary where they would accept such efforts as commendable when made on behalf of less able siblings.

Parents will sometimes feel isolated as parents of children from the other end of the ability scale do, because the needs of their exceptional children seem so different to the needs of other children. Often they will feel inadequate to deal with them.

In this case, the parents and the teachers of gifted children need support. The most effective support is probably from other parents/teachers of gifted children.

(vi) Conclusion.

Gifted children are primarily children: their social and emotional development basically follows the patterns observed for all children. In many respects their abilities fit them much better for productive and fulfilling social/emotional development. However, despite their capabilities, their success in this crucial area of their lives is very dependent on others - parents primarily, but also teachers. Hopefully, the important adults in their lives will not fail them.

3.4 THE ROLE OF THE PARENT AND COMMUNITY IN THE
EDUCATION OF THE GIFTED AND TALENTED.

Speakers : Lesley Newhouse : Lecturer, Education Studies
 Nedlands Campus, W.A.C.A.E.

 Marie McGowan : Coordinator,
 Special Interest Centre,
 North East Region,
 Education Department.

Approximate Attendance : 30

After a brief introduction and reference to Kellmer-Pringle (1970) "Factors conducive to achievement" and to the work of G.H. Mead on perceptions of self "as a reflection in the eyes of others", we put forward the proposition that our role could not be fully understood unless we could make explicit our perceptions of the needs of society and those of gifted individuals, from which we could identify the goals to be achieved by our gifted children.

We organized the participants into a number of small groups and asked them to "brainstorm" i.e., to write down their ideas, without talking or making value judgements until the group's ideas of "needs" were exhausted. It was then possible to group these ideas into various categories of "needs". Needs of the gifted were identified in the physical, cognitive, affective, social and moral domains and in career guidance. The need for support by the community, home and school, and the particular roles played by parents, teachers, peers and the gifted child were expressed in detail. Suggestions pertaining to curriculum planning, content, methods, classroom climate, resources (human and material)

and evaluation were made. (See APPENDIX B - organization of needs expressed by the group.)

We compared the goals for the gifted with the Dettman Aims (1969) for students in Western Australia and one parent remarked "Bland, to be almost ridiculous".

Marie McGowan pursued the particular facet of the parent's role in nurturing the child in all aspects of development. She paid particular attention to the development of a positive self-concept, high self-esteem, and ways to avoid the disastrous effects of sex stereotyping, particularly in Girls.

We concluded by expanding on the wider role of the parent and the community particularly with regard to social recognition of the gifted by society at large. For without social recognition gifted children may develop low self-esteem, which could inhibit their learning drastically in terms of the full development of potential and their striving for competence and excellence.

In Western Australia, there was evidence of parents lobbying for special provisions in the late 1970's, especially by setting up a pressure/resource group (G.A.T.C.A.W.A.).* The Education Department has in this State recognized the need for special provision reflected in a recent discussion paper by Mossenson (1981). The parents of gifted children can, we believe, facilitate attitude change in our society by acting as respected 'models' and by avoiding the "ugly parent" syndrome.

It is evident from the overwhelming response by parents to enrol their children in the May Vacation course and to attend (with members of the community) evening sessions related to the gifted, that greater percentages of parents

* Gifted and Talented Children's Association of Western Australia.

are actively seeking out experiences not only for their bright offspring but for themselves, so that they may learn more about this exceptionality and their particular role in the child's full development.

REFERENCES:

Mead, G.H., Mind, Self and Society, 1934.

Kellmer-Pringle, M. Able Misfits, Longmans, 1970.

Mossenson, D. Legitimizing Provision for Gifted Children: An Australian Perspective. Discussion Paper No. 12, Education Department of Western Australia, Oct. 1981.

Secondary Education in Western Australia Report of the Committee on Secondary Education appointed by the Minister for Education under the Chairmanship of Mr H.W.Dettman, Feb 1969: 58-61.

4. EVALUATION OF THE 'SEARCH 82' PROGRAMME:

4.1 PARENTS' PERCEPTIONS.

On the second last day of the 'Search 82' programme, parents were asked to respond to an evaluatory questionnaire (copy of questionnaire included in Appendices), that had been designed by Janet Williams. Following is a summary of the parents' responses to this questionnaire.

4.1a WHY DID YOU DECIDE TO SEND YOUR CHILD TO THE PROGRAMME?

Parents' responses tended to fall within six categories.

- (i) We were directed by the child's school to do so. (Seven parents stated this.)
- (ii) We thought it would provide our child with new learning experiences.
 - We saw it as a means of fulfilling our child's need for extra stimulus.
 - To maintain and diversify our child's extra-curricula subjects and interests.
 - The range of subjects on offer appealed to our child.
 - We thought the programme would challenge him.
 - We thought she would enjoy the experience of working on a campus environment.
- (iii) We felt it would be of social-emotional value
 - To provide him with the opportunity for social contact with children of similar intelligence and interests.
 - We thought it might give him confidence to meet with other people.
 - To give him planned, intellectually challenging fun with other similarly interested children.
 - To give her social contact with children who would communicate at the same level.
- (iv) It was a good opportunity for us to determine his/her degree of talentedness or giftedness.
 - To see how her abilities compared with other children in the programme.

- (v) To alleviate his boredom.
 - To compensate for his school boredom. (8 parents responded in this way.)
 - To prevent holiday boredom.
- (vi) We thought it would provide useful entertainment for our child during the holidays.

COMMENT:

The diversity of responses to this question was interesting. To some extent the parents' responses reflect a realistic understanding of gifted children's educational and social-emotional needs, the need for such children to come into contact with advanced and/or unusual subject matter;

- the need to interact with intellectual peers
- the need to seek ideas and feelings from others
- the need to communicate and exchange ideas, information and opinions in a variety of ways.

Such needs can be clearly recognized in the parents' responses. Many comments reflect a dissatisfaction with the child's current educational programme and the parents' desire to provide suitable alternatives.

4.1b HOW WOULD YOU RATE THE PROGRAMME OVERALL ?

HOW SATISFIED WERE YOU WITH THE ORGANIZATION OF THE PROGRAMME ?

Parents' responses to these questions are recorded in Figures 1 & 2. It can be seen that they responded very positively to both questions. An accompanying comment made by a number of parents was that greater allocation of time should have been provided for specific sessions which had been identified by pupils as their main interest area. Prior to the commencement of the programme, children had been asked to indicate their first 5 session preferences. A number

of children did not get all their preferences and thus there was some feeling expressed by parents that the programme organization did not fully cater for their children. However, a number of parents in supporting the organization offered the comment :

....I felt it was good that most sessions were allocated to them as they really didn't know what was involved in most sessions,
and,

....My child enjoyed the pot-pourri of experiences and he appreciated the chance to taste experiences I would not have been able to provide.

FIGURE 1.

PARENT RATING OF 'SEARCH 82'.

* Number
of
Parents

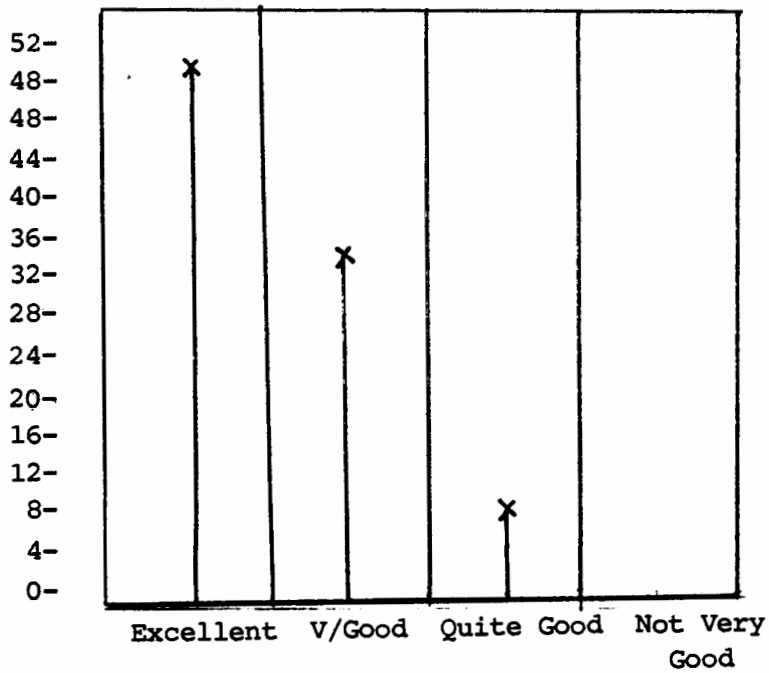
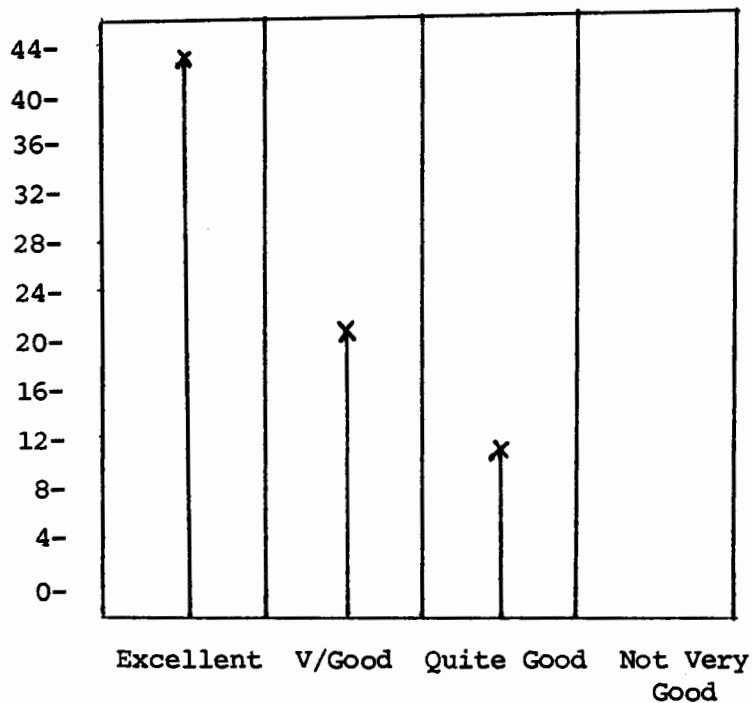


FIGURE 2.

PARENT SATISFACTION WITH 'SEARCH 82'ORGANISATION.

* Number
of
Parents



* Not all parents completed the questionnaire

4.1c PARENTS' COMMENTS, SUGGESTIONS, REGARDING FUTURE PROGRAMMES:(i) COMMENTS REGARDING FUTURE ORGANIZATION CONSIDERATIONS.

- Greater allocation of time would be given for specific sessions which have been identified by pupils as their main interest area.
- The needs related to the age range included in a Year 4 to Year 7 grouping are too diverse to be catered for in such a programme.
- More preprogramme explanation to parents of what was involved in the teaching sessions would have been beneficial.
- Follow up facilities for parents to be provided with information regarding their child's interests, abilities and performance characteristics would be appreciated.
and,
- Quick feedback would help.

....Is my child joining in as expected?
How is my child coping with the content?

(ii) GENERAL COMMENTS.

- My child has been stimulated to seek information at home and really think for herself.
- My child enjoyed the 'liberal approach' which emphasized the more creative elements in education.
- I felt that the self-awareness activities were particularly good. This was one of the reasons I was interested in the programme. I actually chose the self-awareness for both the children as they didn't know what it was. They thoroughly enjoyed the activities and were very excited about the things they had done, and talked a lot about the feeling of the different people involved.
- Even in five days there has been an "upsurge" in the happiness and confidence of our unsure, bored, younger daughter.

4.2 LECTURER EVALUATIONS:

Session organizers were asked to complete a brief evaluation questionnaire (see Appendix C2) at the end of each session. Responses to the four questions asked are summarized below. 54 questionnaires were completed.

4.2a HOW DID THE CHILDREN REACT TO THE SESSION ?

	<u>N</u>	<u>%</u>	*
Great enthusiasm/very interested	46	85%	
Co-operative	12	22%	
Mixed reaction	10	18.5%	

DISCUSSION:

The majority of comments indicated a positive reaction to the particular session evaluated. A few noted that the groups varied and some were tentative to begin with but were enthusiastic by the end of the session. Some of the comments related to the particular activity, for example :-

"The most creative children didn't need stimulus at all, just the chance to do it."
(Writing).

"Generally good, though several apparently did not choose it."
(Self-awareness).

"Children reacted well to the 'hands-on' approach."
(Science).

"Good for the first hour; after that a few became restless and difficult to control."
(Drama; Social Science)

"Wanted more time."
(Pottery).

Overall it appears that the children responded enthusiastically and with great interest.

* Note: Throughout this section, percentages do not total to 100 as several lecturers gave more than one response.

4.2b WERE THERE ANY MAJOR PROBLEMS ENCOUNTERED IN THE SESSION ?

The majority (N= 34; 63%) answered "No".

Again, many of the comments were specific to particular sessions. Some of the problems mentioned related to physical conditions, such as the room being unsuitable, lack of pens and paper, no overhead projector etc. Others would have preferred a smaller size group to work with or a longer session. The lack of continuity due to 'one-off' sessions was also noted.

A few commented on a particular child in the group who had caused problems by being disruptive or not following instructions.

A few considered the age range in the grades to be too wide, and that some of the children had a limited attention span.

Overall, the problems mentioned were few in number, but warrant consideration for any future programmes.

4.2c WHAT WAS YOUR REACTION TO THE SESSION ?

	<u>N</u>	<u>%</u>
Enjoyed it	27	50%
Loved it	5	9%
Noticed differences in ability of the children	5	9%
Very positive	4	8%
Profitable and useful	4	8%

Most of the session organizers expressed positive reactions to the sessions. Only two specifically stated that they were disappointed with the session, one in not having achieved their aims in a self-awareness session, and the other who was disappointed with the ability level of the particular group.

Some of the comments related to characteristics of students themselves; for example :-

"I was impressed with the degree of concern shown by some children in helping 'weaker' peers."

"The children were of a delightful age and temperament."

"There appear to be gaps in the emotional, sensitivity and affective aspects of the children's education."

"I was surprised at the lack of social and physical development of the group except for one child."

These comments reflect the variety in the groups. Other comments related to specific sessions and to the activities provided; for example :

"Mixed reaction - either we needed more content or a shorter session."

(Values).

"Needed more time to follow up."

(Science).

"Children unknown to each other find it difficult to co-operate in a group."

(Self-awareness).

"Different reactions to each session."

(Music).

"Pleased by the interest and positive reaction to stimulus materials. Learned a lot about drawing on their interests and my resources."

Reactions generally were positive with a few reservations.

4.2d FOR FUTURE PROGRAMMES ARE THERE ANY CHANGES YOU WOULD SUGGEST

	<u>N</u>	<u>%</u>
More homogeneous groups	12	22%
Preliminary discussion with session organizers one week prior to the programme	12	22%
Shorter sessions (1 hour)	7	14%
More choice for students	5	9%
Only those who want to do the activity should be present	4	8%
Children to know in advance what sort of session to expect	4	8%

The majority of suggestions focused on the desirability of groups being more homogeneous (not such a wide age range), and the need for a preliminary meeting with all session organizers prior to the commencement of the programme to discuss any problems and check on any possible session overlap. In fact, it had been intended to organize such a meeting, but time prevented this. However, for any future programme this would certainly be done.

While several lecturers suggested shorter sessions, others requested longer sessions, with the chance to plan a sequence of activities rather than a single session.

One pertinent comment was the need to decide whether the programme was designed to give the children a taste of a variety of activities, or to explore one area in depth. Clearly, this particular programme aimed at a 'smorgasbord' approach, but for future programmes, the possibility of allowing the children to pursue specific topics in depth could be considered.

4.2e ANY OTHER COMMENTS :

Many of the remarks here reinforced information given in response to the other questions. Several reiterated that they had enjoyed the experience and would be willing to take part in any future programmes. Several again commented on the desirability of more homogeneous groups: the span from Year 4 to Year 7 appears to have been too broad for some activities.

Most of the other comments were session-specific and have been mentioned before. A typical comment was :
"It was fun, but exhausting."

As can be seen by the responses, the overall reactions by the session organizers were very positive, and some worthwhile suggestions were offered for consideration in any future programmes.

4.3 STUDENTS' PERCEPTIONS OF THE PROGRAMME:

INTRODUCTION:

An evaluation of student perceptions using the "illuminative evaluation" technique proposed by Parlett and Hamilton (1972), was conducted by Lesley Newhouse with the children attending the May vacation camp at the W.A.C.A.E. Churchlands Campus, 1982.

4.3a A DESCRIPTION OF THE ILLUMINATIVE EVALUATION.

This approach is concerned with description and interpretation (not measurement and prediction).

The purpose of the "Parlett and Hamilton" approach is to initiate free discussion amongst participants involved in an innovatory programme with a view to "illuminate" problems, issues and significant programme features and to modify the programme or organization in the light of the evidence, opinion and/or belief expressed.

STAGE 1:

- a) Develop a set of broad questions in the areas in which one wishes to have 'feedback'.
- b) Orient small groups of students to the expressed purpose of the discussion; allay any fears of 'retribution' especially in school situations.
- c) Explain that the purpose of the tape is so that the interviewer does not impose his/her own subjective value judgements on interpretations on the discussion - but can later evaluate in the light of the statements made, based on quantity and quality of responses.

Parlett, M., and Hamilton, D. Evaluation as Illumination: A New Approach to the Study of Innovatory Programmes. Occasional Paper 9, Centre for Research in the Educational Sciences, University of Edinburgh, 1972.

- d) Run the tape. The role of interviewer is to develop fairly free guided discussion, but not so restricted that 'unforeseen' perceptions of students are not expressed.
- e) Transcripts of tapes are then produced.
- f) Clusters of remarks are identified (from the transcripts) and classified into areas of concern or importance.
- g) Co-ordinator report to interested parties. It is important to present general findings and not to impose one's own interpretation on the findings.
- h) Changes to the programme should then be considered and implemented where possible to ensure the smooth running of future programmes, for the benefit of both students and academic staff.

PROCEDURE:

The following issues were raised with the students:

- a) (i) General views of the programme and subject areas in particular.
- (ii) Whose choice was it that you should attend the camp ?
What was the source of your information ?
- b) Choice of areas of study:
 - (i) Self choice ? ii) preferences ? (iii) views ?
 - (iv) Did you enjoy any areas of study you did not select initially ?
- c) Organization of the camp.
- d) Views of particular sessions *
 - (i) Why valued and enjoyed ?
 - (ii) Did it extend you ?
 - (iii) Whom did you enjoy being with most in the sessions ?
 - (iv) What did you like about your lecturer most ?
 - (v) Did you enjoy being mixed Grade 4 to 7 ?
 - (vi) Where there any problems ?
 - (vii) Did you tend to stay with your own age group ?
Did you make new friends ?
 - (viii) Any other comments.

- * The positive was emphasised, but negative opinions emerged naturally during the interviews and were taken into account as another cluster of attitudes which had emerged during the evaluation process.

4.3b FINDINGS OF THE ILLUMINATIVE EVALUATION INTERVIEWS

Several clusters of attitudes and responses to the programme emerged and are recorded below:-

4.3b(i) GENERAL VIEWS OF THE PROGRAMME

".....but most of it was good"

useful experience

....."kind of....."

"some of the subjects we haven't done at school"

"I wish school was like this"

"I didn't want to go at first, but then I tried to enjoy it"

"Very good because I learned quite a lot while I was here, I did German, computers and other interesting things"

".....I think widen the range a lot as in say woodwork/metalwork for example" (referring to number of people able to take part in sessions)

"What I like about this camp was the choices.....this is the first time I've ever been here, so it was pretty good for me"

"Good" "OK" "Beauty thanks" "come back" "excellent" "very good"

CONCLUSIONS

An extremely positive evaluation of the programme. It was generally enthusiastically received.

4.3b(ii) WHO DECIDED YOU WOULD ATTEND THE PROGRAMME ?

"My choice, mum asked me if I wanted to"

"I thought it was a good idea to come here because like sometimes you get bored when you've nothing to do, except watching telly" (boy)

"I thought this was a good idea because my mum works usually, sometimes during the four days I have nothing to do, its really interesting"

One home group's sources of information:

3/11 teachers

8/11 parents - " (we read it) in the Wanneroo Times" (one response)

"heard it from the radio" (second response)

"we got a form in our letterbox" (third response)

CONCLUSIONS

A variety of sources of initial information, including radio, news paper, the teacher and the parent. A small number of children felt coerced into coming but subsequently enjoyed the experience. Many children decided to apply in consultation with their parents.

4.3b(iii) CHOICE OF SESSIONS & PREFERENCES

"I think every child should be given his first second and third preference some people including me, didn't get that of the choices they ticked"

"Some of the subjects we haven't done at school".....(useful experience)

"What I like about this camp.....was the choices that you had.... we were going to do about 17 different courses, and I thought it was pretty good....(I thought) I'd only be able to do the five things that I selected, so I thought it would be pretty boring, but it wasn't"

"I missed out on electronics"....(boy)

"I was dying to go to the T.V. workshop"

"I got four (preferences)"

"I forgot what my choices were"

ATTITUDES TOWARDS : NON-PREFERENCES AND SESSIONS DIRECTED TO ATTEND

"Yes, I didn't want to do Industrial Arts, but I liked it" (girl)

"We thought we wouldn't like Geology but it was good"

"I didn't think dancing was going to be very good but it was"

"If you don't do it (a subject) then you never learn that actual thing"....."after a while you might start liking it".

"and you had a chance to do art, where you wouldn't have done"

"it was O.K. it was Carbohydrates.....but the thing with the roses was boring"

"I was told I was to be put into speech.....I had to do something it was really good"

CONCLUSIONS

Many children felt that preferences should be given to each child. Others lamented that they didn't get favourite areas of interest. One student was pleasantly surprised that many more sessions other than his two preferences were available to him. One student could not remember which choices had been made.

It was most interesting to note that their attitudes towards sessions they were directed to attend such as Industrial Arts (girl) Geology (girl) Dancing (boy), Drawing, Art, Carbohydrates and Speech were very positive as a result of the experience.

4.3b(iv) ORGANIZATION OF PROGRAMME

HOME-ROOM - view on
good idea?

"Yes", "yes", "yes" "altogether" (feeling)

"No", "no"

HOME ROOM TEACHER

good idea?

"yes" "yes", (sort out problems) good idea".

"to talk with"

LUNCH-TIME

- Freer time
 - "Yes, about an hour like we usually do"
- Less organized (General group response)

TIME ALLOCATION TO SESSIONS

".....8.30 (start) on holiday is a bit much" (boy)

"I wish we'd had more time in Industrial Arts"

(several others agreed with this student's statement)

"I think the sessions should be longer,

.....things you like to do"

"We should have had more computers"

"I thought maybe it could have been shortened down so it only went to 2.30 or 3.00 instead of 3.30 so I could have more time at home after it"

"there should be more electronics and computer sessions during the week" "I would have liked the drama to go on because..... generally I thought it was great"

"I think there should be more consultation with the children, and the sessions should be shorter, the ones you don't like"

"you should have a 'what you're going to do ' sheet saying what you're going to do so that you can be prepared with what your going to need for a project".

CONCLUSIONS

The children's responses were constructively critical - and several clusters of opinions emerged.

- (1) The children generally favoured the notion of home room and home-room teachers.
- (2) Some wished for a freer less-organized shorter lunch period.
- (3) There were mixed views with regard to time allocated to sessions. The trend indicated that they wanted more time for work sessions which they found reasonably satisfying and rewarding - and the reverse for those sessions they either disliked, were unfamiliar with or found boring.

There was an isolated plea to remind the organizers that it was holiday-time and an 8.30 am start was early! Likewise one child wished the organizers to recognize that a 2.30 pm finish would give her more time at home.

- (4) Some responses were concerned with 'more consultation with the

children" prior to the start of the programme to assist and clarify points raised during the selection of preferences. Others required extended definitions of unfamiliar subject areas so that more effective selection could be made.

- (5) A lone voice asked for more signposts on the Campus and finally
- (6) One child felt the groups were too small and could have benefited more children.

4.3b(v)

VIEWS ON THE CONTENT OF THE SESSIONS

"I didn't want to do Industrial Arts, but I liked it" (girl)

"I liked Industrial Arts" (girl)

"Yes.....except I burned my finger" (Industrial Arts)

"I loved Industrial Arts" (girl)

"I liked COMPUTERS and BIOCHEMISTRY, then ANATOMY..."

in that we cut up kidneys and we had a look at them"

"we got a dummy and took it apart" (boy)

"I like GEOLOGY & GERMAN.... I thought it was good, in that in Geology (we sorted) lots of gold and rocks"

"Pottery was good"

"I didn't think dancing was going to be very good but it was"

"Home Economics was okay, but she made us make a mistake in the bread, so we couldn't eat it"

"The computers were unreal"

"The Human Biology was fantastic"

"Art and Pottery was (Sic) best"

"The whole thing was perfect, but one thing; dancing!"

"Should have had more computers"

"The Speech project was good, because you went on TV....."

"Language was lousy and so was self awareness."

"I really didn't enjoy poetry because I'd done it all before"

"I enjoyed most of them, except writers workshop and socializationthey cut it too short"

"I didn't enjoy the beliefs, things about beliefs"

CONCLUSIONS:

A number of students revealed in their opinions of content an open mind towards new unfamiliar content and as a result often enjoyed the experience e.g., Girls in Industrial Arts, Boy in Dancing. Others showed a closed mind and an inability even to receive the idea of the new content, e.g., Beliefs, Self Awareness. A few students were blasé having already had limited exposure to the content, e.g., journalism, creative writing. Overall, a great many content areas were well received and often reflected particular interest links. Most of the comments were favourable although some sessions evoked mixed reactions.

The detailed responses have provided a great deal of information which will be valuable for planning a future programme.

4.3b (vi) STUDENTS PERCEPTIONS OF LECTURERS, TEACHERS, SESSION LEADERS.

"...and the teachers were nice, they didn't force you to do anything" (general statement).

"I liked the ones that 'got you to do things'"

"None of the teachers are draggy."

CONCLUSIONS:

The adults were generally perceived as playing a positive democratic role which was well received by the children. They specifically named some of the adults.

4.3c (vii) ANY NEW FRIENDSHIPS as a result of participating in the programme.

CONCLUSIONS:

This was not perceived as a key outcome of the programme by the children.

4.3d (viii) GRADES 4, 5, 6, 7 - VIEWS ON HETEROGENEOUS GROUPING.

Any difficulties in the class sessions ?

"Not really"

"No, because the class was sort of providing for each grade."

"It didn't really matter, because it wasn't school subjects. Some of the fours and fives are as smart as the six and sevens" (Grade 7 boy).

"They (the older ones) have more idea of what's going on (than the younger ones)".

"Yes, (grouping 4 to 7) that was good" (4 students).

CONCLUSIONS:

Generally there were no problems perceived by the children with the mixed-aged groupings in sessions.

5. CONCLUSIONS AND RECOMMENDATIONS:

5.1 NATURE OF THE PROGRAMME:

An integrative approach offering learning experiences in the Thinking, Feelings/Attitudes/ Physical/Sensory Awareness and Intuitive areas, was used in order to achieve the aims of the programme. Children were given the opportunity to take part in sessions from all four areas and most enjoyed this 'smorgasbord' approach. However, for future programmes, the possibility of exploring one or two areas in depth could also be considered.

5.2 ORGANIZATION OF THE PROGRAMME:

5.2a PRE-PROGRAMME ORGANIZATION.

Although teaching staff were given the opportunity to state their requirements for rooms, equipment, etc., several indicated that they would have welcomed a meeting for all teaching staff at least one week prior to the commencement of programme for clarification of any queries and to be able to meet with the programme organizers.

Children (and parents) were supplied with a list of session titles prior to the programme, for information and to express preferences. It seems that it would have been beneficial to have given a little more detail on the content of the sessions without destroying the element of surprise or novelty. Also, the title of some sessions proved to be a little misleading: for example, the session entitled 'Speech' initially drew some negative reactions, but in fact this turned out to be one of the most popular activities, as the children were involved in a production which was videoed.

Thus for future programmes it is recommended that :

- (i) a meeting he held beforehand for all teaching staff and programme organizers, and
- (ii) consideration be given to the appropriate titling of sessions with some details of the content where necessary.

5.2b ALLOCATION OF CHILDREN TO SESSIONS.

The committee are somewhat ambivalent about whether children should be offered a choice of sessions or whether they should be allocated to a variety of activities to ensure a balanced selection from the four areas covered in the integrative programme.

The amount of time involved in trying to fulfil the children's choices, together with the disappointment and problems of the few who felt that their choices had not been satisfactorily catered for, may perhaps be sufficient reason for the committee allocating children to a balanced variety of activities and presenting the children with their individual programme on arrival.

5.2c HOMOGENEOUS/HETEROGENEOUS GROUPING.

There was some conflicting comment from lecturers and parents on the age range of the children in the groups. Most sessions had mixed groups of children from ages 8 or 9 to 11 or 12. Some considered that this was an advantage, or at least that there were no problems encountered, but others felt that the age range was too wide for the particular type of session.

For future programmes, it might be advisable to ask teaching staff to specify if they would prefer a particular age/sex group. It is interesting to note that the children themselves perceived no problems with the broad age range in the groups.

5.2d TIME ALLOCATION OF SESSIONS.

There were three one and a half hour sessions each day. Generally, this time allocation was satisfactory.

However, there were a few sessions when this was too much time, and others where a longer period would have been desirable.

Perhaps some variation in the amount of time allocated to each session could be considered, although this would present organizational problems. For activities where a longer period seems desirable, a follow-up session could be planned.

5.2e LUNCH-TIME PERIOD.

The time from 12.30 to 1.45 p.m. each day was the timetabled lunch period. The allocation of children to a 'home room' for the lunch period was very successful, as this allowed some friendships to form within the group. Films and sporting equipment were available during this period. However, as the children from each group were required to prepare an item for a concert on the Thursday, there was not much opportunity to take advantage of these.

In addition to the children's concert, there was a disco dance on the Tuesday lunchtime, and a special concert on the Friday by Alex Glasgow to conclude the programme.

Overall, as well as providing a break, the lunch period also proved to be productive.

5.2f EVENING SEMINARS.

The evening seminars were clearly successful and are seen to be an important part of this type of programme. They were very well attended with some parents coming to all four seminars.

In addition to providing information, the evenings allowed parents with similar interests and problems to become involved, and in some cases give social and emotional support to each other. The range of topics offered was regarded as very appropriate.

5.3 CHARACTERISTICS OF CHILDREN PARTICIPATING IN THE PROGRAMME:

Results from the general ability testing carried out showed that more than 55% of the children participating in the programme scored in the top 2% for their age group.

As there were no pre-requisites for enrolment in the programme, this shows that in accordance with the research literature, parents are very accurate in identifying their own children as gifted.

The data obtained on the self-concept of the children indicates that such information may be more useful in developing profiles of individual children rather than as part of group statistical comparisons.

The mean score on a measure of self concept was relatively high, indicating that the children participating in the programme see themselves in a reasonable favourable light. However, the correlation between I.Q. scores and self concept was negligible. Thus it appears that for a group such as these with a high mean I.Q., there is no corresponding increase in self esteem with increased mental ability scores.

5.4 PARENT INFORMATION SERVICE.

Parents were told that they could obtain information on how their children scored on the intelligence tests by telephoning one of the programme organizers. One unanticipated outcome of the programme was the high proportion (more than 70%) of the parents who took advantage of this opportunity. In most cases, the information coincided with the parents' expectations. In the instance of the few children who scored in the average to above average range of ability, the parents indicated that they realised that their child was not 'gifted' but felt that they would benefit from the programme (which they did).

However, obtaining information on test scores was usually only a minor reason for the parents' telephone call.

Apart from congratulating the organizers on the 'Search 82' programme, most parents had other problems they wanted to discuss.

It seems that there is a need for some type of counselling provision for parents to obtain information about resources available in the community and to discuss any problems they may have in a 'neutral' atmosphere.

In addition to the general information service to parents, several indicated that they would have liked some feedback on how their child was responding and progressing during the programme. Without employing a large number of staff for this specific purpose, such feedback is very difficult to provide. Home room lecturers did endeavour to monitor progress of the children in their group, but with sessions on a variety of campus locations, the amount of observation possible was limited. The use of a brief self-evaluation form for each child to complete at the end of each session would at least provide immediate feedback on the child's response to the particular activity.

5.5. EVALUATION OF THE PROGRAMME:

Data obtained from teaching staff, parents and the children showed that it is essential to obtain information from all of these sources. In addition, as mentioned in the previous section, a brief evaluation form for each child to complete at the end of each session would provide immediate feedback on individual and group responses and perhaps may allow changes to be made if necessary.

Overall, the evaluations of the teaching staff, parents and the children were highly favourable: suggestions for improvement have been incorporated in the previous sections.

The overwhelming response in the form of enrolments in the programme, and the number of telephone calls, letters and personal requests for another such programme, leave no doubt as to the success of 'Search 82'.

TIME	MONDAY 17th MAY	Max. Nos.	TUESDAY 18th MAY	Max. Nos.	WEDNESDAY 19th MAY	Max. Nos.
9.00 a.m. to 10.30 a.m.	Jenny MARR, Cl. Reading	20	Colin ASH, Ch. Computing Lab.	18	Ted McGOWAN, Ned. Political Socn.	20
	Harry PHILLIPS, Ch. Decision Making	20	Ted McGOWAN, Ned. Political Socialization	20	Brenda PERICH, Cl. Literature	25
	Dr. M. LOCSEI, Conversational German	20	Mr. LOCSEI, Geology	20	Dr. M. LOCSEI, Conversational German	20
	Mike FEATHER, Ch. Self Awareness through Art	20	Jane LAWTON, Ch. Self Awareness	15	Jane LAWTON, Ch. Self Awareness	15
	Geoff BLYTH, Cl. Affective Awareness	20	Mike FEATHER, Ch. Self Awareness through Art.	15	David CREWES, Ch. Video Production	15
	Greg CROWE, Pottery Workshop	10	Brian FARRELL, Ch. Maths	20	Cynthia DIXON, Cl. Belief	20
	Peter BECKINGHAM, Ch. Values Classification	15	Greg CROWE, Pottery Workshop	10	Greg CROWE, Pottery Workshop	10
		125	J. HEGLEY and WHITE, Ned. Industrial Arts	10	David HARVEY, Ch. Art	10
			Lyn CAMPBELL, Mt.L. Dance	25		135
				153		
11.00 a.m. to 12.30 p.m.	Gillian MOORE, Mt.L. Story Publishing	15	Colin ASH, Ch. Computing Lab.	18	3 Claremont Students, Social Sc.	15
	Murray PRINT, Ned. Problem Solving	15	Eric CARLIN/Richard ROSSITER, Ch. Language	15	3 Claremont Students, Language	15
	Eric CARLIN/Richard ROSSITER, Ch. Language	15	Gillian MOORE, Mt.L. Story Publishing	15	Susan STATKUS, Cl. Writers Workshop	15
	Margaret ERNESTE, Mt.L. Drama	20	J. HEGLEY and WHITE, Ned. Industrial Arts	10	Eric CARLIN/Richard ROSSITER, Ch. Language	15
	Jane LAWTON, Ch. Self Awareness	15	Murray PRINT, Ned. Problem Solv	15	Dave ROBERTS, Ch. Anatomy	15
	Denis LAWRENCE, Ch. " "	20	Mr. LOCSEI, Geology	20	Ron GISBOURNE, Ned. Self Awareness	20
	Mal WASHBOURNE, Rossmoyne H.S. Physical Awareness	15	Margaret ERNESTE, Mt.L. Drama	20	Barry PALMER, Ch. Creative Music	20
	Greg CROWE, Pottery Workshop	10	Ron GISBOURNE, Ned. Self Awareness.	20	Geoff BLYTH, Cl. Affective Awareness	20
		125	Greg CROWE, Pottery Workshop	10	David CREWES, Ch. Video Production	15
			Barry PALMER, Ch. Creative Music	20	Greg CROWE, Pottery Workshop	10
				163		160

'SEARCH 82' TEACHING PROGRAMME.

TIME	MONDAY 17th MAY	Max. Nos.	TUESDAY 18th MAY	Max. Nos.	WEDNESDAY 19th MAY	Max. Nos.
12.30 p.m. to 2.00 p.m.	CONCERT PREPARATION		CONCERT PREPARATION		CONCERT PREPARATION	
2.00 p.m. to 3.30 p.m.	Susan STATKUS, Cl. Writers Workshop 15 Mal WASHBOURNE, Rossmoyne H.S. Science 15 Les HOUSE/Jerry LINSTEN, Ned. Physical Education 15 S. ROBERTSON, Ned. Home Economics 15 Murray PRINT, Ned. Creative Thinking 15 George WHITE, Ch. Drama 20 Jeannie TOLLEY, Ch. Creative Dance 25 120		Colin ASH, Ch. Computing Lab. 18 Murray PRINT, Ned. Creative Thinking 15 Geoff YOUNGER, Ch. Logic 15 Les HOUSE/Jerry LINSTEN, Ned. Physical Education 15 Kath BOYLEN, Cl. Speech Project 25 Geoff BLYTH, Cl. Affective Awareness 20 Noelann GANDOM, Ned. Drama 20 David HARVEY, Ch. Art 10 138		Geoff YOUNGER, Ch. Number Systems 15 Susan STATKUS, Cl. Writers Workshop 10 Guy GRANT, Cl. Media Workshop 15 Noelann GANDOM, Ned. Drama 20 Dr. M. LOCSEI, Biochemistry 20 Greg DICK, Cl. Art 12 Les HOUSE/Jerry LINSTEN, Ned. Physical Education 12 Kath BOYLEN, Cl. Speech Project 20 Alex GLASGOW, Mt.L. T.V. Analysis 25 David CREWES, Ch. Video Production 15 164	

TIME	THURSDAY 20th MAY	Max. Nos.	FRIDAY 21st MAY	Max. Nos.
9.00a.m. to 10.30a.m.	Greg CROWE, Pottery Workshop Jenny MARR, Cl. Reading Harry PHILLIPS, Ch. Decision Making Alistair McINTOSH, Ch. Maths Addy CARROLL, Mt.L. Search into Self Lyn CAMPBELL, Mt.L. Dance Mr. LOCSEI, Geology J. HEGLEY and WHITE, Ned. Industrial Arts	10 20 20 20 15 25 20 10 140	Dr. M. LOCSEI, Biochemistry Mal WASHBOURNE, Rossmoyne H.S. Discovering Science Alistair McINTOSH, Ch. Maths Addy CARROLL, Mt.L. Search into Self Mr. LOCSEI, Geology Peter BECKINGHAM, Ch. Self Awareness David HARVEY, Ch. Art	20 15 20 15 20 20 10 120
11.00a.m. to 12.30p.m.	Greg CROWE, Pottery Workshop 3 Claremont Students: Social Science J. HEGLEY and WHITE, Ned. Industrial Arts 3 Claremont Students: Language Arts Eric CARLIN/Richard ROSSITER, Ch. Writers Workshop Barry PALMER, Ch. Creative Music Geoff BLYTH, Cl. Affective Awareness Mr. LOCSEI, Geology	10 15 10 15 15 20 20 20 125	TESTING	
12.30p.m. to 2.00p.m.	PUPIL CONCERT			
2.00p.m. to 3.30p.m.	3 Claremont Students: Social Science 3 Claremont Students: Language Arts Geoff YOUNGER, Ch. Electronics Tour Dave ROBERTS, Ch. Introduction to Anatomy Les HOUSE/Jerry LINSTEN, Ned. Physical Educ. S. ROBERTSON, Ned. Home Economics	15 15 15 15 12 15	ALEX GLASGOW CONCERT	

THE GROUP'S PERCEPTIONS OF THE NEEDS OF THE GIFTED AND TALENTED

Physical Needs

Health and Care for themselves

Sport - physical development and enjoyment

Emotional Needs

Acceptance of emotional reactions of others

Confidence

Autonomy

Contentment

Love and understanding

Sense of humour

Development of strong self concept

Enjoyment and relaxation

To be valued for true worth

Development of personality

Allow them to be "just kids" (i.e. Academic/Emotional differences)

"A chance to be clever little girls to be appreciated without being labelled too smart to be feminine"

Social Needs

Companionship

Concern shown to gifted

Need for family, brothers and sisters

Exposure to people who are older and experienced and to peer groups (both gifted and "non-gifted")

Need for friends at similar intellectual level

Someone to talk with or to

Sharing

To be socially accepted

Support for gifted without pressures

Security, acceptance, encouragement

Understanding - Peers, Parents, Teachers

Acceptance

Encouragement

Moral Development

Conform to accepted behavioural norms for children

Freedom from "ocker" conformism (behaviour and thought)

Responsibility to accompany privilege - need to realise their responsibility to these ends

Give of their skills, time and friendships to other strata (of society), not to be complete elitists

Needs of others to be considered (by the gifted)

To mix and help others when adults

Spiritual component. Realize his/her gift not the only gifts

Career Choice

Need to be channelled into appropriate employment

Needs of Society

Need for leaders, not manipulators for tomorrow (implications moral development)

Need for people to expand the area of science and technology

Need for well-rounded, able civic minded leaders in all fields

Need for high development of skills in individuals

Needs people of ability to serve community

Need to make full use of resources, including minds

Society - ability to change needs

(a) individuals to challenge ideas -- betterment

(b) aware individuals, outward looking

(c) interchange between individuals -- feedback

Needs the gifted therefore society needs to accept and encourage these individuals

Needs a positive response from gifted children and adults / requires gifted to participate

Need to counteract materialism via the gifted

Need to develop better attitudes towards leisure and retirement, and change attitudes to the work ethic

Teachers Role

Students' need for good relationships with the teacher as a person

Recognition and encouragement at school

Guidance, reinforcement

Need for teacher support

Guidance without squashing individuality

Sustaining interest

To make sure a child "is able to" see a reason for a task

Providing a nurturing environment

Avoidance of boredom in the gifted child

Appropriate stimulation

Teachers Role Cont'd

Positive gentle input (teachers) - democratic
Warm atmosphere at school
Opportunities to develop hidden skills, talent, giftedness

Parents Role

Nurturant environment
Somewhere to be alone and quiet
Love and understanding/ warm atmosphere
Security and sympathy when needed
Positive gentle input (parents)

CURRICULUM FOR THE GIFTED

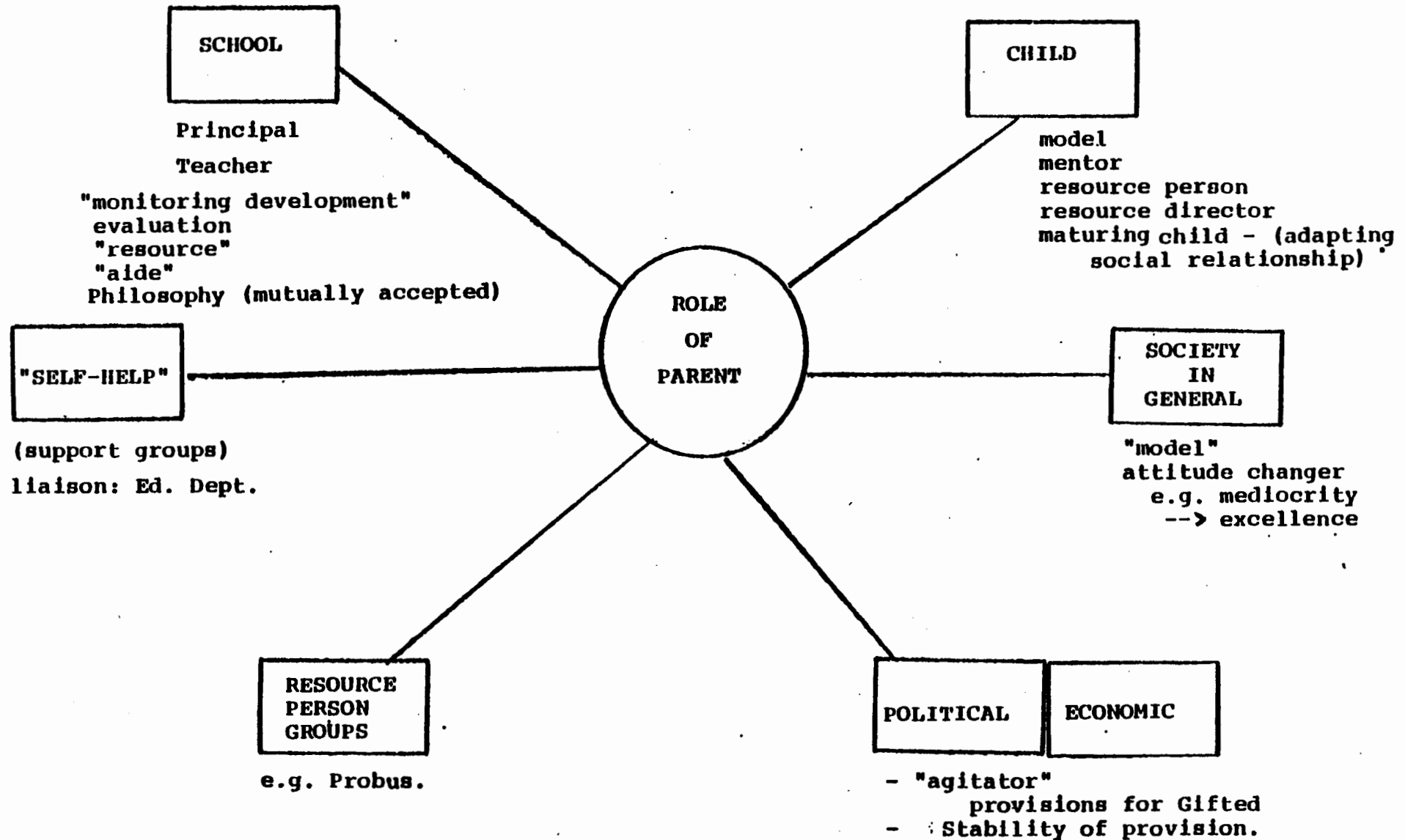
Facilities, Resources and Goals

Suitable facilities
Access to experts, experiences and resources
Provision of appropriate learning opportunities
Libraries
Availability of play/reading materials
Availability of research materials at anytime during the day
Need for better teachers
Need for educational funding (more)
Need for smaller class sizes, more individualized instruction
Broad development not too specialized
Set goals to achieve
Matching education to their needs
Need for social - learning laboratories
Chance to experiment in all sorts of active ways
Early entry to kindergarten

Content/Method

Needs for basic skills with which to tackle advanced concepts
Broadness of knowledge
Allowance for lateral thinking on any subject
Development of craft talents, less reliance on technology and more on humanity
Wide education - humanities as well as sciences

SUMMARY



NB: All aspects of role inter-related and involves 2-way communication.

L.P.N 1982.

May 1982.

'SEARCH 82'

PROGRAMME EVALUATION - PARENTS.

Dear Parents,

As the programme is almost finished, we would value your comments and opinions on the week's activities. Would you please answer the following questions and return this form tomorrow (Friday) ?

Many thanks for your assistance.

1. Why did you decide to send your child to the programme ?

2. Which session(s) did your child enjoy the most ? Why ?

3. Which session(s) did your child enjoy the least ? Why ?

4. How would you rate the programme overall ?

Excellent _____ Very Good _____ Quite Good _____

Not Very Good _____.

5. Did the programme provide :

YES

NO

(a) An interesting variety of sessions

(b) Topics not usually covered in school

(c) An enjoyable approach to learning ?

6. Do you think that the programme:

YES

NO

(a) Developed your child's thinking
skills ?

(b) Helped your child to express ideas
and feelings ?

(c) Motivated your child to explore
particular areas in greater
depth ?

7. How satisfied were you with the organization of the programme ?

Very _____ Reasonably _____ Not very _____ Not at all _____

8. Please comment on aspects of organization such as students'
choice of sessions, the range of sessions, time allocated
to sessions etc.

9. Are there any changes you would suggest for future programmes ?

10. Would you be interested in enrolling your child for any future programmes of this type ?

11. Any other comments ?

Thank you.

NAME : _____
(Optional)

MAY VACATION PROGRAMME FOR GIFTED & TALENTED CHILDREN

SESSION EVALUATION for

EDITH COWAN UNIVERSITY



AA5066121B

<303425>

In order to help us in an evaluation of the programme, would you please answer the following questions :

1. How did the children react to the session?

2. Were there any major problems encountered in the session?

3. What was your reaction to the session?

4. For future programmes, are there any changes you would suggest?

5. Any other comments?

Thank you for your assistance.

Session Organizer _____

Session Title _____

Number of Children _____

Session time and day _____