



AMERICAN UNIVERSITY OF BEIRUT

A CASE STUDY OF THE IDENTIFICATION, POLICIES,  
AND PRACTICES FOR GIFTED STUDENTS  
IN A LEBANESE PRIVATE SCHOOL

by  
FEYROUZ BOU MALHAM SAADE

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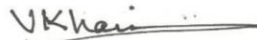
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FEYROUZ BOU MALHAM SAADE

Approved by:




Dr. Vivian Khamis, Professor  
Department of Education

Advisor



Dr. Rima Karami Akkary, Associate Professor  
Department of Education

Member of Committee



Dr. Ghazi Ghaith, Professor  
Department of Education

Member of Committee

Date of thesis defense: December 16, 2016

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## AN ABSTRACT OF THE THESIS OF

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Title: A Case Study of The Identification, Policies, and Practices for Gifted Students in a Lebanese Private School

This study investigates whether schools in Lebanon are addressing the needs of gifted children and if so, how. The study has a three-fold purpose: (1) to identify the most important factors, abilities and characteristics considered in the identification of gifted students; (2) to determine the measures and classroom practices applied by the teachers in order to meet the needs of gifted students; and (3) to point out the policies that schools implement to meet the needs of gifted students. The study used a mixed-method design by relying on both quantitative and qualitative data and focusing on one particular high school as a case study. The school selected was a private high school having classes from the K-12 grades in the region of Beirut. The school had neither a special program for giftedness nor any advanced classes. Data was gathered directly in the form of questionnaires, interviews, and documentary evidence collected from the school records and official documents and publications. The findings of the study revealed that the school does not have any official identification procedure besides the diagnostic test administered at the beginning of every year to determine the students' different levels. Regarding the three-fold purpose, results showed that: (1) parents and teachers mainly agreed on most of the characteristics of gifted students such as "goal directed", "long attention span", "can generate original ideas and solutions", and "Responsible; can be counted on" ; and only disagreed on issues relating to the affective/social-emotional characteristics; (2) for almost all of the classroom practices, the options that the parents chose matched the teachers' responses such as "Substitute different assignments for students who have mastered regular classroom work", "Use enrichment worksheets", and "Assign reading of more advanced level work"; and (3)

the comparison between the answers of the parents and those of the teachers concerning the school policies revealed a few areas of similarities such as “Inter-disciplinary curricula”, and many areas of differences suggesting that the parents’ do not have a complete holistic understanding of the school’s educational system.

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# CHAPTER I

## INTRODUCTION

Winner (2000) declared that gifted children present interests and skill levels similar to those found in adults: They often read fluently by the age of 3 or 4, skillfully play a musical instrument, and are able to jump from basic arithmetic to algebra while their peers are still learning addition. Since psychologists are more interested in *the deviant*, we know more about negative end of the spectrum rather than the positive one; in other words, we know more about depression than courage and happiness, and more about retardation than giftedness (Winner, 2000, p. 159).

In Lebanon, private schools often give special attention to children who have academic difficulties and poor academic performances. There is tendency to include children with special needs in the classroom. A considerable amount of time is spent holding meetings among teachers, experts, consultants, staff members and coordinators. All of this is for the aim of finding better ways to help students with academic difficulties to progress, pass the exams and be accepted in the subsequent classes.

However, what about gifted students? What is the needed amount of time and attention that should be accorded for gifted students?

### **Background**

Researchers have indicated that opportunities must be provided for all students to learn, grow, and make every effort toward excellence, however, gifted students require specific knowledge and specific attention (Davis & Rimm, 2004). Smutny (2003)

described gifted students as students who are overlooked when, in reality, “they are like diamonds”; they would bring sparkle to the new century if educators brought out their beauty and ability. Many researchers raised the issue of talent deterioration and the disengagement of gifted students (Mulhern, 2003; Morris, 2013; Davis & Rimm, 2004). Mulhern (2003) stated that unless the talent of gifted students is recognized, and provided for, by a challenging curriculum their talent will simply fade away. In a study done by Morris (2013) that investigates the educational experiences of academically gifted pupils, participants raised the issue of the disengagement of gifted students due to the lack of challenge and appreciation at school. Davis & Rimm (2004) mentioned that some gifted students don’t acquire good work habits and motivation, and as a result, their giftedness “dies”. They also weighted the cost of neglecting the needs of gifted students and considered that it might lead to the loss of enthusiasm for educational success, the setback of academic growth, and eventually, professional underachievement and lack of valuable contribution to the society.

In order to preserve and enhance giftedness, in many countries policies were tailored, action plans were set, and funding was provided in order to develop the strategies necessary for meeting the needs of gifted children. For example, the “Excellence in Cities initiative” (DfEE 1999), designed by the British government, invested significantly in the development of the ‘gifted and talented’ strand within the education policy” (Koshy et al., 2012). In the USA, the policy of “No child left behind” (NCLB) was established in 2001 that stated that all of the students’ needs must be addressed. It is true that the NCLB act does not directly target the immediate learning needs of gifted students, but it does give

the school districts enough funds that allow it to recruit and train teachers who work with special needs students, including gifted students. The sections 5461–66 of the NCLB, known as the Javits Act, explain that money will be provided for research in order to support the National Research Center and grant funds that should be allocated for statewide gifted education programs and services (Ludwig, 2014).

In Lebanon, a new curriculum for general education was established and it appeared under the decree N. 10227 May 1997 (CERD, 1997). General principles were determined for human and intellectual, and national and social levels defining what citizen is targeted in terms of capacities, competencies, and knowledge. Nevertheless, there was no mention of students with special needs, (including the gifted) or how institutions are supposed to deal with them or provide them with the necessary funds and tools to meet their needs.

### **The Research Problem**

Many believe that gifted students have a great deal to contribute to society, provided that their talents are developed to their full extent during their formal education. For example, Davis & Rimm (2004) stated that gifted students have the potential to make a unique contribution to their communities and the world if appropriate education and careful nurturing is provided. Despite this fact, giftedness and gifted students are not explicitly mentioned in the new Lebanese curriculum. There isn't enough research probing into the current situation regarding Lebanese schools for gifted students due to the absence of specific policies and action plans. Little or no information exists about perceptions on

giftedness, their educational personal experiences, identification criteria, as well as the teachers' perceptions, classroom practices, and overall schools policies.

### **Research Questions**

This research aims to investigate whether schools are addressing the needs of gifted children, and if so, how. More specifically, the research questions are:

1. How do teachers identify gifted students? What are the most important factors, abilities, and characteristics that teachers consider while identifying gifted students?
2. How are gifted students recognized by their parents? What are the characteristics the parents have personally noticed in their children?
3. What are the measures and the classroom practices applied by the teachers to meet the needs of gifted students?
4. What are the policies that schools implement in order to meet the needs of gifted students?

### **Rationale of the Problem**

The literature on giftedness and talent is very rich and varied. These studies are samples from several countries outside the Arab context and are divided into three categories: (1) The first category explores attitudes, perceptions, and experience; (2) the second category includes studies that discuss the selection procedure; and (3) the last category includes reports on case studies from one particular school.

In the first category, studies focused on gifted adolescents' attitudes towards giftedness, (Berlin, 2009) and their educational experiences in general (Morris, 2013;

Perrone et al., 2010) or regarding school counseling in particular (Wood, 2010). Dimitriadis (2012) and Koshy et al. (2012) investigated the impact of the schools' strategies on the attitude and overall achievement of gifted children. The authors also explored the teachers' perceptions and attitudes towards giftedness.

The second category focused on the identification of gifted students. Hernández-Torrano et al. (2013) and Li et al. (2008) studied the selection procedures that led teachers to nominate gifted students. Carmen (2011) also analyzed how the views of current and future educators affect the selection process of gifted students.

The third category focused on studying giftedness in a particular context using the case studies approach. For example, Ratcliff et al. (2012) studied gifted students' needs in one unique high school.

In the Lebanese context, Saad (2007) tried to investigate mathematically gifted students' perceptions regarding their levels of interest, challenge, enjoyment, and other personal choices and classroom learning experiences. In addition, the study included a comparison that involved the gifted students, their classmates, and their teachers' perceptions.

However, each of these studies focuses on one issue using a sample of schools or students, or case studies; no study has examined all of these criteria together, and no previous study has tackled those issues relative to gifted students in Lebanon. The aim of this research is to conduct a case study of one school in order to assess the situation of gifted students in this country. This will include the criteria of identification, classroom

practices, and school policies from the point of view of counselors, the principal, and the teachers. It will also include the parents' recognition concerning the giftedness of their children, and their overall perceptions about classroom practices and school policies. Therefore, this study will provide information about the gifted students' identification, classroom practices, and school policies from several perspectives. It will combine quantitative and qualitative approaches and accordingly, quantitative and qualitative data as well (Greene et al., 1989). The two approaches will complement each other in terms of elaboration and clarification (Greene et al., 1989).

### **Significance**

The answers to the research questions mentioned above might provide us with important information about giftedness. The information could help school educators modify the existing learning environment by turning it into an optimal one especially tailored for their gifted students. Another promising outcome is the fact that teachers would finally have specific guidelines and predetermined characteristics for nominating gifted students. This study also provides school counselors with critical information about teacher perceptions, parental experiences, the nature of practices, and what program options are needed (or already exist) for gifted students. Schools administrations may accordingly benefit from the results by planning for, and designing, the appropriate practices and policies that could effectively cater to the gifted students' needs.

Moreover, employing both approaches enhances the integrity of findings (Bryman, 2006). According to Fischler (n.d), the mixed methods design provides a more complete understanding than a pure quantitative or pure qualitative approach. Hence, this research

could help construct a solid base for further studies in Lebanon that might include a wider sample study than just the one case explored in this dissertation. Accordingly, and because this study will give a clearer picture about the gifted students' identification, classroom practices, and school policies, the results obtained could later be useful for other schools in Lebanon, which would be a step forward with respect to future studies in the Arab world, or even on an international level.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

Based on the identified research questions, information was gathered for the literature review about: (1) definitions of giftedness; (2) the identification criteria of gifted students; (3) the nature of the gifted students' experiences; (4) the classroom practices; and (5) the school policies and organizational practices for gifted students.

#### **Defining Giftedness**

Students are in general gathered in the following five categories: gifted, talented, adult creator, child prodigy and mainstream child. Winner (2000) differentiated between gifted and talented children. He described *gifted children* as children with high IQs who excel in school, and *talented children* as those who excel in art, music, or athletics (p.163). On the other hand, the expression “*savants*” was used by Ericsson and Faivre (1988) to indicate individuals who “are retarded and are also autistic”. A child who learns effortlessly and rapidly in a domain is known as a *child prodigy* according to Simonton (1977). Moreover, Simonton (1977) considered an *adult creator* as a person who disrupts and remakes a domain. Finally, *mainstream children* (i.e., nongifted) are children with average IQ scores of 100 (Johnson, 2003, p.1596).

*Giftedness* is a label given to the students who have been identified according to various criteria. Considering the diversity of gifts, giftedness cannot be clearly defined and, as a result, gifted children are not easily identified. The literature is full of general and operational definitions, characteristics, levels and profiles of giftedness. Marland (1972),

the United States Commissioner of Education in the early 1970's, had considered gifted and talented children as those who are capable of achieving high performance and having outstanding abilities in one or more areas such as creative or productive thinking, visual and performance arts, specific academic aptitude. Sternberg and Reis (2004) stated that in order to understand giftedness answers must be provided for the meaning of giftedness. Also a distinction has to be made between gifted and talented students, in addition to the ways through which talent and giftedness are manifested (Sternberg & Reis, 2004, p.1). Passow (1981) declared that to learn more about giftedness, we have to look beyond conventional tests such as IQ tests. Thus, we need to consider responses given during enrichment activities. On the other hand, Tannenbaum (1986) considered a gifted individual as “a producer and not a simple consumer”. He stated that good grades are not enough: In order to identify giftedness, one must consider new approaches involving creative and unusual problem-solving methods (p.23). Hollingworth (1942) considered gifted children as those who are among the top 1 percent of the juvenile population in their power to achieve literacy. They are also able to deal with its abstract symbols and knowledge. Renzulli (1978), in his operational definition, emphasized the relationship between high levels of creativity and commitment to tasks (keeping in mind above-average general abilities). He considered giftedness as an interaction among three basic clusters of human traits: high levels of creativity, above-average ability, and high levels of task commitment. Hence, gifted children were considered as those who had or were able to develop and apply these traits (Renzulli, 1986). In addition, Sternberg and Zhang (1995) listed other aspects that often seem to be present with gifted individuals: the value of skills and products, rarity, demonstrability, excellence, and productivity. Different profiles of

talent and giftedness were introduced by Betts and Neihart (1988): autonomous, under-ground, successful, double-labeled, challenging, and dropout. These profiles can provide educators and parents with information about the behavior and needs of gifted and talented students. For example, the successful are those who display the appropriate behavior after they listen closely to their parents and teachers. They rarely show behavioral problems because they seek approval from other adults. As for the dropouts, their needs were not met by the system for many years. Therefore they feel rejected and are angry with adults and with themselves. They often express this anger by withdrawing or responding defensively (Betts & Neihart, 1988).

To sum up, giftedness is a rather complex phenomenon. Several definitions of giftedness exist and several giftedness profiles have been identified. Moreover, the distinction has been made between gifted and talented children. Therefore, responses collected during enrichment activities must be taken into consideration. Researchers must look beyond conventional tests and examine individual traits that often appear with gifted children.

### **Identification of Gifted Students**

Two approaches exist for the identification of gifted students: the theoretical and the practical (Renzulli, 2004). Studies also investigated the relationship between the identification process and the program goals for gifted students (Feldhusen et al., 1984). In addition, the selection criteria for gifted students varied between the studies and the research. While in some cases a specific selection criterion was applied (Li et al., 2008), in

other studies no guidelines were given (Hernández-Torrano, 2013). Whether the selection was based upon scientific criteria or not, the process of choosing gifted students was sometimes affected by stereotypic views of current and future educators who played a significant role in the nomination process.

Renzulli (2004) explained how both theoretical and practical levels are crucial for the identification procedure. In theory-based identification, views range from restricted or conservative to multi-dimensional. The conservatives considered the IQ test score as the only criterion required to detect and assess giftedness (Renzulli & Reis, 2004). Birch (1984), however, highlighted the need to consider a larger context including social, personal, and cultural factors. These factors contributed in shaping specific potentials and academic abilities.

### **Teacher Nomination Process**

Throughout the years, researches counted on teachers to nominate and identify gifted students. As early as 1925, Terman conducted a study about the development and characteristics of gifted students in which teachers had in charge the nomination process of gifted students. Gear (1976) stated that in the following years, several programs still relied on teachers for the identification process. Hernández-Torrano study (2013) is another example where teachers were asked to select gifted students in absence of any guidelines or specific characteristics.

## **The Profile of Gifted Students**

As an example of a study attempting to identify the characteristics that lead to a student qualifying for the gifted program, we consider the Siegle and Powell (2004) study. Siegle and Powell found that mental computations have more influence than the completion of schoolwork on gifted students' identification. In addition, the topic of students' interests, according to them, constituted a factor in the students' nomination. Siegle and Powell (2004) interpreted this result as follows: unexpected behaviors are triggered by unexpected interests, which, in turn, attract attention. Hernández-Torrano et al. (2013) also tried to determine the selection procedures and characteristics (in several schools in Spain) that help teachers identify and nominate gifted students. The authors analyzed, in the second phase of their study, the demographic and psychological variables (like gender, emotional intelligence, etc.) of the chosen gifted students in order to find out what characteristics triggered the teachers' selection (Hernández-Torrano, 2013). The results indicated that nominated students had a general profile characterized by higher scores in verbal, mechanical, and spatial reasoning, as well as in naturalist intelligence; and lower scores in numerical and abstract reasoning and in artistic abilities (Hernández-Torrano, 2013).

## **Tools for Identification**

Another tool necessary for the selection of gifted students was the designed tests or scales. Two studies reported on the use of tests: The first was based on the Wechsler Intelligence Scale for Children, and the second on the Gifted Rating Scales-School Form designed test (GRS-S). The Wechsler scales, like the Binet and other tests, measure

intellectual performance as a multidimensional construct. This means that rather than conceptualizing intelligence as a single characteristic, the tests contain numerous scales assessing qualitatively different types of intellectual functioning. The Wechsler Intelligence Scale for Children-III (WISC-III) is designed for children ages 6 – 16. According to Johnson et al. (2003), children were considered gifted when their verbal, performance or full-scale IQ was of the 99th percentile for grades 1 to 3, and of the 97th percentile for grades 4 and 5 (p.1597). GRS-S is another test designed to identify five types of giftedness and motivation: intellectual ability, academic ability, creativity, artistic talent, and leadership ability (Li et al., 2008). In order to use a given test there is a need to inspect its validity and reliability in the new context prior to its application. For instance, Li et al. (2008) aimed to inspect the validity and reliability of a Chinese-translated version of the GRS-S. The sample consisted of Chinese teachers from two schools: one elementary school (grades 1 through 6) and one middle school (grades 7 and 8). Teachers were trained in two sessions to respect the GRS-S test instructions, and then they rated 500 students using the Chinese version of the GRS-S (Li et al., 2008, p.163). Results sustained the reliability of the Chinese-translated version of the GRS-S and added preliminary support for the criterion of validity of the Chinese-translated GRS-S when implemented with Chinese students (Li et al., 2008, p.166). In the third phase of the Hernández-Torrano study (2013) , the nominated students completed two tests based on “intellectual aptitudes (IA) (i.e The Differential Aptitude Test–Level 1 (DAT-5)) and divergent thinking (DT) (i.e The Torrance Tests of Creative Thinking–Figural Version (TTCT)) in small groups or individually at their schools” (Hernández-Torrano, 2013), in order to compare between the teachers’ perceptions of the students’ strengths and objective performances.

**Mixed approaches.** Studies showed that there are a variety of criteria used for identification. The study of Hernández-Torrano et al. (2013) is one example that included the teachers' selection, as well as the teachers' ratings of the students' Multiple Intelligence (MI) and Emotional Intelligence (EI). Furthermore, it also required that the nominated students complete two tests based on Intellectual Aptitudes (IA) and Divergent Thinking (DT). Hernández-Torrano et al. (2013) aimed to determine the selection procedures and the characteristics leading teachers to nominate gifted students in several schools in Spain. Teachers were asked to select gifted students in absence of any guidelines or specific characteristics (Hernández-Torrano, 2013). After that, the authors analyzed the demographic and psychological variables (gender, emotional intelligence, etc.) of the chosen gifted students in order to find out what characteristics triggered the teachers' selections (Hernández-Torrano, 2013). The sample was comprised of students who were 12 to 16 years and were nominated as gifted by their teachers from the seventh, eighth, ninth and tenth grades. The identification procedure then required three phases. In the first one, secondary school teachers nominated between one and four students each, without any guidelines. In the second phase, the same teachers rated the students' Multiple Intelligence (MI) and Emotional Intelligence (EI) using the Screening Scale for the Evaluation of Multiple Intelligences–Teacher Form (SSEMI-TF) and the Emotional Intelligence Inventory–Youth Version–Teachers' Observer Form (EQ:i-YV-O) respectively. In the third phase, the nominated students completed two tests based on Intellectual Aptitudes (IA) and Divergent Thinking (DT) (Hernández-Torrano, 2013). A weak relationship was found between the teachers' perceptions of the students' strengths and objective performances. The students nominated as gifted by their teachers fit two general profiles: The first scored

above the sample means on the DT scales, and the second scored below it. Teachers probably nominated the students in the first group due to an exceptional performance in creative and ‘nonacademic’ intellectual aptitudes. As for the second group, the teachers’ nominations were due to the students’ ability to express themselves and deal with daily demands in a social context. The findings showed that nominated students from both groups might be classified in five specific gifted profiles, namely: moderately gifted students, social-emotionally gifted students, artistically gifted students, intellectually gifted students, and generally gifted students (Hernández-Torrano, 2013).

**Relationship between programs goals and identification.** Researchers also studied the relationship between school programs and identification. Feldhusen, Asher, and Hoover (1984) indicated that the direction for the entire identification process is defined by the careful determination of program goals. An assessment of the needs of gifted and talented youth should be determined by these goals. They added “ in order to have a defensible identification procedure, it must be based upon clear and defensible program goal” (Feldhusen et al., 1984, p.149). For example, if a program is based on performance in an accelerated mathematics courses, then the identification process might have as central focus the mathematics aptitude test scores and math grades. But if creative productivity is one of the anticipated goals, then grades can be combined with samples of student work that reflect how students have shown creative productivity (Renzulli, n.d., p.28).



## **Factors Affecting the Identification Process**

In addition, other issues were addressed such as the effects of labeling in family dynamics (Colangelo & Brower, 1987; Callahan, 1982; Birch, 1984) as well as the teachers' views and student characteristics (Carmen, 2011).

Birch (1984) discussed the great effect that labeling has on recognizing individual characteristics, attributes and features, whereas Callahan (1982) used expressions like 'winners' and 'losers' to assess the outcome of the formal identification processes. Moreover, studies were designed to determine the factors by which the selection of gifted students is affected, whether by the teachers' views or the characteristics of students. Carmen's study (2011) reports an example of how the selection of gifted students can be affected by the teachers' views. In this study, the author aimed to explore how stereotypic views of current and future educators affect the selection of gifted students and prevent some of them from benefiting from gifted educational services. Participants were graduate and undergraduate students in eEducation at a large Midwestern university with no gifted education program. They were asked to write a paragraph describing an imaginary gifted person, and then filled out a questionnaire with information about the imaginary gifted person (Carmen, 2011, p.796). In both levels, most of the teachers held stereotypical thoughts in four of the six following areas: gender, ethnicity, age, learning interests, talents, and use of glasses. Results also showed that those who held fewer stereotypical thoughts were in-service teachers with greater experience (Carmen, 2011, p.804).

To sum up, a wide range of identification criteria of gifted students are used, and

some were proven to be well-defined such as the: Results of standardized tests, teacher observations, various checklists and inventories, nominations by parents, peers and self, and interviews of students and parents. A relation was found to exist between the identification process and the determination of the program goals for gifted students. Furthermore, the findings indicated that the identification process was largely affected by the teachers' views, among other factors.

### **Nature of the Gifted Students' Experiences**

Several researchers studied the gifted adolescents' attitudes towards being identified as gifted, and their perceptions of how others view their giftedness (Berlin, 2009). In some of these studies, the students were learning in advanced classes (Perrone et al., 2010). In addition, these studies investigated a specific aspect of the students' experiences related to the counseling domain (Wood, 2000). Numerous studies were longitudinal ones aiming to investigate the students' experiences and receive feedback from them once they reached adulthood (Morris, 2013). Moreover, the educational experiences of gifted students, and their parents' perceptions, were also studied (Perrone et al., 2010).

### **Gifted Students' Attitudes**

Berlin's (2009) study is one of the studies that examined the gifted adolescents' attitudes towards being identified as gifted, as well as their perceptions of how others view their giftedness. The participants were chosen among gifted students of a public middle school in the Midwest part of the district's gifted program. They were then divided into two groups: gifted and highly gifted, based on the results of the school psychologist's testing.

Participants were given two lists of 14 attributes each and were asked to select from these attributes a list of the 10 most negative and 10 most positive attributes of being labeled as talented and gifted (Berlin, 2009, p.220). Some of the positive results mentioned by both groups included participants stating that they enjoyed participating in special classes, were not bored, and benefited from having better teachers. As for the negative aspects, they indicated that the teachers' assumptions were not reflective of their true character and nature, others had high expectations of them, and they had to deal with more homework and schoolwork (Berlin, 2009, p.221).

### **Gifted Students' Experiences in Advanced Classes**

Studies also covered the gifted students' experiences in advanced classes in a longitudinal study until they reached adulthood. One of these studies was conducted by Perrone et al. (2010). In their study, they examined the gifted adults' experiences in advanced classes, and their attitudes regarding their children being involved in gifted programs or advanced classes. Participants were adults who had been participating in a longitudinal study since their high-school graduation in 1988 and, at the time of the survey, the participants' ages ranged from 35 to 37. Participants were asked open-ended questions about their academic and interpersonal experiences in advanced classes, and the advantages and disadvantages of such advanced classes. Participants were also asked about their willingness to include their children in advanced classes, and whether their children had been identified as gifted and how they noticed it (Perrone et al., 2010, p.130). Eighty five percent (85%) of participants who took advanced classes indicated positive academic experiences and 59% indicated positive interpersonal experiences. They spoke either

generally about the advantages or specifically about their own experiences. They stated, for example, that advanced classes help individuals prepare for college (23%) and overcome challenges as academically talented individuals (18%) (Perrone et al., 2010, p.132). However, 21% mentioned that “segregation from peers can lead to feelings of isolation”, and 16% stated that the “gifted label” can “create social stigma or have a negative impact on social acceptance” (Perrone et al., 2010, p.133). Moreover, 88% expressed that they would enroll their children in advanced classes. 75% mentioned noticing signs of giftedness in their children such as: early achievement of developmental milestones, advanced abilities in language skills, and advanced skills in Math or Science (Perrone et al., 2010, p.134).

### **Gifted Students and Counseling**

Wood’s study (2000) considered a specific aspect of the students’ experiences related to the counseling domain. The purpose of the study was to provide information about techniques and strategies implemented in the school’s counseling programs. Another purpose was to find out what gifted students would like to see included in such programs in terms of academic and career interventions and services. In a Southeastern state, participants (gifted and talented individuals in the fields of visual and performing arts, and humanities) were enrolled in a summer residential program. To measure their experiences in school counseling, the Gifted and Talented Adolescents’ Experiences in School Counseling (GT-AESC II) survey questionnaire was designed. In order to indicate the degree of occurrence, participants responded on a Likert-type scale ranging from 1 (never) to 4 (almost always) (Wood, 2000, p.49). The majority of participants (79.7% to 88.2%) stated that the school counselor was empathetic, available, understanding, and beneficial.

Fifty percent (50.3%) felt that the school counselor did not value their concerns and misunderstood them. Despite the availability of the school counselor, the majority of participants indicated that no personal and interpersonal skills were gained during high school counseling.

### **Gifted Students and Parents**

Another study conducted by Morris (2013) investigated the educational experiences of six academically gifted pupils and their parents within one local authority in Scotland. An Interpretative Phenomenological Analysis (IPA) was used to survey the individual experiences and develop an overview of how to make sense of all of their experiences. Students were individually interviewed about issues such as: the individual as a learner, motivational drivers, school experiences, and parental influence (Morris, 2013, p.21). The participants expressed the need for a peer group, and the lack of challenge during the first two years of secondary classes where they were at risk of disengagement (Morris, 2013, p.27). The study also emphasized varied methods employed at the schools to address the needs of gifted students. The participants, as well as their parents, mentioned how there was a wide range of informal learning opportunities provided at home. Furthermore, they considered their family as the main source of encouragement that constantly pushed them to perform better and achieve their goals.

Since all of the above studies were carried out at an international level, it is important to consider the research conducted in the Lebanese context in particular. One of these studies, done by Saad (2007), aimed to determine the mathematically gifted students'

perceptions of their classroom learning experiences with regards to interest, challenge, choice, and enjoyment in Lebanese private schools. Another aim was to compare the gifted students' perceptions to those of their classmates, and those of their teachers. The sample constituted of six private schools randomly selected from the third electoral district in Beirut. A total of two hundred fifty one students from the seventh grade, along with their nine mathematics teachers, participated in the study. Eight students were identified as mathematically gifted by their teachers through a questionnaire that helps detect the characteristics of the mathematically gifted students (Saad, 2003, p.43). The results indicated that the mathematically gifted students perceived their learning experiences as being sometimes enjoyable and interesting, and sometimes challenging. Mathematically gifted students reported less interest, less enjoyment, and less challenge than their classmates. The case was the same when they were compared to their teachers. As for the scope of choice, the perceptions of the mathematically gifted students did not differ from those of their teachers and classmates.

Through the results of the various studies mentioned above, some gifted students perceived their learning experiences as being both enjoyable and interesting. Others indicated that no personal and interpersonal skills were gained during high school counseling. Some studies indicated that “feelings of isolation due to segregation from peers” was one concern the participants seemed to share. Other participants stated that the gifted label sometimes created social stigma or led to unpleasant circumstances when it came to social acceptance. Parents who were gifted approved of their gifted children enrolling in advanced classes. They listed signs of giftedness that they detected in their

children such as: early achievement of developmental milestones, advanced abilities in language skills, and advanced skills in math or science.

Based on the literature review, the aim of this study is to gather information about the parents' perceptions regarding their gifted children. Otherwise stated, this thesis intends to explore how gifted students are recognized by their parents and what characteristics parents personally notice in their gifted child.

### **School Policies and Organizational Practices for Gifted Students**

In this section, the objective was to search the literature for studies about gifted students' needs in order to explore whether schools are applying the necessary policies or procedures needed for fulfilling these needs. The teachers' perceptions and attitudes as well as the impact of the schools' strategies on the gifted children's achievements and attitudes were all researched. Moreover, the focus was also on studies that investigated how schools implemented the 'gifted and talented' education policy.

### **General Education and Policies**

"Needs of gifted and talented students and general education" constituted a major concern to Johnsen, Haensly, Ryser and Ford (2002). Furthermore, with the raising demands of breaking up special programs for gifted students and the mounting accent on inclusion, Reis, Gentry, and Maxfield (1998) raised the important point that general education teachers must be trained in order to apply differentiated instruction. As a result of their findings, researchers proposed many ways to change the classroom environment through: (1) creative problem solving (Parnes, 1979); (2) inter-disciplinary curricula

(Kaplan, 1986); and (3) instructional style preferences (Renzulli & Reis, 1997). However, Fullan (1993) emphasized that changing the general education classroom is a slow and complex process involving many factors. According to Sergiovanni (1995), some of these factors include but are not limited to: leadership, quality professional development, follow-up support, and collaboration among teachers, administrators and the community. Because change is an extremely personal process, and because as Petrie (1990) argued, the ‘primary initiator’ of any change is the teacher, he needs to receive the majority of the support.

### **Educational Policies for Gifted Students around the World**

Two studies are presented below that investigated how schools implemented the ‘gifted and talented’ education policy . The first study was about educational policies for gifted students in the UK, and the second study tackled the same issue in Australia.

**Educational policies for gifted students in the UK.** The study of Koshy et al. (2012) explores the application of the gifted students’ education policy. The authors examine how primary schools in England and Wales are realizing the “gifted and talented” education policy, and compare them with those of the study they had conducted back in 1996. The study also explores the beliefs and positions of coordinators, the quality of education offered, and the level of guidance received, from different sources. A questionnaire was completed by a sample of gifted and talented coordinators, or lead teachers, who were responsible for teaching gifted and talented students in primary schools across England and Wales. Basic information, the schools’ current approach to the ‘gifted and talented’ initiative in terms of policy, practice and provision, thoughts about the



guidance, and the teachers' thoughts about the concepts of "gifts" and "talents" were the four main areas covered in the questionnaire (Koshy et al., 2012, p.172). As for the findings, 96% of the schools in the sample identified and recorded their gifted and talented students, and 90% had a special school policy for "gifted and talented" education compared to only 32% of the schools in 1996. Eighty four percent (84%) received some training regarding gifted and talented education compared to less than 15% in 1996. In addition, 34% of the coordinators in the present sample of schools had not heard of the government guidance for schools (Koshy et al., 2012, p.173).

**Educational policies for gifted students in Australia.** In Australia, the Department for Education and Child Development Gifted and Talented Children and Students (2012) (DECD Gifted and Talented) offers guidance for identifying gifted and talented learners by providing appropriate curricula and pathways to support gifted and talented learners, and help them achieve their potentials. A differentiated curriculum is adapted for gifted and talented learners and includes the following key elements: (1) accelerated pace of instruction; (2) concept-based abstract ideas; (3) flexible grouping strategies enabling individual work or collaborations with other gifted peers; (4) ongoing diagnostic tools for matching instruction-to-learner needs and opportunities for enrichment; and (5) extension and acceleration within and beyond the classroom. Cluster groupings of like-minded peers and community programs are examples of enrichment. Teaching tools encouraging higher order thinking skills are an example of extension. Early and flexible entry into all levels of education, and flexible timetabling to facilitate subject acceleration are examples of acceleration (DECD Gifted and Talented Policy, 2012). This policy was

founded on three principles. The first provides equitable access for all learners to educational programs in order to meet their specific needs and abilities. The second principle emphasizes a research-based education for gifted and talented learners during which ongoing evaluation and improvement are requested. And finally, partnerships and shared responsibility between parents/caregivers and schools is needed to support quality gifted education and care.

Among the results of the mentioned studies, the main influential policies with gifted students were: quality professional development, follow-up support, and collaboration among teachers, administrators and the community, partnership, and shared responsibility. In addition, the differentiated curriculum and opportunities for enrichment, extension, and acceleration were also among the many pathways supporting gifted and talented learners to help them achieve their potentials.

### **Measures and Classroom Practices for Gifted Students**

In most countries, laws were established and special programs were tailored to support Gifted and Talented Education. But not all gifted students have access to these programs or are in educational systems that offer such opportunities. Therefore, the majority of gifted students spend most of their school time in regular classrooms especially in countries where no special gifted programs are offered. And consequently, curriculum practices and instructional techniques, in regular classrooms, were investigated since they have a major effect on the gifted students' learning, wellbeing, and eventual career paths. After the foundation of the Jacob K. Javits Gifted and Talented Education Act in 1988, the

Mustard Seed Project was one of many projects established in the USA. One of its goals was to train teachers to differentiate the curricula for gifted students in the general education classroom. The following topics will be discussed in this section: Changes in classroom practices in general education, differentiated instruction, classroom practices in advanced classes and schools for gifted students, and classroom practices and mathematically gifted children.

### **Changes in Classroom Practices in General Education**

Many studies investigated classroom practices for gifted students in the general education classroom. Johnsen et al. (2002) conducted a study about the changes in the classroom practices for gifted students in the general education classroom, and the factors that influenced these changes. Changes were measured using the Classroom Instructional Practices Scale (CIPS) (Johnsen, 1992). A checklist was designed to measure how teachers modified their classrooms and organized it. Four areas were taken into consideration: content, rate, preference, and environment.

Seven descriptors were elaborated for the content in order to describe the organizational ways, concepts, sequences skills, strategies, and generalizations within and across disciplines. For example, C2 “includes creative and critical thinking skills”.

For the rate, and the rate with assessment, nine descriptors were developed showing how the teacher varied the amount of time needed by students to learn new content. For example, R1 “have the same flexible amount of time allotted for completing tasks; early finishers do no task”, and R8 “pre/post-assessment have set times with recycling and/or in-

depth study/ enrichment/ acceleration”. Six descriptors for the environment showed that the physical environment was adapted by the teacher to facilitate the students’ learning and interaction, as was the case with the E3 “arrangement with regards to the interactions among the students”. As for the preference area, five descriptors found out that the activities aligned with the content and individual student choice, as asserted by the P4 “variation in tasks and/or response dimensions; correlated” (Johnsen, 2002).

### **Differentiated Instruction**

Since the majority of the gifted students are enrolled in regular education classrooms, teachers are faced with the dilemma of having to offer a mandated curriculum content to a diversified range of students, all the while struggling with the challenge of keeping the gifted students engaged and interested. According to White (2013), teachers don’t know where to begin their search for the best strategies to serve the gifted students, and have no time to spare. As a result, she aimed to make her study a solid starting point for teachers. In her thesis, she examined approximately thirty resources addressing the problem of how to apply strategies and differentiation processes in regular classrooms. In addition, White (2013) described the synopsis, practical usage, and educational resources mentioned in each of those thirty resource. Some of the processes she investigated include: (1) The cluster grouping model, (2) the preferences of the gifted students, (3) the independent study, and (4) the critical thinking skills.

Brulles et al. (2010) stated that the same principles of the Cluster Grouping Model could be applied in traditional classrooms. Students could be grouped according to their

ability, and so, gifted students could be given the chance to work on more challenging assignments. Meanwhile, further assistance could be offered to students facing difficulty with the same concept (Brulles, Saunders, & Cohn, 2010).

Gifted students' preferences are respected and taken into consideration the moment surveys are handed out asking gifted students about the types of differentiations they preferred (Kanevsky, 2011). The study results showed that students preferred to study topics of interest to them, and to personally choose the findings report format.

During independent study, gifted students choose a topic of interest to them and research and report on that topic under the guidance of the teacher (Lauder, 2011).

McCollister and Saylor (2010) listed four main ways to develop *critical thinking skills*: problem solving, asking questions requiring critical analysis, evaluating sources, and decision-making. During the application of the four mentioned ways, students have to think logically. They learn how to evaluate sources for reliability, and make crucial choices, among many others tasks (McCollister & Saylor, 2010).

In order to ensure the possibility of succeeding for all students, differentiated instruction is one of the procedures suggested in the research. A third grade gifted pull-out program called Furthering Interests and Nurturing Development (FIND) was studied by Lauder (2011) in an attempt to determine the strategies of differentiated instruction for gifted elementary students in a regular education classroom. In her study, Lauder (2011) tried to find the strategies used in gifted pull-out programs, and to determine the teachers' and students' beliefs regarding the necessity of supporting the gifted students' learning in

regular education classrooms. She used the qualitative research method of phenomenology to collect data through observations, questionnaires, classroom and student artifacts, and an interview to understand the experiences of the participants. After analyzing the data, results showed the importance of independent studies and challenging work where independent study is a viable option if it is supported through pre-assessment, goal-setting, and conferencing in regular education classroom (Lauder, 2011). It allows differentiating instruction in the three most commonly accepted areas: content, process, and product (Heacox, 2002; Wormeli, 2007). Differentiating the process allows students not only to learn the content, but also to understand it at a deeper level (Levy, 2008; Wormeli, 2007; Tomlinson & Allan, 2000). Moreover, results revealed that participants believed that gifted students should be offered challenging work. Results also showed that teachers in regular education classrooms are facing difficulties while trying to provide this type of work to their gifted students (Lauder, 2011). These difficulties stem from the idea that gifted students are able to supply themselves with the challenging work required (Heacox, 2002; Manning et al., 2010).

The Classroom Practices Survey (1993) conducted by The National Research Center on the Gifted and Talented (NRC/GT) is another example of studies about differentiated education in regular classrooms made across the United States. In their study, Archambault et al. (1993) attempted to investigate: (1) the modification of instructional practices and curriculum materials; (2) the provision of different services in various parts of the country and in communities of different sizes; (3) the instructional practices used; and (4) the existence of differences in the types of services provided for gifted students in

districts with and without formal gifted programs. A survey instrument called the Classroom Practices Questionnaire (CPQ) was developed to gather information about the teachers' backgrounds, schools and districts policies and procedures, and classroom practices for educating gifted and average students. Teachers responded to each item first for average students, and then for gifted students. The classroom practices segment of the CPQ included 39 items (Archambault et al., 1993). The authors found that teachers provided advanced readings, independent projects, eliminate curriculum material that students had mastered, more advanced work, enrichment worksheets, activities that require higher levels of thinking skills, and reports of various kinds for the gifted. Despite that, findings showed that the modifications were minor and gifted students were given no more opportunity than the average students with regards to: (1) using locations other than the regular classroom; (2) working in common interests or comparable ability groups; (3) moving to a higher grade for specific subject area instruction; (4) using enrichment centers; and (5) participating in competitive programs. In addition, average and gifted students had participated only a few times a month in these experiences (Archambault et al., 1993). The authors concluded that teachers, in regular third and fourth grade classrooms, had made only minor curriculum modifications to meet the needs of gifted students. Moreover, gifted students received few of the services that could actually address their unique characteristics in an elementary classroom setting.

The work of Ratcliff et al (2012) is an example of a case study of a school for gifted students. Ratcliff et al. (2012) tried to observe how eight teachers were addressing the educational needs of their grade 9 to grade 12 students in a small high school located on a

college campus. Observational data were collected on the following: (1) the instructional and managerial interactions in the classroom; (2) the amount of time-on-task spent by students; (3) the types and number of direct and indirect instructional methodologies used; (4) the instructional group sizes, and (5) the number and level of teacher questions (Ratcliff et al., 2012, p.393). The researchers found that students were seated in a whole-group structure with teachers using mostly teacher-led discussions, models, and lectures. Interactions between teachers and their students were instructional by nature. A large number of lower level questions were asked by teachers, and the pace of the instruction tended to be fast (Ratcliff et al., 2012, p.404).

Dimitriadis (2012) tried to find out whether the needs of mathematically gifted children were addressed in classrooms, and if so, how. The impact of the schools' strategies on gifted children's achievements and attitudes was also studied. All primary schools within five Local Education Authorities in Greater London participated in a survey completed by the mathematics coordinators or classroom teachers teaching gifted children. Among the respondents, four case studies were considered for the main study. The selection criteria included the implementation of different methods (ability grouping, setting, pullout grouping, and mentoring) and a wide range of socioeconomic backgrounds (Dimitriadis, 2012, p.62). The results showed that the nature of the work, the teacher's expertise, the size of the classroom, and the given attention were the main influential factors of effectiveness (Dimitriadis, 2012, p.70). The fact that some students did not succeed in completing tasks alone, and complained during interviews, implied that gifted children require just as much of the teacher's attention as other students do (Dimitriadis, 2012, p.71).



Based on the literature review regarding measures and classroom practices, we have adopted the classroom practices elaborated by Archambault (1993) as part of the teachers' and parents' questionnaires in this thesis.

### **Summary**

The literature is full of general and operational definitions, characteristics, and various levels, and profiles of gifted children. Given this diversity, giftedness cannot be clearly defined, and as a result, gifted children are rarely ever easily identified. Therefore researchers must look beyond conventional tests into individual aspects that come along with giftedness. Several approaches (theoretical and practical), and a wide range of identification criteria, exist for the identification of gifted children. Moreover, the identification process is affected by the teachers' views, among other factors like the determination of the program's goals.

Another aspect of giftedness is revealed by the gifted students' own experiences as well as the experiences and perceptions of the parents regarding the giftedness of their children. Accordingly, many questions are raised: How are gifted students recognized by their parents? What are the characteristics that the parents have personally noticed in their children?

In most countries, laws were founded and special programs were tailored for Gifted and Talented Education. Differentiated curriculums, and opportunities for enrichment, extension, and acceleration are some of the methods teachers can rely on to support gifted and talented learners in order to help them achieve their full potentials. But not all gifted

students have access to these programs or are in educational systems that offer such opportunities. The majority of gifted students spend most of their school time in regular classrooms, especially in countries where no special gifted programs are offered. Consequently, curriculum practices and instructional techniques, in regular classrooms, need to be investigated and fully discussed since they have a major effect on the gifted students' learning, wellbeing, and overall career path.

This thesis has examined the literature on giftedness in Lebanon in order to explore how the concept of giftedness is tackled. Studies conducted investigated the gifted students' perceptions of their classroom learning experiences as well as the elementary teachers' perceptions of the attributes of gifted students. Results revealed that gifted students reported less interest, less enjoyment, and less challenge than their classmates. In addition, results have shown that no official identification procedure was available.

The researcher referred to the literature in order to construct her knowledge base on giftedness before starting data collection. Gaining insight into the perspectives of teachers, counselor, parents, and principals in Lebanon was the primary focus of this study. Through this research, valuable information will be revealed about the characteristics, classroom practices, and policies pertaining to gifted students in Lebanese schools as described by teachers, counselors, parents, and principals. The information collected, in addition to participants' perceptions, may prove valuable for educators and practitioners worldwide, and ultimately promote the understanding of giftedness in the Lebanese context.

## CHAPTER III

### METHODOLOGY

This research aims to investigate the identification process of gifted students, as well as the overall classroom practices and school policies, especially as perceived by teachers, parents, counselors, and principals in Lebanon. The section below details the research questions, justifies the use of the mixed methods research design, and describes its procedures and parameters.

#### **Research Questions**

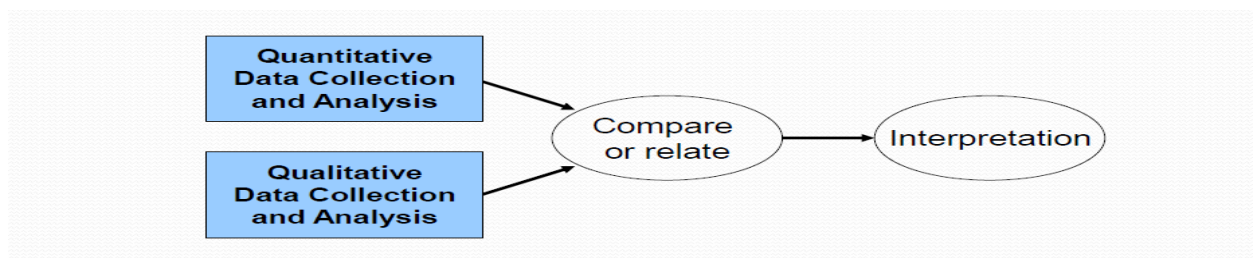
The research questions explored in the study are:

1. How do teachers identify gifted students? What are the most important factors, abilities, and characteristics that teachers consider while identifying gifted students?
2. How are gifted students recognized by their parents? What are the characteristics the parents have personally noticed in their children?
3. What are the measures and the classroom practices applied by the teachers to meet the needs of gifted students?
4. What are the policies that schools implement in order to meet the needs of gifted students?

#### **Research Design**

Three distinct approaches for researching exist: quantitative, qualitative, and what is referred to as the multi-methods (Brannen, 1992), multi-strategy (Bryman, 2004), mixed methods (Creswell, 2003), or mixed methodology (Tashakkori & Teddlie, 1998) research. The concept of mixing different methods probably originated in 1959, when Campbell and Fiske

used multiple methods to study validity of psychological traits. They encouraged others to employ their "multimethod matrix" to examine multiple approaches to data collection in a study. This prompted others to mix methods, and soon approaches associated with field methods such as observations and interviews (qualitative data) were combined with traditional surveys (quantitative data) (S. D. Sieber, 1973). From the original concept of triangulation emerged additional reasons for mixing different types of data. For example, the results from one method can help develop or inform the other method (Greene, Caracelli, & Graham, 1989). Creswell, (2003) asserted that the combination of both quantitative and qualitative data provides a more holistic understanding of the research problem as it allows us to consider detailed information from multiple viewpoints. He also added that the mixed methods design is applied when one type alone is not able to answer all of the research questions or fully tackle the research problem effectively (Creswell, 2003).



Source: [http://www.fischlerschool.nova.edu/applied\\_research/procedures\\_and\\_resources](http://www.fischlerschool.nova.edu/applied_research/procedures_and_resources)

With regards to the choice of the methodology, the study is designed based on mixed methods design (Fischler, n.d). Questionnaires and interviews are used together in mixed method studies examining the educational assessment (Lai & Waltman, 2008), and qualitative interview data provides imminent information about the participants' attitudes, thoughts and actions (Kendall, 2008). In addition, interactions within a focus group provide data and insights that are often not easily obtained in a one-on-one interview (Siegle, 2014, p.39).

## **Study Design**

This thesis analyzed a case study by looking into one high school for the purpose of focusing on specifics, and give an account of the instance in action in order to describe a project, institution, or particular innovation (Spratt et al., 2004). Relying on a case study is integral to completing this study because it helps provide an in-depth contextualized understanding of a particular situation by providing intensive descriptions, analyses, and interpretations of this case (Merriam, 1998; Stake, 1995). The case study is investigated because it offers an important in-depth exploration of the identification of gifted students, of the existing policies and practices that meet the needs of gifted students.

## **Study Site and Participants**

### **Study Site**

In this study, data was collected from a private high school that has classes ranging from the K to 12 grades in the region of Beirut. It is considered as a large-sized school where large-sized schools refer to schools offering K-12 education programs, and consisting of more than 800 students. The school has neither a special program for giftedness nor advanced classes.

### **Population Characteristics and Participant Selection**

The population of this study consists of teachers, the school counselor, the school principal, and the parents of a group of gifted students. The reason the in-service school principal, counselor, and teachers were included in the study is because they constitute the best source of data regarding the identification of gifted students, and the existing policies

and practices that meet the needs of gifted students. Experienced teachers, the counselor, and the principal, each of whom have five or more years of practical experience, which is a sufficient time for developing the adequate expert knowledge regarding all of the aspects investigated in the current study. In addition, the parents of gifted students can provide their own perspectives regarding their gifted children's school experiences concerning the three items listed above.

Teachers from grade 4 till grade 12 were invited to participate. Neither the level that the teachers served, nor the age of the participants, was taken into consideration during the selection process. However, these demographic details were collected anyway simply to enrich the data analysis.

Parents of a group of gifted students from those nominated by the teachers were also asked to participate. Neither the educational level, nor the age, (or any other factor) of the participants affected the selection process. However, again, these demographic details were collected anyway to enrich the data analysis.

The Nomination procedure of the gifted students was set to be as follows: Each teacher was supposed to nominate 1 to 4 gifted students, as suggested by Hernández-Torrano et al. (2013). Only the students who were nominated by the majority of the teachers from the same class (75%) were selected for the purposes of this study.

### **Data Collection Procedure**

Data collected included questionnaires, interviews, and documentary evidence of the school records, and official documents and publications. Two questionnaires were

the school records, and official documents and publications. Two questionnaires were designed for the teachers and parents. The teachers and the parents were not expected to write their names on the questionnaires so the answers received were anonymous. Individual interviews that include open-ended questions were held with the school counselor and school principal. Quantitative data was obtained from the answers of the two questionnaires. The qualitative data was to be obtained from the interviews and documentary evidence. After the analysis of the data, two focus group interviews were set to take place; one including the teachers, and another including the parents, in order to share the results obtained for the sake of enriching the findings, and improving the validity of the study through triangulation.

### **Data Collection Tools**

In this study and in order to collect data, the following tools were used: questionnaires for parents and teachers, interviews with the school principal and the counselor, focus group interviews, and school records and official documents and publications. Below a description of each one of the tools.

#### **Questionnaires**

Through questionnaires, a large amount of information can be collected from a large number of people. Structured questionnaires are usually associated with quantitative research and help researchers collect factual information, gather straightforward information, and have the chance to contact a large number of people at a relatively low cost (Oppenheim, 1992). The researcher used two questionnaires: one for teachers and another for parents. The teacher questionnaire was distributed to each participant along

with a cover letter. The participants fill it and return it within a week. As for the parents, their questionnaire was mailed, along with a cover letter. It also was filled and submitted within a week. The questionnaires were only used after the necessary permissions were taken from the authorized institutions regarding Section III “Classroom Practices” for the Teachers’ and Parents’ Questionnaires, and Section II regarding “Gifted Characteristics” for the Teachers’ Questionnaire. Each questionnaire took between 20 to 30 minutes to be filled (See Appendices A and B for the list of questions for teachers and parents).

The questionnaire contains closed questions and covered the following areas: demographic information about themselves, gifted students nomination, the current classroom practices and the school’s current approach or terms of policy toward the gifted. In section I “Profile”, teachers gave information such as: Gender, educational level, level of experience, teaching grade level(s), and teaching subject areas. In section II “Gifted Students Nomination”, they were asked to nominate 1 to 4 students they consider as gifted and list the characteristics upon which they made the nomination or to think of as many terms as possible which might characterize those students. This method is based on Hernández-Torrano et al. (2013) where teachers were asked to nominate between one to four gifted students without any guidelines. Then they were asked to select the top 3 factors they consider the most important and upon which they identified gifted students. The list of factors was divided under five categories of abilities elaborated by Duke University Talent Identification Program. The categories are: general intellectual ability, specific academic ability, creative ability, leadership ability, affective/social-emotional characteristics and psychomotor characteristics. For each category, a list of observable behaviors or characteristics was elaborate. In section III “Classroom Practices”, a list of around twenty



classroom practices was provided and teachers used a Licker response scale from 0 to 5, where 0 stand for never and 5 for more than once a day. The classroom practices were selected from “Regular Classroom Practices with Gifted Students” elaborated by Francis Archambault (1993). Archambault elaborated the classroom practices for a national survey conducted by The National Research Center on the Gifted and Talented (NRC/GT). The department of education and child development in South Australia has published “Gifted and Talented Children and Students Policy” (updated 2012). This policy replaces the Gifted Children and Students Policy (Department of Education and Children's Services DECS, 1995). Upon this policy, the section IV “School Policies & Practices” was based. In this section, teachers were asked if the school adapt or not a range of general education classroom policies and practices.

A second questionnaire addressed the parents of a group of the nominated gifted students. Its purpose was to develop a rich picture about the parents’ experiences and in what ways they had noticed giftedness in their children. The questionnaire also contained closed questions and cover the following areas: profile, gifted children recognition, the current classroom practices and the school’s current approach or terms of policy toward the gifted. In section I, parents gave information such as demographic information about themselves such as: Gender, children number and age group. In section II, a list of characteristics they have noticed in their children was provided such as: personality traits common to gifted - language skills - advanced skills in math or science - quick assimilation and retention quick assimilation and retention-high academic achievement or advanced placement. These characteristics were gathered from participants’ response in Perrone (2010) study “Looking Back on Lessons Learned: Gifted Adults Reflect on Their Experiences in Advanced Classes

Gifted Adults”. The purpose of the study was to learn about gifted adults’ experiences in advanced classes. Participants were asked to describe signs of giftedness in their children. Also in section II, parents were asked to choose the top 3 factors in each of the five categories used in the same section in the teachers’ questionnaire. In sections III and IV, parents were asked about the current classroom practices and the school’s current approach or terms of policy toward the gifted. The same content was used in sections III and IV as the teachers’ questionnaire.

### **The School Principal’s and Counselor’s Interviews**

Much of qualitative research relies on spoken interviews with participants in order to gather detailed information regarding the phenomenon under examination (Polkinghorne, 2005). Face-to-face interviews allow the observation of both verbal and nonverbal data (Hiller & DiLuzio, 2004). When in the same room, for instance, participants and interviewers can witness firsthand the facial expressions, gestures, and other paraverbal communications that may enrich the meaning of the spoken words (Carr & Worth, 2001). The researcher was to conduct two interviews: one with the principal and another with the counselor. The interview was designed in such a way that it would help address the queries mentioned in the research questions from both the school principal’s and counselor’s perspectives. It lasted around 45 minutes. The researcher posed the question(s) and has the participants provide their opinions and perspectives regarding the research topics. Probes and follow-up questions were used in the interviews. The interviews were digitally recorded and transcribed (See Appendices C and D for the list of Individual Interview Interview questions).

The principal interview was designed to answer the research question from the school principal perspective. He was asked about the special screening and testing procedure if any that allows the identification of gifted students, to confirm or not the existence of any special learning environment/conditions for gifted students or school rules and regulation specifically mentioning gifted students by name and acknowledge their special needs. He also provided information about special classroom practices for gifted children the school is currently applying. A description of the role of the school counselor in identifying and advising gifted students was also given. And finally, he gave his opinion about the measures needed to better meet the needs of gifted students at multiple levels: school, home and national educational system.

The school counselor interview was designed to answer the research question from the school counselor perspective. He was asked about his current role as a counselor and what should it be in identifying gifted students. The counselor also listed the kind of assistance and follow-up he is currently providing to gifted students in their academic and career planning. In addition, he named the main areas where his assistance and follow-up to gifted students differ from those provided to main-stream students. And finally, based on his experience with gifted students and main-stream students, he was asked about additional nonexistent services helping to meet gifted students needs for their academic and career planning.

### **Focus Group Interviews**

Focus groups are an exploratory research tool that help provide detailed information about a particular topic or issue (Sherraden, 2001). Focus groups can be useful for

triangulating findings obtained through questionnaires or interviews. The focus group approach enhances the validity and reliability of the data, provides deeper interpretation, and reinforces the accuracy of the study (Lincoln & Guba, 1985; Strauss & Corbin, 1997; Yin, 1984). For this reason, the researcher conducted two focus groups: one with teachers, and another with parents. Each focus group session lasted approximately 90 minutes. The focus group included only 8 participants in order to keep the number manageable and ensure that parents and teachers could all fully participate. The individual conducting the study directed the focus group in the school by applying certain steps: (1) introducing herself and the project; (2) reviewing the assent forms with participants; and (3) explaining the group's ground rules such as taking turns when talking, asking clarifying questions, and respecting other people's opinions (Beisser, 2013, p.28). During the session, the researcher asked a few impromptu follow-up questions although participants weren't expected to answer every single question. The focus group then provided feedback on the results obtained. The focus group interview was also digitally recorded and transcribed (See Appendices G and H for the list of focus group questions).

### **School Records and Official Documents and Publications**

According to Durosaro (2002), records are important tools necessary for the administration of a school, and critical for effective planning. School records are official documents, books, and files containing essential and crucial information of actions and events, and are often locked away in the school's office for later retrieval whenever needed (Osakwe, 2011). The researcher in this study went through the school's official documents and publications searching for any mention of measures, criteria, procedures and policies

addressing, identifying, and serving gifted students. Also, organizational arrangements that the school provided for gifted students were also looked into.

### **Field Notes**

Writing notes, keeping diaries, observational notes and many other documents accompanied researchers in their studies while collecting data. Nevertheless, Burgess (1981) underlines the fact that no detail is delivered on how these diaries may be established and maintained (p.75). Schatzman and Strauss (1973) described observational notes as "statements bearing upon events experienced principally through watching and listening" (p.100). They added that interpretation must be reduced to the minimum in order to maintain these notes reliability. Each note represents an event important enough to be included and to be considered as a piece of evidence (Schatzman & Strauss, 1973, p.100).

In this study, extensive and detailed field notes were taken during interviews with the intention of providing portraits of subjects, reconstruction of dialogue, description of physical settings, and accounts of particular events and observed behaviors. Field notes also present reflections on the: analyses, methods, ethical dilemmas, conflicts, and observer's ideas.

### **Data Analysis**

To date, the literature has paid little attention regarding how to analyze and interpret results in mixed methods studies (Bryman, 2007), and has not produced solid guidelines consisting of specific strategies and procedures particular for the data analysis of said studies (Greene, 2008). However, a few scholars have provided some guidance facilitating

an integrative analysis of mixed data types (Schiazza, 2013). Greene (2007, 2008), as well as Onwuegbuzie and Teddlie (2003), provided a useful framework for the mixed methods data analysis that consists of seven stages of working with data: (1) reduction; (2) display; (3) transformation; (4) correlation; (5) consolidation; (6) comparison; and (7) integration. Greene (2008) offered the following definition of integrated data analysis: “Integrated analyses involve the joint interactive analysis of data represented in different forms during the course of the study’s data analysis” (p. 14). In other words, integrated data analysis involves the analysis of both qualitative and quantitative data (Schiazza, 2013). The seven stages have three major goals. The first goal is to reduce and organize the data into a convenient form. The second is to find connections or interrelationships, and highlight the differences. The third is to generate results supporting the researchers’ conclusions (Greene, 2007).

Another approach is the general analytical approach informed by the three levels of data analysis as explained by Merriam (1998): descriptive level, category or theme construction, and theory development. The descriptive level provides an accurate account of the data (Merriam, 1998). The theme construction is the data obtained from reflexive journals and interviews (Schiazza, 2013). The theory development involves making inferences, developing models, or generating theory (Merriam, 1998). During the final stage of analysis, measures are taken to guarantee the credibility of interpretations (triangulation of data sources is one of the approaches) (Yin, 2003).

## **Quantitative Analysis**

The data obtained from the two questionnaires was analyzed in a computer environment. For the statistical analyses of the research data, SPSS 22.0 was used. The analyses of the research data included descriptive statistics such as percentages. This helped provide concrete descriptions and an overview of the important aspects of the case as a whole. The descriptive statistics also allowed the reduction of the data into manageable forms.

## **Qualitative Analysis**

The data was analyzed according to the following six steps: (1) descriptive statistics; (2) quantitative data reduction into manageable forms; (3) codification of the qualitative data; (4) formation of themes and categories; (5) organization of the data according to themes; and (6) comparison of quantitative data and qualitative data.

The researcher transcribed the data collected from the recording of the individual interviews and focus group interviews. Another party then went over the transcript and checked it against the recording for accuracy, ensuring inter-observer reliability. Reading transcripts, condensing statements to derive themes, and then categorizing and interpreting themes were just some of the many strategies this researcher relied on to address the research questions.

Moreover, the data was compared with the aim of finding interactions between both types of quantitative and qualitative data, or relating them. All this data was validated once it was measured against the data provided by the field notes and focus groups discussions. In addition, the researcher's reflection regarding the process, context, findings, and

limitations was also included. Data collected from school's official documents was noted and analyzed.

### **Measures for Trustworthiness and Credibility of Findings**

Quality control of data is an integral part of research and takes place at various stages during data collection, data entry or digitization, and data checking. Several measures were taken to prove the trustworthiness and credibility of the research study, and the validity of both quantitative and qualitative data. Two expert panelists reviewed the two questionnaires based on their experience in instrument design and the field of gifted education (Merriam, 1998). They provided verbal and written feedback regarding the clarity of the language and the conceptual fit between the survey instrument and research questions. Based on the feedback, questions were either revised or eliminated and a new version was then generated.

As for the measures taken regarding the qualitative data, the following took place: Interviews were recorded and interviews and field notes transcript were double checked. A second party went over the transcript and checked it against the recording for accuracy, ensuring inter-observer reliability (Merriam, 1998). During the analysis of the interviews, the participants were consulted in order to clarify some issues and ensure consistency thereby asserting that what was said and understood was one in the same (Merriam, 1998). After analyzing the data, results were also discussed amongst the focus groups formed of teachers and parents for the sake of sharing the results obtained and discussing them. The focus group discussion enriched the findings and improved the validity of the study through triangulation (Mathison, 1988).



## CHAPTER IV

### RESEARCH FINDINGS

This study aims to explore how schools address the needs of gifted children. It has a three-fold purpose: (1) identify the most important factors, abilities and characteristics considered for identifying gifted students; (2) determine the measures and classroom practices applied by the teachers to meet the needs of gifted students; and (3) point out the policies that schools designed to meet the needs of gifted students.

The results in this chapter are divided into three parts. The first part concentrates on the gifted students' identification: the procedure, and various characteristics of gifted students that were detected based on the results of the questionnaires, interviews, and focus group discussions (FGDs). The second part focuses on the measures and classroom practices, and the third part discusses the policies and services available. The results of this study are thematically presented, and each section is a combination of the survey results, semi-structured interviews, and focus group discussions. The results of each part are presented in one table that includes the frequency of responses of each group of participants, teachers and parents, for each characteristic or factor. The perspectives of teachers and parents are then compared in order to show the emerging differences. To maintain the confidentiality of the data provided by participants, all names used below are pseudonyms.

#### **Identification of Gifted Students**

Two individual interviews took place with the school principal and counselor. One

of the aims of these interviews was to find out, in this school, how gifted students are identified and what roles teachers and counselors play regarding this task. As for the teachers, they discussed the absence of measures and tests in their school with regards to the identification of giftedness. One of the teachers (Teacher 4) stated:

Our problem here is how to measure the talent or the creativity of a student. There is nothing related neither in the programs nor in the books we use. No IQ test exists.

### **Suggestions for Process**

**Written protocol and shared responsibility.** Teacher 2 did not agree with the counselor that the main responsibility falls on the school administration and teachers. In his opinion, it should be a “shared responsibility” and he emphasized the need for a “written protocol during the year of sequential stages when joint work between school administration, teachers, and counselor has to be done”. He added that “experts from the government, foreign experts, and companies” are also needed for the assessment and not just the teachers who are not actually trained for such a procedure. Moreover, teachers might be “subjective” in their choices. He explained:

If 10 teachers agree that a student is gifted it does not mean he is. Teachers might influence each other’s choices. A gifted student may have a conflict with a teacher and consequently a student may not end up being selected. We should take this aspect into consideration and provide scientific instruments based on which we can identify gifted students.

**Areas of giftedness.** Furthermore, the counselor declared that it is up to the teachers to determine the “areas where students show distinction and creativity, either during the execution or application phase”. These areas, according to the counselor, could be “music,

drawing, theater, scientific disciplines, the ability to invent, Arabic language and poetry, and technology.

### **Responsibility for Identification**

**Teacher role.** On the other hand, the counselor, during the individual interview, considered his role in the identification procedure as being “complementary to the role of the teacher and the head of the division”. According to the counselor, the teacher and the head of the division have the “main role” of identifying gifted students because “they are more present on the field”. She further described her role by explaining how it involves the following tasks: “listening, motivation and psychological follow-up for the students during the school year”. She added that in order to assist gifted students, she tries to maintain “continuous communication with the student environment whether at an academic level within the school or at a non-academic level outside the school”. Moreover, several parents supported the counselor’s opinion in the FGD regarding the teacher’s role in the identification procedure. Parent 3 explained:

Right now our children still young and are yet very fare from choosing a career or a specialization domain. However, as stated by the counselor, the teacher plays the most important role in discovering the gifted students and in putting them on the right track.

**Counselor’s main role.** In addition to the assessment criteria, teachers noted an important detail, which is the fact that gifted students are considered a “minority”. As a result of this, they could become “deviants”. Therefore, as stated by one of the teachers (Teacher 5) “the counselor has a major role to play, and should provide assistance to the gifted so that they are not left alone”.

## **Criteria for Identification**

**Diagnostic test.** According to the data derived from the individual interview with the principal, at the beginning of every school year, “a diagnostic test” takes place that all students of all levels take. The test covers “general knowledge and information students learned during the past academic year”. Based on the results of the test, “the different levels of students are determined”. The principal then added: “weekly progress reports and results of quizzes help us differentiate the gifted students from their classmates”.

**Bulletin of competencies.** Teacher 4, who is at the same time the French coordinator, shared during the FGD how the school experimented with the idea of working on the “bulletin of competencies” from early classes up until the second grade. “Reading the grades and translating them onto the bulletin of competencies was a totally new experience for teachers,” she noted. She added: “parents struggled to interpret results in absence of grades”. For this reason, she believes that the bulletin of competencies is a good solution for identification even though it does not exist in official exams at the national educational level in Lebanon. Nonetheless, she suggested that the school carry on with this initiative and deal with the opposing mentalities of some teachers and parents as they surface.

**Deliberation criteria.** The second point tackled by teachers during the FGD was the deliberation criteria used at the end of each school year. They affirmed they only relied on grades and behavior to assess the performance of students but neglected a third and equally important criteria: giftedness. Teacher 3 elaborated this as follow:

I want to add something about deliberating at the end of the school year; we discuss students' results taking two points into consideration: means and disciplinary behavior. I think we have to change our attitude as school administrators and teachers. We should add a third dimension, an axe related to giftedness. A student might have either good or bad grades, and a poor disciplinary behavior, but could be gifted; what should be our decision? Let us add to our criteria the given talent he is showing. In the study, what is the percentage of gifted students among those having high grades? I would add those who possess a gift, a non-scientific one. Should we ignore them?

### Recognition of Gifted Children by Parents

Ten characteristics were only given to the parent participants. They were asked if they personally noticed these characteristics in their children, and, as a result, to select all of the answers that apply. Although only parents answered this part of the questionnaire, both teachers and parents had the opportunity to comment on it in the FGDs. Table 1 shows the responses of parents regarding the noticed characteristics.

Table 1

*Frequency of responses of parent participants for noticed characteristics*

| Characteristics                                                             | Yes              |    | No               |    | Total            |     |
|-----------------------------------------------------------------------------|------------------|----|------------------|----|------------------|-----|
|                                                                             | No. of responses | %  | No. of responses | %  | No. of responses | %   |
| Early achievement of developmental milestones                               | 7                | 64 | 4                | 36 | 11               | 100 |
| Advanced abilities noticed by parents or others relating to language skills | 6                | 55 | 5                | 45 | 11               | 100 |

| Characteristics                                                                      | Yes              |     | No               |    | Total            |     |
|--------------------------------------------------------------------------------------|------------------|-----|------------------|----|------------------|-----|
|                                                                                      | No. of responses | %   | No. of responses | %  | No. of responses | %   |
| Advanced skills in math or science                                                   | 10               | 91  | 1                | 9  | 11               | 100 |
| High academic achievement or advanced placement                                      | 11               | 100 | 0                | 0  | 11               | 100 |
| Quick assimilation of information and remarkable memory and retention of information | 10               | 91  | 1                | 9  | 11               | 100 |
| Personality traits common to gifted individuals                                      | 5                | 45  | 6                | 55 | 11               | 100 |
| Exceptional creativity or talent for the arts                                        | 7                | 64  | 4                | 36 | 11               | 100 |
| Extraordinary emotional–social intelligence and sensitivity toward others            | 7                | 64  | 4                | 36 | 11               | 100 |
| Advanced problem-solving or reasoning skills                                         | 8                | 73  | 3                | 27 | 11               | 100 |
| Exceptional skills in fine motor movement or athletic abilities                      | 2                | 18  | 9                | 82 | 11               | 100 |

As can be seen from the above table, high academic achievement or advanced placement, advanced skills in math or science, and quick assimilation of information and remarkable memory and retention of information were the top three characteristics noticed by parents, scoring ten and eleven out of eleven. In the FGD, teachers commented on the results stating that such talents help students succeed, and criticized the absence of additional options in the Lebanese system of official exams. Teacher 6 gave the following example:

In the French baccalaureate, the students have the option of choosing anything from theater, to languages, or even sports... In the French system, everything is a talent and students earn additional grades that are added to the general average.

Another teacher (Teacher 1) tackled the dilemma of options and choices that students encounter when they reach grade 12, and how it is influenced by the parents' opinions. He added that students tend to go for the General Sciences (GS) or Life Sciences (LS) option especially when pushed by their fathers' opinion (the students are often made to feel that they are "worthless" otherwise). Ironically enough, these students later on often major in a completely unrelated subject like Law despite having completed a GS or LS degree. The teacher stated that in the end, the students choose the major that they want.

**Early achievement of developmental milestones.** Seven out of eleven parents noticed this characteristic in their gifted children. Early achievement was one of the two second most noticed aspects.

**Advanced abilities noticed by parents or others relating to language skills.** Six parents selected this aspect while five parents did not notice advanced abilities relating to

language skills. This is consistent with the parents' comments made in the FGD during which two parents mentioned that their children were too much into reading and writing since an early age. One of the parents (Parent 2) stated that her son "never showed much interest in playing since early age, rather, he kept asking to have a library and even wanted books, instead of toys, as Christmas and Easter gifts". Another parent (Parent 1) noticed the same, and described her daughter's hobby of writing on the walls with a "very straightforward calligraphy". She added that looking at her daughter's photos from when she was 12 to 18 months old is "very funny" because her daughter on her chair always seemed to have "a bowing down position" while observing her elder sister sitting on the carpet and writing.

**Advanced skills in math or science.** Ten out of eleven parent participants stated that their gifted children have advanced skills in math or science. In the FGD, teachers talked about the importance of mathematics and the sciences, especially with regards to how they represent the "gateway to scientific success", in the educational meaning of the expression. Teacher 3 clarified:

Scientific success means inventions in medicine, engineering etc...

Teacher 6 added that a student often has two major goals: finishing high school, and going to university. According to him, if a student has advanced skills in math or science, it is "a shame to lower his/her capacities" when choosing an appropriate university and major. Although some teachers highlighted the importance of scientific subjects, several other teachers did not agree with them. They criticized the fact that in Lebanon, parents and teachers believe that "student intelligence is measured by those scientific subjects" because



“the reality is different”. Moreover, they spoke about the “doctor syndrome” where parents believe that the scientific domain is more profitable, helps make a better career, and facilitates the earning of more money.

The seven teachers who participated in the focus group interviews expressed varied points of view that ranged from “all students are gifted, in all domains” to “only a few are gifted, and just in specific areas”. Teacher 3 mentioned:

Now the talent could be in mathematics, language, music, sports, and it could be on the communication level.

In addition, the negative effects of the society and the students’ different social classes were also discussed, especially with regards to how they affected, if at all, the gifted students’ performances. The teachers agreed that sometimes, this leads to gifted students neither being noticed, nor encouraged to excel. Teacher 5 noted:

I know several individuals who are highly gifted, but their entourage, and family, are all modest. Their outfit, and the way they communicate with the world, seem very simple. When it comes to discussing some major issues with them, you feel amazed at how they are able to do so.

**High academic achievement or advanced placement.** All of the eleven parent participants stated that their gifted children showed high academic achievements on a wide scale or were worthy of advanced placement. This characteristic scored the highest percentage. Some parents noticed the high achievement of their children but did not encourage it, as we will explore later while discussing the characteristics used for identification. Although some parents did not nurture the quest for advanced placement, teachers considered such an attitude as the result of an existing general culture. Teacher 3, a math teacher, stated that he too, as a parent, considers this issue as important and critical as

high academic achievement. He stressed that having a scientific spirit and a wide range of advanced skills is fundamental to being considered as gifted. He added “it matters to me that my child additionally excels in sports, languages, and music”. For this reason, he considers that having the combination of a scientific spirit and advanced language skills makes a student not only gifted but also “a special genius”.

**Quick assimilation of information and remarkable memory and retention of information.** Ten out of eleven parents noticed that their gifted children are able to assimilate information quickly, and possess a remarkable memory and retention ability. This characteristic was the second most observed.

**Personality traits common to gifted individuals.** Only five parents out of eleven marked this issue, while six other parents did not consider that gifted individuals share common personality traits. During the FGD, two of the parents (Parent 1 and Parent 2) expressed how they believe gifted students have common traits like being “very meticulous” and offering criticism every once in a while. They added that their children are very careful with their belongings, “hate losing them”, and are often attached too attached to their old possessions. Parent 1 had actually expected the obtained percentage to be higher because “it is enough to look in their eyes to notice that they are gifted children”. According to this parent, gifted children have common traits so evident that one cannot ignore.

**Exceptional creativity, or talent for the arts.** Seven parents declared that their gifted children have exceptional creativity, or talent for the arts. However, four parents stated that they did not notice such a talent.

**Extraordinary emotional–social intelligence and sensitivity towards others.**

Seven parents noticed that their children exhibit an extraordinary emotional–social intelligence and are very sensitive towards others. One of the parents (Parent 4) even anticipated a higher percentage because he believes that most gifted students tend to be empathetic with others.

**Advanced problem-solving or reasoning skills.** Eight parents out of eleven stated that their children have advanced problem-solving or reasoning skills. For parents, this is the third most commonly observed skill. This is consistent with the discussions that took place in the FGD where several parents stated that it was one of the first noticed characteristics. They added that their gifted children are able to quickly give the correct answer to a given problem.

**Exceptional skills in fine motor movement or athletic abilities.** Only two parents out of eleven stated that their children present exceptional skills in fine motor movement or athletic abilities. Nine of them did not notice such abilities. One of the parents (Parent 1) shared with the group how her daughter enjoyed playing with puzzle games, and kept wishing she could receive a puzzle with the most number of pieces for her birthday. She elaborated: “My daughter put together 886 pieces, and built a helicopter and a crane”.

**Characteristics of Gifted Students**

The characteristics were presented in the parents and teachers questionnaires under six categories: General Intellectual Ability, Specific Academic Ability, Creative Ability, Leadership Ability, Affective/Social-Emotional Characteristics, and Psychomotor

Characteristics. The responses of every single parent and teacher have been organized in tables representing each of the six categories. The frequency of each characteristic was calculated, and accurately reflects the number of participants who selected this characteristic in their responses. The second step of the analysis involved the comparison of characteristics, as presented by each group of participants. The aim was to: (1) identify the characteristics that were repeatedly reported by parents and teachers – characteristics which had the highest frequency of responses, based on the participants in each group; and (2) note any emerging differences.

To sum up, for the teachers interviewed, a gifted student has to have: (1) general knowledge; (2) a domain of specialization; (3) leadership ability; (4) communication skills; classification skills; (5) a domain of application; (6) the ability to solve problems; and (7) a certain degree of intelligence.

When asked how they would identify a gifted student, and to describe the characteristics that such a student would possess, four parent participants stated in the focus group interviews that they believe gifted children are often leaders who are organized, curious, creative, emotional and attached, full of energy, jealous, calm, and overall quick learners. In addition, they also tend to have a good memory.

**General intellectual ability.** Table 2 depicts the total number of teacher and parent respondents when asked to select the top three factors they consider as the most important for identifying gifted students (with the first choice being the most important factor). The seven factors they could choose from included the ability to: (1) have varied interests and

exhibit curiosity; (2) demonstrate a high level of language development and verbal ability; (3) have an unusual capacity for processing information; (4) think and process information quickly; (5) comprehensively synthesize problems; (6) recognize diverse relationships and integrate ideas across disciplines; and (7) integrate various differential patterns in thought processing since an early age.

Table 2

*Frequency of responses of teacher and parent participants for general intellectual ability*

| Nomination Factor                                                   | Teachers<br>(N=44) |    | Parents<br>(N=11) |    |
|---------------------------------------------------------------------|--------------------|----|-------------------|----|
|                                                                     | No. of responses   | %  | No. of responses  | %  |
| Have varied interests and exhibit curiosity                         | 21                 | 48 | 8                 | 73 |
| Demonstrate a high level of language development and verbal ability | 9                  | 20 | 6                 | 55 |
| Have an unusual capacity for processing information                 | 18                 | 41 | 3                 | 27 |
| Ability to think and process information quickly                    | 17                 | 39 | 3                 | 27 |
| Comprehensively synthesizes problems                                | 19                 | 43 | 5                 | 45 |

| Nomination Factor                                                                             | Teachers<br>(N=44) |    | Parents<br>(N=11) |    |
|-----------------------------------------------------------------------------------------------|--------------------|----|-------------------|----|
|                                                                                               | No. of responses   | %  | No. of responses  | %  |
| Heightened capacity to recognize diverse relationships and integrate ideas across disciplines | 20                 | 45 | 3                 | 27 |
| Early use of differential patterns in thought processing                                      | 15                 | 34 | 4                 | 36 |

Thirty-six out of the forty-four teachers (82%) asserted that a gifted student should have a general intellectual ability. In addition, teachers noted that the gifted students should also: have varied interests and be curious, have an unusual capacity for processing information, and be able to synthesize problems and recognize diverse relationships while integrating ideas. Moreover, many teachers in the FGD agreed with the results obtained especially because: The factor - has varied interests and exhibits curiosity- was considered by 48% of the participants as important, while the factor -has an unusual capacity for processing information- was also the first of choice of 41% of the teachers and parents.

Eleven out of the eleven parents affirmed that a general intellectual ability is a necessity for a gifted student as it is correlated to many other important abilities like: having varied interests and exhibiting curiosity, having a high level of language development, and being able to synthesize problems. This is consistent with the results

discussed in the FGD, where the majority of the parents interviewed agreed with the obtained results.

Several parents mentioned that they chose the factors based on the obvious meaning stated, what was clear in front of them, and did not bother looking into the hiding meaning implied. The participants also added that sometimes, certain factors were not selected simply because they assumed that gifted students have those factors therefore no need to mention them.

***Have varied interests and exhibit curiosity.*** Eight out of eleven parents considered that gifted students should have varied interests and exhibit curiosity. Twenty-one out of forty-four teacher participants equally stressed this aspect. This factor was considered as the most important for both teachers and parents. However, while 73% of parents selected this ability (almost three-fourth of the participants) only 48% of the teachers chose it as well. This result confirms what the parents discussed in the FGD.

Three out of four parents mentioned in the FGD that a gifted student has to be curious, inclined to discover, want to learn new information, and search for answers and solutions. They added that a gifted student also tends to be highly curious since a young age. Parent 2 described her gifted son by mentioning how:

He's been curious and logical since childhood. Even when he learns a few letters, he opens the book to a new page and asks about new letters, so we end up learning and finishing the whole program in one month. He is always asking questions and is always willing to learn. Ever since an early age, he's always wanted to learn new things, and not only when revising for exams.

*Demonstrate a high level of language development and verbal ability.* Contrary to the previous ability, parents highlighted this ability more than teachers did. Six out of eleven parents selected the verbal ability, while only nine teachers out of forty-four found it important. Three of the teachers raised this issue of the differences in the results during the FGD and related it mainly to the lack of students' interest in languages, particularly the Arabic and French language, as stated by teacher 3:

The students ask about the utility of a language stating that they don't need French to become a doctor. I believe asking students about English would give different reactions than asking them about French. For them, English is more useful, and Arabic and French come second in their priorities. Mastering English is primordial. To maintain the balance between the three languages is our role.

Teacher 6 gave another reason by asserting that and according to the parents that it is crucial for a child to have all of the basics.

Moreover, Teacher 4, a language teacher, argued about the low percentages given by teachers for a high level of language development. Only 9 out of 44 teachers selected it. In her opinion, language teachers face this problem in their classes on a daily basis. This problem is manifested by the lack of interest towards languages and is due to individual underestimating their importance. She affirmed:

A low percentage was given by teachers for the factor "*Demonstrate a high level of language development and verbal ability*". A student used to tell me Mrs. I don't need French because I want to become a doctor. My answer was: when you want to write a prescription, don't you need a language? This explains what we are encountering in class with students.



***Have an unusual capacity for processing information.*** The factor -have an unusual capacity for processing information- was selected by eighteen teachers out of forty-four and three parents out of eleven. The fact that a large number of teachers chose this factor proves that it is very important for gifted students to have an unusual capacity for processing information. This factor received a low percentage from parents, compared to the curiosity factor. “The parents considered that gifted students implicitly have this ability” according to two parents. They took it for granted and therefore did not select it. Parent 3 explained:

For the third choice, I agree. I don’t see a difference between the teachers and parents’ results. Maybe point 3 -*Has an unusual capacity for processing information* -helps teachers convey the idea they want to express. Students should have an unusual capacity for processing information, but we assume that gifted students have it anyway.

***Ability to think and process information quickly.*** Seventeen out of forty-four teachers considered the ability to think and process information quickly as being crucial to the process of nominating a student as gifted. Twenty-four percent out of the total of teacher participants selected it as one of their top choices. Only three parents selected it giving it the lower percentage in comparison with the percentages of other abilities. This concurs with the results obtained in the FGD where only one of the parents mentioned - thinking and quickly processing information- when answering the first question. Parent 3 described how such students are often “quick learners” as they absorb a great amount of information in a short amount of time. Moreover, they are also able to:

catch on fast and do not need excessive explanations. When they have a question, they need only to know the clarification of two or three words and then they can do the rest.

***Comprehensively synthesize problems.*** The ability -to comprehensively synthesize problems- was considered by five parent respondents as a nomination factor. Three out of five selected it as their third choice. The teachers' opinions converged with that of the parents: Nineteen teachers out of forty-four considered it as a must for nomination, but did not necessarily rank it as one of the top factors for giftedness.

Three of the seven teachers in the FGD thought that the gifted student should be a good problem-solver. Two of them stated it indirectly after a meticulous tripartite process of: (1) collecting the information; (2) processing the information and making connections; and (3) communicating the results and applying the solutions and findings. Teacher 1, however, mentioned it more explicitly by stating:

For me the gifted student, regardless of disciplines or anything, is the one who will go far in his/her interactions or actions while facing a certain dilemma. Whatever the problem is, s/he is gifted based on how much s/he is able to interact with the problem and find answers, and how much s/he is able to find results that others can't.

***Heightened capacity to recognize diverse relationships and integrate ideas across disciplines.*** While only three parents selected recognizing relationships as an identification criterion, twenty out of forty-four teachers stressed this aspect.

The ability to classify and find relationships is a common trait of gifted students. After collecting information, two teachers mentioned how important it is for a gifted student to know how to link the varied information, detect repetition, and classify the information in a convenient way. In the end, a gifted student has to be able to find relationships and give examples. Teacher 5 explained:

He has to be able to make the link between all of these matters, connect things together, and give examples based on the right context.

Two of the parents in the FGD considered this point as an important factor necessary for detecting giftedness as teachers ranked it among the top of their choices. Parent 4 specified that the reason she did not end up choosing this point was simply due to the lack of clarity. During the FGD, similar statements surfaced since this is a more specialized domain where according to parents, teachers are more knowledgeable.

***Early use of differential patterns in thought processing.*** Both parents and teachers considered this ability as an important factor in the nomination of gifted students. It appeared among the top three choices of the participants where four of the parents and fifteen of the teachers supported it. Early use of differential patterns in thought processing earned an almost similar result, noted as important by 36% of the parents and 34% of the teachers.

**Specific academic ability.** The results of the specific academic ability, along with six of its nomination factors, are presented in Table 3. Those six factors include the ability to: (1) absorb information; (2) comprehend at advanced levels; (3) have facility with numbers; (4) have a mastery over the information learnt; (5) be goal-directed; and (6) have a long attention-span. The table shows the frequencies of responses of teacher participants and parent participants for this category.

Table 3

*Frequency of responses of the teacher and parent participants regarding the specific academic ability*

| Nomination Factor                                                                        | Teachers<br>(N=44) |    | Parents<br>(N=11) |    |
|------------------------------------------------------------------------------------------|--------------------|----|-------------------|----|
|                                                                                          | No. of response    | %  | No. of response   | %  |
| Capable of absorbing an extraordinary quantity of information with unusual retentiveness | 24                 | 55 | 8                 | 73 |
| Able to comprehend subject matter at advanced levels                                     | 28                 | 64 | 3                 | 27 |
| Has facility with numbers                                                                | 8                  | 18 | 5                 | 45 |
| Has quick mastery and recall of factual information                                      | 17                 | 39 | 5                 | 45 |
| Persistent and goal directed                                                             | 21                 | 48 | 5                 | 45 |
| Has a long attention span                                                                | 22                 | 50 | 5                 | 45 |

Thirty-five teachers out of forty-four (80%) believe that a specific academic ability is one of the most important aspects in the identification of giftedness. Similarly, ten out of

eleven parents (91%) selected this ability as well. However, and even though the last two factors -goal directed- and -long attention span- received very close percentages by both groups, the percentages of the responses of parents and teachers were not totally matching. In addition, the ranking and the choice of the top three factors differed. Most of the parents emphasized this difference during the FGD. One of the reasons expressed by more than one parent was: teachers are better able to identify specific academic abilities within classrooms. Parent 3 expressed it as follows:

The teachers are in a better position to notice this specific academic ability while they are explaining. We, as parents, might discover at home social and general abilities during some discussions with our children. However, with regards to academic topics or lessons, it seems that teachers can detect these capacities much faster than we can.

***Capable of absorbing an extraordinary quantity of information with unusual retentiveness.*** Based on the results, capable of absorbing an extraordinary quantity of information with unusual retentiveness was considered a prime factor in nominating gifted students (twenty-four teachers, 55%; and eight parents, 73% selected this factor). It earned the highest percentage by the parents and more than half of them ranked it as their first choice among the six factors mentioned under the specific academic ability category. Parent 4 supported the parents' choice of this aspect, as well as its ranking.

Even though 55% of teachers chose it, they did not rank it among the top three important factors. Parent 3 believed this was the case due to teachers being better at recognizing and identifying such abilities. She explained:

The difference between our answers and the teachers' answers was huge. For me, my daughter does not absorb information faster than others do. Nevertheless, she understands everything and likes to

learn more. Teachers maybe are seeing things that we miss.

According to Teacher 1, this factor for parents refers to the skill of memorizing.

Parents value the amount of information memorized by their children. Teacher 1 elaborated as follows:

In my opinion, it is clear that the parents are focusing on memorizing. What matters to parents is how much a student absorbs information. The point *Capable of absorbing an extraordinary quantity of information with unusual retentiveness* was chosen by 55% of parents.

***Able to comprehend subject matters at advanced levels.*** Only three parents (27%) supported this factor. However, twenty-eight teachers (64%) emphasized that a gifted student should be able to comprehend a subject matter at advanced levels. In addition, parents did not rank this factor among the three top factors chosen. This is very consistent with the results of the parents' FGDs as they did not emphasize this factor during the first focus group interview question.

On the other hand, 40% of teachers selected comprehending at advanced levels as their first choice. This was highlighted in the FGD where one of the teachers considered the ability to comprehend a subject matter at advanced levels as the most important factor.

However, Teacher 1 was disappointed with the results. He explained:

comprehending at advanced levels was the factor that many teachers (40%) selected as a first choice. This is not enough and does not accurately reflect its importance. Our focus, and that of the parents, is still on memorization.

***Has facility with numbers.*** Out of the eleven parent respondents, five considered the factor has facility with numbers as an important one. On the other hand, the majority of the teachers neglected this factor, only eight chose it (18%).

***Has quick mastery and recall of factual information.*** The opinions of teachers and parents were also divided on this issue. The results of this factor were actually the exact opposite of the results of the previously mentioned factor. Seventeen out of forty-four teachers (39%) selected it while only five parents (45%) considered it as important as the factor has facility with numbers.

***Persistent and goal directed.*** There was great agreement between twenty-one teachers (48%) and five parents (45%) who considered that the factor persistent and goal directed was an essential requirement of giftedness. Similarly, it appeared among the top three factors chosen by both teachers and parents.

***Has a long attention span.*** This aspect was also strongly emphasized by more than half of the study participants twenty-two teachers (50%) and five parents (45%). However, even though the factor has a long attention span received similar percentages as the factor goal directed; it was not ranked among the top three. The parents' results were justified by Teacher 6 who considered that the simple fact that a factor is selected is enough, regardless of its ranking. He explained:

The parents are considering the students' performances in class. That is right if we take the results all together. Point 6-*Has a long attention span*- has also been chosen. I don't know how much I care about first choices and second choices. The fact that a large number of people selected it is enough for me.

During the FGD, parents assessed the reasons behind some of the difference in ranking between parents and teachers. Parent 2 stressed the importance of this aspect by stating:

My son has a very long attention span. When he is concentrating, he

continues till the very end and is never distracted. As parents, we didn't rank this factor as too important as it was already noted as such by the teachers.

**Creative ability.** Nine nomination factors go under the creative ability category.

The frequencies of responses of parents and teachers are presented in Table 4.

Table 4

*Frequency of responses of teacher and parent participants for creative ability*

| Nomination Factor                              | Teachers<br>(N=44) |    | Parents<br>(N=11) |    |
|------------------------------------------------|--------------------|----|-------------------|----|
|                                                | No. of response    | %  | No. of response   | %  |
| Flexible thought processes in solving problems | 23                 | 52 | 5                 | 45 |
| Early ability to delay closure of projects     | 11                 | 25 | 0                 | 0  |
| Can generate original ideas and solutions      | 34                 | 77 | 9                 | 82 |
| Has a vivid imagination                        | 11                 | 25 | 2                 | 18 |
| Has a keen sense of humor                      | 6                  | 14 | 6                 | 55 |



| Nomination Factor                                                    | Teachers<br>(N=44) |    | Parents<br>(N=11)  |    |
|----------------------------------------------------------------------|--------------------|----|--------------------|----|
|                                                                      | No. of<br>response | %  | No. of<br>response | %  |
| Is a risk-taker                                                      | 11                 | 25 | 0                  | 0  |
| Involvement with the metaneeds of<br>society: beauty, justice, truth | 14                 | 32 | 3                  | 27 |
| Nonconforming                                                        | 3                  | 7  | 0                  | 0  |
| Uses previously learned things in<br>new contexts                    | 6                  | 14 | 8                  | 73 |

Thirty-four parents out of forty-four (77%) and eleven out eleven parents (100%) agreed that a gifted student must have a creative ability. In addition, nine parents (82%) and thirty-four teachers (77%) selected the factor can generate original ideas and solutions as their first choice. However, this agreement did not extend to the second and third choice. Parents, during their assessment of these differences, gave two reasons for this. The first parent considered that teachers are better able to notice these capacities in the right context: the classroom. Parent 3 explained:

The teachers can determine these things as they happen with them during the day. The teachers are in the right context and atmosphere and the students are in the right place to show these capacities for teachers to accord these percentages. At home after school, we might

not have the same perspective and theory that leads to those results. Probably, the students are applying the theories they are learning in class during the day. Students are putting the theory into practice when they are with their teachers.

On the other hand, Parent 4 proclaimed that creativity is related to problem-solving and has nothing to do with the amount of effort exerted.

***Flexible thought processes in solving problems.*** Twenty-three teachers out of forty-four (52%) along with five parents out of eleven (45%) selected the factor flexibility in solving problems. The teachers' opinions were divided regarding how important it is for a gifted student to have flexible thought processes in solving problems. 25% of teachers ranked it as their first choice, while 20% considered it as their second choice.

***Early ability to delay closure of projects.*** This factor was selected by eleven out of forty-four teachers (25%) where 15% of them considered it as their second choice when ranking how important they thought it was for a gifted student to have this factor. Unlike the teachers, parents totally ignored this factor (none chose it).

***Can generate original ideas and solutions.*** The results reflected that nine parents and thirty-four teachers highlighted the importance of generating original ideas and solutions in the process of identifying gifted students. For the most part, teachers and parents had similar perspectives on this aspect. The majority of the parents (73%) and half of the teachers (52%) ranked it as their first choice.

Teachers highly appreciate it when a student is able to generate original ideas and solutions. This is because this factor is general enough to cover more than one field by including "creation, oral and writing, art, and intelligence" as expressed by Teacher 3.

Moreover, the teachers pointed out that their perceptions were in alignment with those of the parents. On this issue, Teacher 1 noted:

In addition, here there is a kind of agreement. 73% of the parents chose point 3 -Can generate original ideas and solutions- and 52% of us gave it the same importance.

At this stage, the teachers in the FGD started to compare the results in this section to those in the previous one. Two of them stated that they started to observe a pattern in the parents' choices. A kind of an agreement took place regarding the parents' responses even though some of parents' choices did not seem necessary for the detection of giftedness.

***Has a vivid imagination.*** Analysis of the results showed that eleven teachers out of forty-four and just two parents emphasized having a vivid imagination as a key characteristic for identifying giftedness. As mentioned earlier, one of the teachers doubted the real utility of a gifted student having a vivid imagination.

***Has a keen sense of humor.*** Six parents (55 %) stressed how important it is for a gifted student to have a keen sense of humor. Moreover, 45 % of them considered it as their second choice. The teachers were less enthusiastic regarding this factor and only six teachers out of forty-four (14%) selected it. In addition, the teachers commented on the parents' smart choice of factors by showing that the parents went further than the classroom context and academic topics.

***Is a risk-taker.*** Eleven teachers (25%) found risk-taking as being a fundamental characteristic of gifted students. However, none of the parents selected this factor.

***Involvement with the metaneeds of society: beauty, justice, truth.*** Fourteen teachers considered the involvement with the metaneeds of society as being an important factor that helps teachers in the nomination process of gifted students. Ten teachers in this

study ranked it as their third choice, thereby showcasing its importance. In parallel, three of the parents also stressed its importance even though the factor did not appear among the three top factors towards the end. One of the parents interpreted this as the “different behavioral patterns that the children have at home, and in school when they are with their classmates”. Parent 4 clarified:

Teachers selected point 7 -*Involvement with the metaneeds of society: beauty, justice, truth*- as their third choice. I personally don't see it at all. The children behave one way with their peers in school and a different way when they're with their parents at home.

She also discussed the age factor and its influence on the involvement of a child with important concepts like: beauty, justice, and truth. She mentioned:

My understanding is that you have covered all age groups in your study. For the point 7 -*Involvement with the metaneeds of society: beauty, justice, truth*-, 8 years old children are not interested much in beauty. For students aged 12 to 14 years old, things are more complex. I imagine that age is an influential factor. Otherwise, the numbers would have been closer.

***Nonconforming.*** As shown in results, this factor was the last one on the teachers' and parents' lists of factors needed for the identification of gifted students (0 parents and three teachers selected this). No comments were collected from the FGDs.

***Uses previously learned things in new contexts.*** This aspect was strongly emphasized by the majority of parents (eight parents, 73%). 64% of parents highlighted the importance of gifted students being able to use previously learned things in new contexts and ranked it as their third choice. Teachers were less enthusiastic about this last factor (only six teachers, 14%, chose it). During the FGD, teachers did not have the same perceptions while commenting about the results obtained in this section. Two of the teachers approved of the six teachers' choices, and, at the end of the discussion came up

with what should be the ultimate goal: “teaching them content that they will could use in a new context”. Teacher 6 expressed this idea as follows:

I approve of the choice of some of the teachers. 11% of the teachers chose point 9 *-Uses previously learned things in new contexts-* as a third choice.

In counterpart, one of the teachers (Teacher 3) criticized the low percentage given by teachers in comparison to the one of parents. He considered the difference as “a significant indicator stating:

What attracted my attention is how 64% of parents chose point 9 *-Uses previously learned things in new contexts-* as their third choice. This high score shows that they believed their children were implementing what they learned in their everyday life. In contrast, however, only 11% of teachers chose it. The gap is very wide.

The parents confirmed their agreement on the reported results in the FGD especially with regards to the factors sense of humor and the use of recently learned things in new contexts. Parents noticed such behavior at home and in society. Parent 2 elaborated:

We see how they apply what they have learned. This seems to me, as a normal outcome.

The parents raised the issue of divergence between their answers and those of the teachers. According to them, there were three reasons behind this: The first justification was “how parents observe at home the way their children solve problems”. Parent 3 explained:

Parents have selected point 9 *-Uses previously learned things in new contexts-* which was not the case with teachers. For us at home, this is manifested when there is a problem or an issue and our children are able to figure out a way to solve it.

Parent 4 gave a second reason and in her opinion, “it is because teachers focus superficially on activities”. She explained:

We, as parents, have explored the creativity aspect in-depth. However, teachers have focused more on activities within the classroom.

In addition, Parent 3 found “observing children while they are studying at home” to be a third reason:

It is not related to the fact that we are following up with them regarding their studies in the afternoons. The reason is that we are seeing and observing how they are studying.

**Leadership ability.** The results of the leadership ability, and its nine nomination factors that range from having an evaluative approach towards the self and others, to tending to question authority, are presented in Table 5. The table shows the response frequencies of both parent and teacher participants for this category.

Table 5

*Frequency of responses of Teacher and parent participants for leadership ability*

| Nomination Factor                                   | Teachers<br>(N=44) |    | Parents<br>(N=11) |    |
|-----------------------------------------------------|--------------------|----|-------------------|----|
|                                                     | No. of responses   | %  | No. of responses  | %  |
| Have an evaluative approach towards self and others | 13                 | 30 | 6                 | 55 |

| Nomination Factor                                                               | Teachers<br>(N=44) |    | Parents<br>(N=11) |    |
|---------------------------------------------------------------------------------|--------------------|----|-------------------|----|
|                                                                                 | No. of responses   | %  | No. of responses  | %  |
| Heightened expectations of self and others                                      | 14                 | 32 | 6                 | 55 |
| Advanced cognitive and affective capacity for conceptualizing societal problems | 15                 | 34 | 0                 | 0  |
| Are self-confident with children their own age as well as with adults           | 15                 | 34 | 2                 | 18 |
| Responsible; can be counted on                                                  | 22                 | 50 | 9                 | 82 |
| Is cooperative with teacher and classmates                                      | 20                 | 45 | 3                 | 27 |
| Tends to dominate others                                                        | 3                  | 7  | 2                 | 18 |
| Often has solutions to social and environmental problems                        | 10                 | 23 | 4                 | 36 |
| Tends to question authority                                                     | 5                  | 11 | 1                 | 9  |

Thirty-three out of forty-four teachers (75%) believed that the leadership ability was one of the most important aspects of giftedness. Moreover, all eleven parents agreed on the importance of gifted students having this leadership ability. In the FGD, teachers questioned what leadership actually is. It was eventually defined as the process of transmitting one's own ideas or simply directing the others' points of views. Below is a discussion that took place between two teachers:

Teacher 6: Is the leader the one who has all the answers and the solutions? Is it a must? Leadership here is the capacity to direct a public opinion. Right? It does not necessarily involve a person's own ideas.

Teacher 3: I imagine that he might have a plan or certain propositions. After all, it is the multiplicity of information, knowledge and ideas in his mind that makes people see him as a leader.

The responses of parents and teachers converged towards one common first choice as they linked the gifted students' leadership abilities to the quality of being responsible; can be counted on. However, in general terms, this factor was selected by eighty-two percent of parents compared to fifty percent of teachers. When comparing the second and third choices, it was observed that parents and teachers had associated the gifted students' leadership ability to different factors.

Three out of four parents during the FGD appreciated the converging results between the parents and teachers regarding the factors heightened expectations of self and others and responsible; can be counted on. They stopped lengthily at the difference in opinion about having an evaluative approach towards self and others. They described their children's behaviors and discussed their stubborn determination to always receive the top



ranking. They added that, as parents, they don't encourage such behavior. This point will be elaborated in further details later on.

***Have an evaluative approach towards self and others.*** When the factor have an evaluative approach towards self and other was selected by six parents out of eleven (55%), thirteen teachers out of forty-four (30%) agreed on its importance as a characteristic of giftedness.

Furthermore, according to four parents, this factor was among the top three factors (second choice) showing the gifted students' leadership ability. This factor was one of the most discussed subjects by parents in the FGD. They explained that this evaluative approach is in gifted children and is not encouraged by parents even though one of the parents considers having an evaluative approach as a plus and distinguishing trait of a gifted student. Parents also commented on how important grades are for their children as they are very competitive and are constantly comparing their scores with those of their classmates. They added that their children always want to be at the top of their class, and will be upset if they do not succeed in doing so.

Parent 2: Even when he gets a 19 over 20, he is a little upset if another student got the same outstanding grade he did. I've been repeatedly telling him since he was young that it is not necessary to get a 20 over 20 every time, and it is also not important to always have the highest grade in class. I don't implant this thought in his mind. On the contrary, I constantly advise him not to get fixed on this idea, since the purpose of schools is not the competition, but the education itself.

Parent 1: She keeps telling me when she has 19.5 that it will appear as a 20 on her grade sheet.

Parent 3: This is what it is like to be a gifted student. This is the plus they have. They always wants to be the best among their peers.

In addition, parents discussed the fact that their children hide this attitude in front of their classmates or relatives.

Parent 1: She shows her grades only to me; never to neighbors, relatives, or friends. She does not have this fixation of always wanting to be the first.

Parent 2: Me too: My son does not mention anything in front of his friends or relatives. He gets upset if I ever mention that he is the first of his class. He does not think much about this when he is with his classmates. Even when they start comparing, he doesn't say anything.

So some gifted students love the attention of being the best and some don't like to show off.

***Heightened expectations of self and others.*** More parents (six, 55%) than teachers (fourteen, 32%) selected heightened expectations of the self and others as being among their top choice of factors indicating giftedness. Parents classified this factor as being among their top three choices. This was not the case for teachers, however, as we noticed while analyzing the results of the study.

***Advanced cognitive and affective capacity for conceptualizing societal problems.*** Results show that the factor advanced cognitive and affective capacity for conceptualizing societal problems was totally ignored by parents (none chose it). On the contrary, fifteen teachers out of forty-four (44%) emphasized this factor as being necessary to consider in the process of nominating gifted students.

***Are self-confident with children their own age as well as with adults.*** While parents did not consider this factor as one of their top choices with only two out of eleven selecting it; fifteen teachers (44%) highlighted its importance. When asked to rank it, teachers classified it as being among the top three factors. In the individual interview, the

counselor emphasized this aspect while discussing its impact on the gifted students' performances. She stated:

Preserving the self-confidence is a very important factor. Self-confidence is crucial for a gifted student in order to maintain his level of performance and excellence. It will be enhanced through follow-up.

***Responsible; can be counted on.*** Almost all parent participants (nine parents, 82%) seemed to agree that responsibility is the most important factor in leadership. Similarly, twenty-two out of forty-four teachers (50%) emphasized its importance. Responsible; can be counted on was the first most commonly mentioned factor by both teachers (33%) and parents (36%). Additionally, four parents (36%) also selected this factor as their third choice.

Although teachers agreed with the findings and approved of the similarity of the results between parents and teachers, parents argued about the percentage (50%) of teachers who selected this factor. One parent, for example, found it to be a bit low, and gave suggestions regarding how to identify and encourage such a character trait. Other parents, however, found the percentage to be high enough already and selected instead is cooperative with teacher and classmates.

Parent 3: At home, my son shows a high degree of responsibility regarding his stuff and his room. For example: If teachers ask students to go to another class and bring something back or to take some documents to the administration it shows if they are responsible or not.

Parent 4: Maybe they saw it also in point 6 *-Is cooperative with teacher and Classmates-*. At home, we observe it when they do their studies alone and we do not interfere.

Parent 1: During midyear, my daughter was upset because she was not elected as class delegate. In certain activities, the current delegate did

not know how to behave. She believes that she would have behaved in a better way.

***Is cooperative with teacher and classmates.*** Since this factor is mainly related to the students' interactions with their teachers, as well as their classroom behavior, few parents (only three out of eleven) selected it. However, twenty teachers (45%) emphasized its importance by considering it as being among the top three factors necessary for recognizing leadership behavior.

***Tends to dominate others.*** This factor was the least commonly mentioned factor by both teachers and parents (three teachers out of forty-four and two parents out of eleven). Therefore, both groups did not consider this particular factor as a key indicator of a student's giftedness. One of the teachers was a bit surprised that "two parents admitted that their child tends to dominate others" (Teacher 1). Teacher 3 assumed that "the parents took into consideration the explanation part 'directs activities' that appeared in the questionnaire" meaning that their child directs activities instead of dominates others.

***Often has solutions to social and environmental problems.*** 36% of parents and 23% of teachers highlighted the importance of this problem-solving factor. Having solutions to social and environmental problems triggered another debate amongst the teachers regarding the meaning and characteristic of leadership. One teacher (Teacher 6) explained how "the role of leadership is to communicate solutions rather than simply have them". He elaborated:

I don't consider point 8 -*Often has solutions to social and environmental problems*- as a needed characteristic for leadership. The person could hire consultants to find solutions but they might not know how to transmit their scientific capacities and environmental solutions. Many people could exploit his leadership capacity to transmit those solutions through him. It surprises me that 18% of participants gave this importance. For me,

leadership is about ability to convince and address the public.

This opinion was not shared by Teacher 3 however, who stressed that it should be within the leader's capability to be "knowledgeable and up-to-date on all levels". He stated:

Leadership is how much he knew and learned at school. He has to have an ongoing training. He must be at all times knowledgeable about novel technological advancements, scientific breakthroughs etc... if he wants to be labeled as having leadership attributes.

***Tends to question authority.*** Only a small number of teachers (five teachers, 11%) and parents (two parents, 9%) mentioned the factor questioning authority. One of the teachers (Teacher 5) was shocked by the significant number of participants who ignored such a "major factor". Another teacher (Teacher 7) believed that the reason behind such results had to do with the fact that "gifted students care about people's opinions and expectations, and therefore, avoid disappointing others".

**Affective/Social-Emotional characteristics.** Table 6 illustrates the results of the nine affective/social-emotional characteristics, which are: (1) large accumulation of emotions that have not been brought to awareness; (2) unusual sensitivity to the feelings and expectations of others; (3) heightened self-awareness; (4) advanced sense of justice; (5) earlier development of internal locus of control; (6) unusual emotional depth and intensity; (7) strong need for a consistency between given values and personal actions; (8) advanced levels of moral judgment; and (9) powerful motivation stimulated by self-actualization needs. While all of the eleven parents highlighted the importance of affective/social-emotional characteristics, sixteen teachers out of forty-four (36%) did not consider those characteristics as important factors in the identifying of gifted students.

Table 6

*Frequency of responses of teacher and parent participants for affective/social-emotional characteristics*

| Nomination Factor                                                     | Teachers<br>(N=44) |    | Parents<br>(N=11)  |    |
|-----------------------------------------------------------------------|--------------------|----|--------------------|----|
|                                                                       | No. of<br>response | %  | No. of<br>response | %  |
| Large accumulation of emotions that has not been brought to awareness | 4                  | 9  | 3                  | 27 |
| Unusual sensitivity to the feelings and expectations of others        | 14                 | 32 | 5                  | 45 |
| Heightened self-awareness                                             | 16                 | 36 | 2                  | 18 |
| Advanced sense of justice—idealism at an early age                    | 15                 | 34 | 5                  | 45 |
| Earlier development of internal locus of control                      | 6                  | 14 | 3                  | 27 |
| Unusual emotional depth and intensity                                 | 11                 | 25 | 5                  | 45 |
| Strong need for consistency between values and personal actions       | 19                 | 43 | 4                  | 36 |

| Nomination Factor                                 | Teachers<br>(N=44) |    | Parents<br>(N=11)  |    |
|---------------------------------------------------|--------------------|----|--------------------|----|
|                                                   | No. of<br>response | %  | No. of<br>response | %  |
| Advanced levels of moral judgment                 | 14                 | 32 | 4                  | 36 |
| Strongly motivated by<br>self-actualization needs | 12                 | 27 | 2                  | 18 |

Discrepancies emerged between the perspective of teachers and parents concerning this type of characteristics. All four of the parents in the FGD considered that parents know their own children's personality traits better than the teachers do. They added that children in general often show their real personality at home. Below is a discussion that took place:

Parent 4: I think the parents here know better and their scores are more accurate. Teachers do not really know their students that well. The student does not show his true personality in class. A person emotional aspect is going to be different at home. The emotions shown at home are more accurate.

Parent 2: Discrepancy in scores between teachers and parents is normal.

Parent 4: This is what I was referring to; emotions shown at home are more accurately representative of the true nature of the student than those shown inside the classroom.

In addition discussion took another turn that has nothing to do with showing real personality nor true nature. Three of the parents based their arguments on the differences in children's behaviors when placed in varied environments such as the home and the school. They elaborated:

Parent 2: It is not a matter of accuracy. It is simply different types of emotions. In the classroom, among his classmates and teachers, a student has a different behavior.

Parent 3: Some students show one personality at home and another one at school. Some students do not stop talking at home and others are just the opposite. School administration summoned me once and told me that my son is very active at school although he is very quiet at home.

Parent 3 added that she is unable to anticipate how her son could behave because he has no siblings. She explained:

Because my son is an only child, I cannot predict how he will interact among other children except when we go out. And sometimes I can only discover how he behaves and reacts when he is among his classmates at school. I cannot always invite other kids at home to discover his personality. Certain traits will simply appear more at school.

Teachers agreed on the obtained results and noted in particular the following factors: Unusual emotional depth and intensity, strong need for consistency between values and personal actions, and advanced levels of moral judgment. However, they found the difference in their behavior regarding the other factors to be very normal as teachers focus more on the academic rather than the emotional aspect. Teacher 1 clarified:

It is normal that on the feelings level it differs between the home and the school. Nowadays, teachers are working more on the academic level and on the rules rather than on the feelings of students. Here the difference is expected because each one has a different approach.

***Large accumulation of emotions that has not been brought to awareness.*** This factor was the least considered aspect by teachers for the identification of giftedness (only four teachers out of forty-four selected it). Similarly, only three out of eleven parents considered it. Teachers debated the importance of this factor in the FGD. Although one of the teachers questioned why teachers omitted this aspect, another teacher favored the



teachers' approach, which consisted of focusing on rules and denying the utility of emotions in the domain of giftedness:

Teacher 5: Something intrigues me in the accumulation of emotions. If someone has emotions that he is not showing, how can we know if he is gifted or something else? I don't understand how 27% of parents chose this factor while very few of us teachers selected it.

Teacher 1: That is what we said in the beginning. We are proceeding from a certain position and the parents from a different one. In class, we are dealing with emotions in a way and the parents are dealing with it differently: We are focusing on rules and behavior and they are focusing on 'my dear' and 'beloved'. Therefore, it is something else; it is a different approach.

Teacher 6: Yes, I don't care about the accumulation of emotions. How could this help a student show his giftedness?

***Unusual sensitivity to the feelings and expectations of others.*** Fourteen teachers out of forty-four emphasized how having an unusual sensitivity to the feelings and expectations of others could be considered as another distinguishing trait of a gifted student. Five parents out of eleven also selected it (45%). Moreover, this unusual sensitivity scored the highest percentage among the nine affective/social-emotional characteristics by the group of parents. During the FGD, the teachers' opinions were divided on the issue of the importance of sensitivity in the domain of giftedness. One of the teachers (Teacher 2) accorded this to the unclear position of teachers regarding the emotional field.

***Heightened self-awareness.*** Sixteen out of forty-four teachers (36%) emphasized that heightened self-awareness is an effective factor that helps them spot out a gifted student. Furthermore, eleven teachers among them (25%) considered it as their first choice. On the other hand, only two parents out of eleven found it to be important. Once again, the teachers tackled this discrepancy of results between the teachers and parents in the FGD.

They discussed four issues: (1) how students feel (auto); (2) how students deal with others (what counts towards giftedness in the teachers' opinion); (3) what kind of atmosphere triggers a given behavior; and (4) how they claim there is an absence of a scientific definition for emotions. Below is a discussion that took place between four teachers:

Teacher 6: In my opinion there are two parts. There is a part related to feelings and the emotional behavior a person has toward himself: the entire auto. In addition, there is the part directed towards others. If I want to talk about the gifted child, the gifted person lets me know how he deals with others. What matter to me is the *-Heightened self-awareness-* parents are focusing more on feelings.

Teacher 4: The first place where the evolution of the Affective/Social-Emotional Contact occurs is at home, with family members. It is the atmosphere we are creating for children. That is why for the factor *-Heightened self-awareness-* parents noted a low percentage and we noted 25%. This consciousness first comes from the education received at home.

Teacher 2: We still don't have a scientific definition for emotion and how to deal with it. That is why the parents have a different view from teachers regarding a student's emotional engagement or emotional intelligence.

*Advanced sense of justice—idealism at an early age.* Fifteen out of forty-four teachers (34%) believed that a gifted student is a person who has an advanced sense of justice—idealism at an early age. When analyzing the results, we found that five out of eleven parents emphasized the importance of this aspect by giving it the highest percentage (45%). Moreover, 27% of those parents considered it among their top three choices. As was the case with the previous FGD, teachers again and again criticized the parents' focus on feelings. Teacher 7 remarked:

and they are focusing more on feelings by emphasizing factors like: *Unusual sensitivity to the feelings and expectations of others, and Advanced sense of justice.*

***Earlier development of internal locus of control.*** For this factor, the results were as follows: Six teachers (14%) and three parents (27%) considered having an earlier development of internal locus of control as a must for the nomination of a gifted student. This aspect did not appear among the participants' top choices. No further discussion took place in the FGD concerning this aspect.

***Unusual emotional depth and intensity.*** A good number of participants considered an unusual emotional depth and intensity as one of the important characteristics necessary for the identification of a gifted student. Eleven out of forty-four teachers (25%) selected it. This characteristic was highly emphasized by 45% of parents (five out of eleven). Furthermore, it was one of three characteristics receiving this percentage from parent participants.

***Strong need for consistency between values and personal actions.*** Nineteen teachers (43%) highlighted the need for a gifted student to maintain a consistency between values and personal actions. In addition, eighteen of those teachers considered this need as being among the top three factors. However, even though four parents out of eleven (36%) asserted this aspect, they did not rank it among their top factors as was the case with the teachers. During the FGD, one of the teachers (Teacher 6) emphasized the importance of aligning actions and values. Otherwise, he noted, the end result is "cheating" and "hypocrisy". He explained:

One of the most important factors is: *Strong need for consistency between values and personal actions* because, if the values a student has do not match with his actions, then he is using his talent with hypocrisy; in a way he is cheating people. There are people who are skilled in cheating.

*Advanced levels of moral judgment.* Almost the same percentage of participants from both groups agreed on the importance of the factor advanced levels of moral judgment in the identification of a gifted student. Fourteen teachers (32%) and four parents (36%) chose it. It was one of three factors that one teacher (Teacher 6) considered as being the most important.

*Strongly motivated by self-actualization needs.* Twelve teachers out of forty-four (27%) asserted this factor. As for parents, only two selected it, and it scored one of the two lower percentages among the nine affective/social-emotional characteristics in the parents' group.

**Psychomotor characteristics.** This aspect of giftedness entails the factors: unusual quantity of input from environment through a heightened sense of awareness, unusual discrepancy between physical and intellectual development, and has a high degree of energy. Forty-two teachers out of forty-four (95%) and nine parents out of eleven (82%) stressed the importance of psychomotor characteristics in the giftedness field. Table 7 shows the obtained results of teachers and parents regarding the psychomotor characteristics.

Table 7

*Frequency of responses of teacher and parent participants for psychomotor Characteristics*

| Nomination Factor                                                                  | Teachers<br>(N=44) |    | Parents<br>(N=11) |     |
|------------------------------------------------------------------------------------|--------------------|----|-------------------|-----|
|                                                                                    | No. of response    | %  | No. of response   | %   |
| Unusual quantity of input from environment through a heightened sense of awareness | 37                 | 84 | 10                | 91  |
| Unusual discrepancy between physical and intellectual development                  | 34                 | 77 | 9                 | 82  |
| Has a high degree of energy                                                        | 41                 | 93 | 11                | 100 |

In the FGD, parents approved of the results of the obtained numbers with regards to the psychomotor characteristics. They added that the minor difference in percentage between the results of the parents and those of the teachers is normal and that it is probably attributed to the fact that the teachers' views are "scientifically more precise". This discussion took place between three parents:

Parent 4: The results are acceptable.

Parent 1: Teachers are more just. They have a more accurate scientific view. We cannot see it because we are always dominated by our emotions.

Parent 2: Moreover, the difference is normal because in class it differs. The view differs between teachers and parents.

***Unusual quantity of input from environment through a heightened sense of awareness.*** Thirty-seven out of forty-four teachers (84%) and ten parents out of eleven (91%) emphasized the importance of the factor quantity of input from environment in the giftedness domain. It ranked second with both groups of participants. Teacher 4 interpreted the fact that seven parents considered it as their first choice as a “contradiction if compared to low percentage given for ‘consciousness’ in the previous table”. Otherwise, he stated it could be due to the parents’ understanding of the “environment” expression as “outside home context where activities developing consciousness are enhanced”.

***Unusual discrepancy between physical and intellectual development.*** This factor was ranked third in both groups. Thirty-four teachers (77%) and nine parents (82%) highlighted having an unusual discrepancy between physical and intellectual development as an important criterion to consider for the identification of gifted students.

***Has a high degree of energy.*** Although forty-one teachers (93%) stressed this aspect, all of the parents (11 parents) agreed that a gifted student is a person who has a high degree of energy.

Three teachers in the FGD argued about the meaning of high energy and replaced it by other expressions like “active” and “hyperactive”. They disagreed on the issue of considering active student as trivially gifted, which is not necessary the case. Below the discussion that occurred:

Teacher 1: In general, the active students tend to be gifted.

Teacher 2: I don’t agree, a student could be sitting quietly, and have a working mind.

Teacher 1: Usually the one you sense hyperactive in class is the one who has something he want to burst or to let flow.

Teacher 7: For you, a gifted student is not someone who is a naturally-born academic but rather someone who is gifted in only a few select areas.

### **Classroom Practices**

The Tables 8 and 9 illustrate the participants' responses to the questionnaire on classroom practices. Both parents and teachers answered this part and, for each practice, they indicated the frequency of application whether monthly, weekly, daily or never.

Table 8

*Frequency of responses of teacher participants for classroom practices*

| (N=44)<br><br>Practice                                                                 | Never            | Once or a few times a month | A few times a week | Daily or more than once a day | No answer        |
|----------------------------------------------------------------------------------------|------------------|-----------------------------|--------------------|-------------------------------|------------------|
|                                                                                        | No. of responses | No. of responses            | No. of responses   | No. of responses              | No. of responses |
| Substitute different assignments for students who have mastered regular classroom work | 5                | 14                          | 12                 | 5                             | 8                |
| Use enrichment worksheets                                                              | 1                | 23                          | 13                 | 4                             | 3                |



| (N=44)<br>Practice                                                                       | Never            | Once or a few times a month | A few times a week | Daily or more than once a day | No answer        |
|------------------------------------------------------------------------------------------|------------------|-----------------------------|--------------------|-------------------------------|------------------|
|                                                                                          | No. of responses | No. of responses            | No. of responses   | No. of responses              | No. of responses |
| Assign reading of more advanced level work                                               | 5                | 16                          | 10                 | 5                             | 8                |
| Use self-directed instructional kits                                                     | 4                | 19                          | 8                  | 2                             | 11               |
| Eliminate curricular material that students have mastered                                | 17               | 8                           | 8                  | 4                             | 7                |
| Consider students' opinion in allocating time for various subjects within your classroom | 7                | 20                          | 6                  | 7                             | 4                |

| (N=44)                                             |  | Never            | Once or a few times a month | A few times a week | Daily or more than once a day | No answer        |
|----------------------------------------------------|--|------------------|-----------------------------|--------------------|-------------------------------|------------------|
| Practice                                           |  | No. of responses | No. of responses            | No. of responses   | No. of responses              | No. of responses |
| Assign different homework based on student ability |  | 2                | 22                          | 6                  | 11                            | 3                |
| Use learning centers to reinforce basic skills     |  | 11               | 14                          | 4                  | 11                            | 4                |
| Use enrichment centers                             |  | 8                | 17                          | 7                  | 8                             | 4                |

| (N=44)<br><br>Practice                                                                                                                  | Never            | Once or a few times a month | A few times a week | Daily or more than once a day | No answer        |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------|--------------------|-------------------------------|------------------|
|                                                                                                                                         | No. of responses | No. of responses            | No. of responses   | No. of responses              | No. of responses |
| Teach thinking skills in the regular curriculum                                                                                         | 0                | 12                          | 7                  | 22                            | 3                |
| Teach a unit on a thinking skills, such as critical thinking or creative problem solving                                                | 1                | 14                          | 9                  | 17                            | 3                |
| Participate in a competitive program focusing on thinking skills/problem solving, such as Future Problem Solving, Odyssey of Mind, etc. | 11               | 15                          | 6                  | 7                             | 5                |
| Allow students within your classroom to work from a higher grade level textbook                                                         | 10               | 22                          | 4                  | 5                             | 3                |

| (N=44)                                                                                                         | Never            | Once or a few times a month | A few times a week | Daily or more than once a day | No answer        |
|----------------------------------------------------------------------------------------------------------------|------------------|-----------------------------|--------------------|-------------------------------|------------------|
| Practice                                                                                                       | No. of responses | No. of responses            | No. of responses   | No. of responses              | No. of responses |
| Provide a different curricular experience by using a more advanced curriculum unit on a teacher-selected topic | 11               | 19                          | 4                  | 5                             | 5                |
| Group students by ability across classrooms at the same grade level                                            | 19               | 17                          | 4                  | 1                             | 3                |
| Provide questions that encourage reasoning and logical thinking                                                | 1                | 5                           | 8                  | 28                            | 2                |

| (N=44)<br>Practice                                                                           | Never            | Once or a few times a month | A few times a week | Daily or more than once a day | No answer        |
|----------------------------------------------------------------------------------------------|------------------|-----------------------------|--------------------|-------------------------------|------------------|
|                                                                                              | No. of responses | No. of responses            | No. of responses   | No. of responses              | No. of responses |
| Ask open-ended questions                                                                     | 0                | 5                           | 10                 | 27                            | 2                |
| Encourage students to ask higher-level questions                                             | 1                | 6                           | 9                  | 26                            | 2                |
| Use contracts or management plans to help students organize their independent study projects | 4                | 22                          | 10                 | 4                             | 4                |
| Provide time within the school day for students to work on their independent study projects  | 8                | 20                          | 6                  | 6                             | 4                |

Table 9

*Frequency of responses of **parent participants** for classroom practices*

| (N=11)<br><br>Practice                                                                 | Never            | Once or a few times a month | A few times a week | Daily or more than once a day | No answer        |
|----------------------------------------------------------------------------------------|------------------|-----------------------------|--------------------|-------------------------------|------------------|
|                                                                                        | No. of responses | No. of responses            | No. of responses   | No. of responses              | No. of responses |
| Substitute different assignments for students who have mastered regular classroom work | 2                | 5                           | 1                  | 1                             | 2                |
| Use enrichment worksheets                                                              | 1                | 5                           | 3                  | 1                             | 1                |
| Assign reading of more advanced level work                                             | 0                | 5                           | 1                  | 4                             | 1                |

| (N=11)<br><br>Practice                                                                   | Never            | Once or a few times a month | A few times a week | Daily or more than once a day | No answer        |
|------------------------------------------------------------------------------------------|------------------|-----------------------------|--------------------|-------------------------------|------------------|
|                                                                                          | No. of responses | No. of responses            | No. of responses   | No. of responses              | No. of responses |
| Use self-directed instructional kits                                                     | 1                | 6                           | 1                  | 2                             | 1                |
| Eliminate curricular material that students have mastered                                | 4                | 3                           | 1                  | 2                             | 1                |
| Consider students' opinion in allocating time for various subjects within your classroom | 1                | 4                           | 2                  | 2                             | 2                |
| Assign different homework based on student ability                                       | 3                | 4                           | 0                  | 4                             | 0                |

| (N=11)                                          | Never            | Once or a few times a month | A few times a week | Daily or more than once a day | No answer        |
|-------------------------------------------------|------------------|-----------------------------|--------------------|-------------------------------|------------------|
|                                                 | No. of responses | No. of responses            | No. of responses   | No. of responses              | No. of responses |
| Practice                                        |                  |                             |                    |                               |                  |
| Use learning centers to reinforce basic skills  | 7                | 2                           | 0                  | 0                             | 2                |
| Use enrichment centers                          | 2                | 5                           | 1                  | 1                             | 2                |
| Teach thinking skills in the regular curriculum | 1                | 4                           | 1                  | 3                             | 2                |



| (N=11)<br><br>Practice                                                                                                                  | Never            | Once or a few times a month | A few times a week | Daily or more than once a day | No answer        |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------|--------------------|-------------------------------|------------------|
|                                                                                                                                         | No. of responses | No. of responses            | No. of responses   | No. of responses              | No. of responses |
| Teach a unit on a thinking skills, such as critical thinking or creative problem solving                                                | 1                | 4                           | 1                  | 3                             | 2                |
| Participate in a competitive program focusing on thinking skills/problem solving, such as Future Problem Solving, Odyssey of Mind, etc. | 5                | 3                           | 0                  | 1                             | 2                |
| Allow students within your classroom to work from a higher grade level textbook                                                         | 3                | 4                           | 1                  | 1                             | 2                |
| Provide a different curricular experience by using a more advanced curriculum unit on a teacher-selected topic                          | 2                | 7                           | 0                  | 0                             | 2                |

| (N=11)                                                              | Never            | Once or a few times a month | A few times a week | Daily or more than once a day | No answer        |
|---------------------------------------------------------------------|------------------|-----------------------------|--------------------|-------------------------------|------------------|
| Practice                                                            | No. of responses | No. of responses            | No. of responses   | No. of responses              | No. of responses |
| Group students by ability across classrooms at the same grade level | 7                | 2                           | 0                  | 0                             | 2                |
| Provide questions that encourage reasoning and logical thinking     | 0                | 2                           | 3                  | 4                             | 2                |
| Ask open-ended questions                                            | 0                | 3                           | 4                  | 2                             | 2                |

| (N=11)<br><br>Practice                                                                       | Never            | Once or a few times a month | A few times a week | Daily or more than once a day | No answer        |
|----------------------------------------------------------------------------------------------|------------------|-----------------------------|--------------------|-------------------------------|------------------|
|                                                                                              | No. of responses | No. of responses            | No. of responses   | No. of responses              | No. of responses |
| Encourage students to ask higher-level questions                                             | 0                | 4                           | 1                  | 4                             | 2                |
| Use contracts or management plans to help students organize their independent study projects | 3                | 4                           | 1                  | 1                             | 2                |
| Provide time within the school day for students to work on their independent study projects  | 3                | 5                           | 0                  | 1                             | 2                |

The responses of parents and teachers converged towards the following classroom practices: (1) Use enrichment worksheets; (2) Consider students' opinion in allocating time for various subjects within your classroom; (3) Assign different homework based on student ability; and (4) “Allow students within your classroom to work from a higher grade level textbook”. The participants in both group asserted that the teachers applied the four mentioned practices ‘once or a few times a month’. In addition, teachers and parents confirmed that the following classroom practices: (1) Substitute different assignments for students who have mastered regular classroom work; (2) Use enrichment worksheets; and (3) Assign reading of more advanced level work occurred in classes ‘a few times a week’ as shown in the tables 8 and 9.

During the FGD, several parents found the answers of the teachers and the parents to be very close. According to one of the parents (Parent 4), this was most likely due to the fact that the parents relied on their children as a source of information. In addition, Parent 1 believed that gifted students should be treated as any other student, and are not in need of special classroom practices.

However, many teachers doubt that parents or students have any idea of what approaches the teachers are adapting and integrating into their lesson plans, or simply put, what is the reason behind such practices. Therefore, a difference seems to exist between the answers of teachers and parents, based on what one of the teachers (Teacher 1) said.

Furthermore, two of the teachers highlighted the pattern that they noticed in the parents’ responses regarding classroom practices: They avoided the extreme choices like: Never, Daily, and More than Once a Day. One of the teachers (Teacher 3) disagreed with his colleagues. He explained how:

in general, the choices of parents and teachers are almost all the same, with only a few additions and reductions here and there.

### **Substituting Different Assignments for Students who Mastered Regular Classroom Work**

Thirty-one teachers (74%) and seven parents (64%) asserted the fact that teachers substitute certain assignments for students who mastered regular classroom work. As shown in Table 8 and 9, fourteen teachers (32%) and five parents (45%) responded that teachers substituted different assignments 'once/a few times a month'. This concurs with the results obtained in the FGD where the majority of the parents mentioned that after encountering class boredom problems with their children, an agreement took place with the teacher. It consisted of giving the gifted students extra sheets of exercises in order to keep them busy. Moreover, one of the parents stressed that it would be more beneficial for gifted students if teachers would devote some extra time to helping them develop their unique talents.

### **Using Enrichment Worksheets**

Another prevalent classroom practice was the use of enrichment worksheets, as affirmed by 40 teachers (91%) and 9 parents (82%). Contrary to the first practice, the teachers' responses were divided between 'once/a few times a month' (twenty-three teachers) and 'a few times a week' (thirteen teachers). Five out of eleven parents agreed with the first group of teachers that, in class, teachers use enrichment worksheets 'once or a few times a month'. It is important to mention that the use of enrichment worksheets was the third most commonly selected practice.

### **Assigning Readings Involving more Advanced Levels of Work**

Out of the 44 teachers and 11 parents, 16 teachers (36%) and 5 parents (45%) confirmed that teachers assign readings involving more advanced levels of work ‘once/a few times a month’ and 10 teachers responded by saying ‘a few times a week’. A total of 31 teachers (70%) and 10 parents (91%) selected this practice. Moreover, this practice was the most commonly selected one in the parents’ group.

### **Using Self-Directed Instructional Kits**

Although nine parents (81%) confirmed the existence of this practice, only 29 teachers (66%) supported it and 11 teachers (25%) denied the use of self-directed instructional kits. However, 19 teachers and 6 parents responded that teachers ‘once/a few times a month’ used self-directed instructional kits.

### **Eliminating Curricular Material that Students Have Mastered**

Out of 44 teachers, 20 (45%) confirmed the elimination of curricular material that students had mastered. Therefore based on the results, it was the least mentioned practice among the twenty practices proposed in the survey. In addition, four parents out of 11 also confirmed the existence of a such practice. Eight teachers responded ‘once/a few times a month’ and eight teachers answered ‘a few times a week’.

The teachers’ discussions during the focus group were consistent with the obtained survey results. Five teachers out of eight called for the elimination of mastered curricular material. However, one of the teachers (Teacher 6) considered it normal not to eliminate such material. This opinion was empowered by another statement from teacher 1 who

highlighted the necessity of frequently revisiting covered material for prerequisite reinforcement purposes.

On the other hand, two teachers emphasized the importance of moving on from mastered topics in order to progress and tackle new topics. As one teacher (Teacher 5) explained: “Having mastered a topic means having master it! When that happens, we should move to a new topic”.

### **Considering the Gifted Student’s Opinion with Regards to Allocating Time for Various Subjects within the Classroom**

Thirty-three teachers (75%) and eight parents (73%) confirmed that teachers consider the gifted student’s opinion with regards to allocating time for various subjects within the classroom. Twenty teachers and four parents responded that this practice was applied ‘once/a few times a month’.

### **Assigning Different Types of Homework Based on Student Ability**

Thirty-nine out of forty-four teachers (89%), and eight out of eleven parents (73%), confirmed that teachers assign different types of homework based on student ability. This practice was one of the top four most selected practices within the teachers’ group. However, even though the majority of teachers (22 teachers) selected the frequency ‘once/a few times a month’, the parents’ answers were divided between the two options: ‘once/a few times a month’ (4 parents), and ‘daily or more than once a day’ (4 parents).

During the focus group, several parents confirmed that they agreed with the survey results, especially given their experimentations with the application of such practices with their children. They explained that when teachers noticed a student exhibiting a variant degree of assimilation, they immediately assigned different types of homework based on

the abilities of each of their students. They added that the next day, the teachers used to check the homework. One of the parents (Parent 2) shared her experience as well as her appreciation:

My son did not mind the extra work because he knew his teacher likes it when he does so. In addition, for encouragement, the teacher checks his work and calls him a hero. He learned a lot from this encouragement in basic classes because he was able to do more in less time. I really liked that idea.

### **Using Learning Centers to Reinforce Basic Skills**

Although twenty-nine teachers (66%) confirmed the existence of this practice, 7 parents (62%) denied its existence. For this practice, the teachers' answers were subdivided into three categories: eleven answered 'never', fourteen answered 'once/a few times a month', and eleven answered 'daily or more than once a day'.

Some of the teachers questioned the meaning behind the concept of a Learning Center: Is the Learning Center an independent center or is it an approach? They added that if the first meaning applies, then twenty-nine teachers made a mistake.

### **Using Enrichment Centers**

Thirty-two teachers out of forty-four (73%) confirmed the use of enrichment centers. Of those thirty-two, seventeen teachers selected the frequency 'once/a few times a month'. Similarly, five parents out of seven who selected this policy also attested to their use of enrichment centers 'once/a few times a month'.

### **Teaching Thinking Skills in the Regular Curriculum**

This practice was the third most commonly chosen practice among all of the participants (40 teachers, 91%, and 8 parents, 73%). Although twelve teachers answered 'once/a few times a month', twenty-two teachers responded with 'daily or more than once a



day'. The parents' opinions were equally divided between 'once/a few times a month' (4 parents) and 'daily or more than once a day' (3 parents).

Teacher 7, an economic teacher, emphasized the importance of teaching thinking skills by presenting an actual issue like "sustainability" and linking it to the content and theoretical aspect of the discipline.

### **Teaching a Unit on a Thinking Skills, such as Critical Thinking or Creative Problem Solving**

Similar to the previous practice, teaching a unit on thinking skills was chosen by forty teachers (91%) and eight parents (73%). On this note, fourteen teachers and four parents selected the category 'once/a few times a month', and seventeen teachers and three parents chose 'daily or more than once a day'.

During the FGD, two teachers (a Human Sciences teacher and a Mathematics teacher) elaborated the approaches they were applying in their classes in order to develop their students' critical thinking and creative problem-solving abilities. The Human Sciences teacher used an approach consisting of three phases: (1) the lesson; (2) the debate; and (3) the written or oral analysis. In the third phase, according to the teacher, the students use critical thinking and creativity to come up with the answers. On the other hand, the second teacher stressed the types of reasoning — the main purpose of teaching mathematics, as he claimed. After listing the different reasoning types (induction, deduction, syllogism, etc), he mentioned how he assigned advanced additional exercises in order to build the gifted students' capacities in the applied sciences.

**Participating in a Competitive Program Focusing on Thinking Skills/Problem Solving, such as Future Problem Solving, Odyssey of Mind, etc.**

Twenty-eight teachers (28) and four parents (4) mentioned this practice. However, eleven teachers (11) and five parents (5) denied its existence. In addition, the majority of teachers (15 teachers) noted how they tend to encourage students to participate in competitive programs requiring thinking skills at least ‘once/a few times a month’.

**Allowing Students within your Classroom to Work from a Higher-Grade Level Textbook**

Twenty-two teachers (55%) and four parents (36%) affirmed that their students work with higher-grade level textbooks ‘once/a few times a month’, while 10 teachers and 3 parents disagreed and stated that this practice never takes place with them.

Parent 2 and Parent 3 in the FGD supported the second category confirming that such practice has never occurred. Both parents reported that their children had complaints regarding several points. First, the teacher was repeating the explanation several times and consequently the gifted students were bored. Second, since gifted students finish their assignments fast they spend the rest of time helping their classmates. Finally, the gifted students came home and do little or no homework. Moreover, the parents transmitted their children’s request to be included in higher level classes.

**Providing a Different Curricular Experience by Using a More Advanced Curriculum Unit on a Teacher-Selected Topic**

Twenty-eight teachers (64%) provided a more advanced curriculum unit, and 19 teachers confirmed its application ‘once/a few times a month’. On the other hand, only seven parents agreed that such practice was applied ‘once/a few times a month’.

One of the teachers (Teacher 6) backed up the obtained result by mentioning during the FGD how he used the more advanced curriculum. He explained that he offered such content to interested gifted students, although, not all of them reached the same results. While dealing with advanced content, students use their skills, are motivated, and don't feel bored, he added.

### **Grouping Students by Ability across Classrooms at the Same Grade Level**

Grouping students at the same grade level was the least commonly chosen factor by parents (only two parents selected it). After analyzing the teachers' answers, it was observed that nineteen teachers noted that such practice never occurred and seventeen teachers confirmed its application 'once/a few times a month'.

During the FGD, a couple of teachers described two existing types of practices in the grouping of students. Teacher 1, a biology teacher, mentioned a common practice in grade eleven — supervised practical work — where students are subdivided into groups, and, in each group, the most gifted becomes the one who is regulating the research subject. Differentiation was the second process mentioned by the other teacher, a French language teacher, who explained how students in this process are divided according to the level of the group. She added that in this case, the groups work on different subjects based on how the members perform in various quizzes.

**Tutorial program.** When asked about the special classroom practices for gifted students that the school was implementing at the time, the principal mentioned the Tutorial Program. Regarding the Tutorial Program, gifted students are asked to assist other students struggling with learning difficulties. Each of the gifted students is assigned to a weaker student and is required to support and guide him/her for a given period. The principal

stressed the success of the program as it was proven to be beneficial not only for the students dealing with academic difficulties but also for the gifted students as well. According to the principal, through this experience, gifted students become more knowledgeable as they study harder in order to be able to address all of the questions and concerns of their classmates.

**Study groups.** Another technique mentioned by the principal was the forming of small study groups consisting of students from different academic levels. He explained that in these particular groups, the gifted students would direct others and help everyone achieve better results.

The results of the FGDs showed that the participants were optimistic about the principal's two innovative strategies: The Tutorial Program, and the Grouping of Students. Several teachers and parents supported the principal's feedback regarding the two existing practices and the overall benefit for all those involved.

### **Provide Questions that Encourage Reasoning and Logical Thinking**

This practice was between the top two most selected practices by both parents and teachers (forty-one teachers, (93%) and nine parents, 82%). While a large number of teachers (28 teachers) agreed that it was applied daily, a discrepancy was noticed with the parents' choices: 3 parents selected 'a few times a week' and 4 parents selected 'daily or more than once a day'.

### **Ask Open-Ended Questions**

Asking open-ended questions is the most effectively applied practice since it scored the highest among all participants (forty-two teachers, 95% and nine parents, 82%).

Moreover, the majority of teachers (27 teachers) asserted its application 'daily or more than

once a day'. However, parents did not share the teachers' opinions and the majority of their answers were divided into two categories 'once or a few times a month' (3 parents), and 'a few times a week' (4 parents).

### **Encouraging Students to Ask Higher-Level Questions**

Similarly to the two previous practices, the majority of participants asserted that teachers encouraged students to ask higher-level questions (forty-one teachers, 93%, and nine parents, 82%). 27 teachers selected the frequency of 'daily or more than once a day' and 10 teachers selected 'a few times a week'. Similarly, the parents' answers were also divided between 'once or a few times a month' (3 parents), and 'a few times a week' (4 parents).

The discussions that took place during the FGD among teachers concurred with the overall opinion of the majority of the teachers who emphasized the importance of this practice and reasserted the frequency of its application. Three teachers presented examples of classroom practices that encourage higher-level questions both directly and indirectly. Teacher 2, an Arabic language teacher, described his approach as follows: During the activities, his first step was to let his students express themselves by talking, and asking questions (orally or in writing). The purpose of this initiative was to eventually lead to a much bigger interaction among the students. He added that such opportunities do not exist in traditional teaching where "students remain trapped". Another teacher (Teacher 3) tackled this practice more directly by inventing a way to identify the students who ask smart questions. He explained how he tends to give his students a given problematic, then measure their capacity to ask questions by assessing to what extent they are able to come up with new smart inquiries even the teacher did not think about. The third teacher (Teacher 1)

claimed that asking a question during quizzes that only gifted students are able to answer is an indirect way to show and encourage students to ask higher-level questions.

### **Using Contracts or Management Plans to Help Students Organize their Independent Study Projects**

Twenty-two teachers and four parents remarked that contracts are used ‘once or a few times a month’ to help students organize their independent study projects, while 10 teachers noted that they rely on it ‘a few times a week’. In total, thirty-six teachers (82%) and six parents (55%) confirmed the application of this practice.

### **Allocating Time during the School Day for Students to Work on their Independent Study Projects**

Thirty-two teachers (73%) and six parents (55%) asserted the importance of giving students the time to work on their independent study projects. In particular, twenty-two teachers and five parents selected the frequency ‘once or a few times a month’.

## **School Policies and Practices**

In order to determine the special learning environment/conditions provided for gifted students at the school, teachers and parents were asked to select from ten existing policies and practices the one that the school was applying at the time of this study. The results obtained are illustrated in Table 10.

Table 10

*Frequency of responses of teacher and parent participants for school policies and practices*

| Policy & Practice            | Teachers<br>(N=44)  |    | Parents<br>(N=11)   |    |
|------------------------------|---------------------|----|---------------------|----|
|                              | Yes                 |    | Yes                 |    |
|                              | No. of<br>responses | %  | No. of<br>responses | %  |
| Acceleration                 | 24                  | 55 | 6                   | 55 |
| Curriculum compacting        | 26                  | 59 | 6                   | 55 |
| Enrichment                   | 35                  | 80 | 5                   | 45 |
| Learning centers             | 24                  | 55 | 3                   | 27 |
| Creative problem solving     | 33                  | 75 | 5                   | 45 |
| Independent study            | 18                  | 41 | 5                   | 45 |
| Inter-disciplinary curricula | 30                  | 68 | 7                   | 64 |

| Policy & Practice                                                 | Teachers<br>(N=44)  |    | Parents<br>(N=11)   |    |
|-------------------------------------------------------------------|---------------------|----|---------------------|----|
|                                                                   | Yes                 |    | Yes                 |    |
|                                                                   | No. of<br>responses | %  | No. of<br>responses | %  |
| Problem-based curricula                                           | 33                  | 75 | 5                   | 45 |
| Instructional style preferences                                   | 26                  | 59 | 4                   | 36 |
| Homogenous grouping preferred<br>to within-class cluster grouping | 21                  | 48 | 3                   | 27 |
| Special gifted programs                                           | 4                   | 9  | 1                   | 9  |

Several parents in the FGD considered that the teachers' results were more accurate because the teachers are present in the school and know better what the school's policies are. Because of the low percentages given by parents for some of the applied policies, teachers had the impression that the parents' knowledge of the school's educational system was both weak and limited unlike the masterful way the teachers are. Teacher 2 suggested offering a more participative approach that requires the direct involvement of parents.



### **Acceleration**

Twenty-four teachers out of forty-four (55%) and six parents out of eleven (55%) confirmed that the school applies the acceleration system. However, during the FGD, Parent 1 raised the issue of the negative effects that acceleration can have on the gifted students especially in the situation where they are placed in higher classes and face difficulties understanding certain topics.

### **Curriculum Compacting**

Twenty-six teachers (59%) and six parents (55%) asserted the application of curriculum compacting at school (approximately equal percentages) while the rest denied its existence. During the FGD, three parents tackled this issue and suggested that gifted students need to have an intensive course or acceleration in order to avoid getting bored in class. One of the parents (Parent 4) stated that such a procedure would be “the most wonderful gift for gifted students, unless it causes harm”.

### **Enrichment**

The enrichment policy scored the highest percentage among teachers, thirty-five of whom (80%) confirmed implementing it at the school. However, only five parents out of eleven (45%) confirmed its application. During the focus group discussion, Parent 2 described one of her two children who always gets a high average and easily achieves. She stated that her son feels that “he is in a comfort zone” and lacks motive to work harder; hence the need for an enrichment approach.

### **Learning Centers**

Twenty-four teachers (55%) and three parents (27%) assured the existence of

learning centers at the school. However, this policy was one of the least policies confirmed by the parents.

### **Creative Problem Solving**

Although only five parents (45%) asserted the application of creative problem solving policy, a far larger number of teachers (thirty-three teachers out of forty-four, 75%) confirmed its practice. It was the second most selected policy among teachers.

### **Independent Study**

Eighteen teachers and five parents confirmed the implementation of independent study. On the other hand, twenty-six teachers (59%) disagreed about the existence of such types of studies.

### **Inter-Disciplinary Curricula**

The majority of parents (seven parent, 64%) asserted that the school applied inter-disciplinary curricula. In addition, thirty teachers (68%) agreed with the parents about this type of curricula. More specifically, this policy was the most selected by the parents.

### **Problem-Based Curricula**

This policy was the second most selected by teachers (thirty-three teachers, 75%), and nearly half of the parents (five parents out of eleven, 45%) confirmed its application.

### **Instructional Style Preferences**

Twenty-six teachers out of forty-four (59%) and four parents out of eleven (36%) asserted that the school was applying the instructional style preferences.

### **Homogenous Grouping Preferred to Within-Class Cluster Grouping**

Although twenty-one teachers (48%) selected the homogenous grouping, only three parents (27%) reported the same.

## **Special Gifted Programs**

Forty teachers (91%) and ten parents (91%) denied the existence of special programs for gifted students at school. Two parents (Parent 1 and Parent 2) out of four criticized the non-existence of special programs during the FGD. They emphasized the need for such programs in order to motivate, challenge, and help gifted students remain distinguished individuals.

In order to complete the picture about the special learning environments/conditions provided for gifted students at the school, the principal and counselor were both asked during individual interviews to enumerate the current and future services respectively available and planned for, and, if possible, to give examples on each.

## **Other Services**

Beside the policies mentioned in the teachers and parents questionnaires, the participants to this study mentioned during the individual interviews and the focus group interviews several services such as representing the school, cultural activities, academic competitions between schools, final exam exemption, rewards, and current counseling services. These services will be elaborated below.

**Representing the school.** The identified gifted students were to be placed under the spotlight during school celebrations and represent the school in various competitions, social events, or educational activities. The principal listed the following associations through which the gifted students represented their school: Model United Nations (MUN) organized by The American Lebanese University (LAU), and The Parlement des Etudiants (Students Parlement) organized by Saint Joseph University (USJ).

Although two parents during the FGD showed their appreciation for this policy, they asked for more similar challenges. Such activities give gifted students exposure, and allow them to discover their abilities. Parent 1 explained:

This will open a window for them beyond the school to see where they can reach. In addition, this will have positive effects on the school.

**Cultural activities.** The principal also explained how the various cultural activities occurring at the school allow gifted students the opportunity to show their talents. Three teachers discussed this applied policy and shared the principal's thoughts regarding how important it is that gifted students participate in all kinds of academic, cultural, and artistic activities. They stated that such activities motivate all students, especially the gifted. They gave as an example the cultural forum that takes place every two years. They also mentioned the several plays they did in three languages (Arabic, French, and English) where gifted students took on more than one function: playing a role, writing script, directing, composing the play's music, casting, etc. In addition, one of the teachers (Teacher 2) discovered during the forum a gifted student whom he expected had a very promising future. He elaborated:

During the last forum that took place, a student read a poem. He is a talented person in a scarily amazing way. I am sure that this person, no matter what he becomes when he grows up, or whatever his job will be, will write excellent poems. All people are going to want to listen to him, and he will excel in this domain.

**Academic competitions between schools.** Academic competitions between schools were the third point mentioned by the principal, and as an example, he mentioned the Math and Science rallies. In the FGD, two parents (Parent 2 and Parent 3) highlighted the importance of these rallies and stressed the need for more of them both inside and outside

the school. They added that gifted students could benefit from these competitions as such activities help them strengthen their personalities and develop their capacities. Moreover, they will even feel encouraged to create an “atmosphere of competition and enthusiasm” according to the parents.

However, two teachers (Teacher 4 and Teacher 7) drew attention to the fact that these rallies were not especially designed for gifted students. Gifted students went through the same stages that others did, and did not receive any special treatment. That said, the main reason gifted students enjoyed it was precisely because their giftedness allowed them to achieve outstanding results and reach the final stages. For this reason, Teacher 4 recommended that other types of contests take place that are specifically tailored to the particular needs of gifted students.

**Final exam exemption.** Another rule emphasized by the principal was the rewarding of gifted students by allowing them to be exempted from sitting for the final exams at the end of the year provided they had: High grades “proving that they outstand other students”, and a good behavior. Several teachers asserted this rule during the FGD.

**Rewards.** A system of rewards exists for students who excel in the Lebanese official exams. The principal gave an example of an alumnus who scored outstanding results in last year’s official exams and as a result, was both rewarded and honored by the school.

On the other hand, three parents in the FGD considered the reward system insufficient and suggested the implementation of a scholarship or tuition-discount system

for gifted students. They added that their friends' children were benefiting from a full scholarship in another school.

In fact, several teachers discussed the school's reward system further by mainly stressing two particular elements of it on the financial, and moral levels. One of the teachers (Teacher 2) described it as "more moral" and based on "personal initiative" when it comes directly from the school principal or the heads of sections. He added that it happened in the form of a "congratulations" on a given achievement or talent and was seen as a kind of motivation, encouragement, and support. Moreover, he claimed that the reward system did not take into consideration the students' social class, religion, or gender; the only criterion was talent.

Another teacher (Teacher 3) agreed with his colleagues but further added that he would like to see continuity and follow-up to ensure that the talent develops and not only receives its fifteen minutes of fame.

**Current counseling services.** When asked about the kind of assistance and follow-up currently provided for gifted students during their academic and career planning, the counselor stressed that her role was the same whether she dealt with gifted or non-gifted students. She stated: "Our duties are to be at the same distance from all students". Moreover, the counselors also provide assistance and cooperate with the teachers and parents to reach better results through enhancing the psychological identity, working on the emotional capability test, doing extended follow-ups, offering psychological support, and career planning.

***Career planning.*** The counselor declared that the assisting of students with the planning of their career begins in secondary classes. Starting grade 11, some students seek help to ascertain their psychological identity. In other words, sometimes students visit counselors because they need to know if they can excel in a certain field of study or job prospect.

***Emotional capability test.*** After enhancing career planing, understanding the student's analytical pattern, and anticipating the amount of perseverance and energy s/he might exert while pursuing his/her goals, the counselor offers the student several possible options to choose from. The counselor then suggests, after multiple discussion sessions, a voluntary emotional capability test. It was affirmed that the student willingly asks for this test desiring to learn more about himself/herself in order to build a better future, and choose the most suitable career where s/he can succeed and not necessary excel.

***Beyond graduation.*** The counselor mentioned that in some cases a follow-up might extend till long after the high school graduation. She gave an example of a student who was hesitating between three specializations or careers: fashion design, biology and medicine, and psychology and psychoanalysis. After a year of follow-up, she explained: "I was telling him that fashion design would be a hobby, and biology was simply not for him. I mostly saw him succeeding in the domain of psychology". In fact, according to the counselor, he eventually failed in fashion design, studied only one year of biology, and eventually ended up studying psychology. She added that upon his request she wrote him a recommendation letter for a non-governmental organization (NGO) where he was completing remarkable work with refugees and had already developed a very good reputation for himself.

***Psychological support.*** Psychological support is also provided since gifted students might experience depression and anxiety. The counselor elaborated on some of the reasons this could happen by mainly stressing how gifted students end up excessively and obsessively focusing on their studies and academic performance, and as a result, neglecting their social life. Moreover, gifted students are also constantly under pressure because many of them worry about other students perceiving them as different. In her opinion, gifted students need more attention and moral support than others do because they are more vulnerable.

There was a great alignment between the counselor and the parents who asserted in the FGD the importance of psychological support for gifted students and demanded that the school provides moral and psychological guidance to help improve the self-confidence of these students. They expressed how worried they were that such students might get neglected. They also noted they were concerned that as a result of their frustration, they could lose their giftedness by the time they reach their secondary classes. One of the parents (Parent 3) deeply understood her son's attitude:

Now our children are 9 to 10 years old, they need a great deal of encouragement. I endure a lot because my son sometimes tells me that he doesn't want to be studious, when at the end of the day, he is treated like all the others are. His teacher is always telling him he can work alone because she has to take care of the other students in class.



## CHAPTER 5

### DISCUSSION, CONCLUSION AND IMPLICATIONS

This study uses a mixed methods research design for the collection and analysis of data with the purpose of investigating if schools in Lebanon address the needs of gifted children, and if so then how. The study has a three-fold purpose: (1) to identify the most important factors, abilities and characteristics considered for the identification of gifted students; (2) to determine the measures and classroom practices applied by the teachers for the sake of meeting the needs of gifted students; and (3) to point out the policies that schools implement to meet the needs of gifted students. This chapter discusses the results of the research questions of the study, connects them to the literature, and presents the conclusion along with the implications for practice and recommendations for further research.

#### **Discussions**

The participants involved were teachers, parents, the school principal, and the counselor all of whom shared their perceptions on: (1) gifted students and their characteristics; (2) the current identification procedures for gifted students; and (3) the available classrooms practices, policies, and services at the school. Consequently, this section discusses the results that were obtained in relation to the research questions of the study.

#### **Testing Procedure for the Identification of Gifted Students**

Teachers discussed the absence of measures and tests (IQ test or other tests) that could help with the identification of gifted students. As reported by teachers, the school

administration tends to rely on the grades, report cards, and teachers' opinions, rather than basing their decisions on standardized and widely accepted criteria. This result is consistent with Passow's (1981) claim that to learn more about giftedness, we have to look beyond conventional tests such as IQ tests. However, the findings were inconsistent with Tannenbaum's (1986) argument that good grades are not enough for identifying giftedness.

Nonetheless, all of the teachers in the FGDs agreed that there was no official identification procedure at the school. Although teacher participants think that the administration should not rely on them, studies still depend on the teachers' opinions when it comes to the identification procedure of detecting giftedness (Terman, 1925; Gear, 1976; Hernández-Torrano, 2013). As early as 1925, Terman, in his study, asked the teachers to nominate the gifted students. In addition, Gear (1976) indicated that several programs still rely on teachers for the identification process. Teachers were also asked to select the gifted students in absence of any guidelines or specific characteristics, as noted in Hernández-Torrano's (2013) study.

On the other hand, and based on the data derived from the individual interview with the principal, a procedure of identification was presented. At the beginning of every school year, "a diagnostic test" would take place that all students of all levels would take. Based on test results, the students' different levels would be determined. In addition to the diagnostic test, "weekly progress and results of continuous quizzes helped differentiate gifted students from other students", as stated by the principal. These results were not in line with the findings of the Western studies (Renzulli, 2004; Birch, 1984). Renzulli (2004) outlined two stages for the identification of the gifted students: the theoretical and practical

levels (where in the theory-based identification, views range from the restricted or conservative to the multi-dimensional approaches). Birch (1984), on the other hand, highlighted the importance of considering a larger context that includes social, personal, and cultural factors all of which contribute in shaping specific potentials and academic abilities.

The results of the individual interview with the counselor, and the FDG with the teachers revealed that the counselor considered his role in the identification of gifted students “complementary”, while the teachers voiced, with a strong emphasis, the major role that a counselor should play, and the assistance he should provide. The teachers’ views were consistent with the results of the studies concerning the counselor’s role; the counselor’s beliefs were otherwise. The counselor’s duty towards students in general, and gifted students in particular, was stressed in the literature. Wood (2000) considered a specific aspect of gifted students’ experiences related to the counseling domain. Results from Wood’s (2000) study highlight the need for a counselor to understand the basic traits and characteristics of gifted psychology and function, the importance of the school counselor’s relationship with their gifted students, and the need to be aware of the wide variety of best practices to be implemented with the gifted population.

### **Characteristics of Gifted Students**

First the seven teachers who participated in the focus group interview tackled the issue of the different domains of giftedness. They expressed varied points of view that ranged from “all students are gifted in all domains” to “only few are gifted in a specific area”. This concurs with Marland’s position, the United States Commissioner of Education

in the early 1970s, who considered gifted and talented children as those who are capable of achieving a high performance and having outstanding abilities in one or more areas.

If we go back to theories and studies about giftedness, we find that students are in general gathered in the following five categories: gifted, talented, adult creator, child prodigy and mainstream child. However, a differentiation has to be made between gifted and talented children (Winner, 2000; Sternberg & Reis, 2004).

During the FGD, the parents stated that the following terms and expressions could be considered as accurate characteristics of gifted children: organized, curious, creative, good at retaining information (good memory), emotional and attached, leader-like, full of energy, jealous, calm, and able to learn quickly. As for teachers, they considered that a gifted student should have general knowledge, a specialization domain, leadership ability, communication skills, classification skills, an application domain, an intelligence degree, and, be a problem solver.

**Recognition of gifted children by parents.** High academic achievement or advanced placement, advanced skills in math or science, and quick assimilation of information and remarkable memory and retention of information were the top three characteristics noticed by parents in the questionnaire responses. Although several teachers highlighted the importance of scientific disciplines, few of them contested this issue during the FGD. They criticized the fact that in Lebanon parents and teachers believe that “student intelligence is measured by those scientific subjects” because they believe reality is different

**General intellectual ability.** The majority of teachers asserted in the questionnaire that a gifted student should display the general intellectual ability. They also highly emphasized the following factors: varied interests and exhibit curiosity, unusual capacity for processing information, synthesizes problems, and recognize diverse relationships and integrate ideas. These results matched with the researchers' results regarding: (1) how a gifted student is a student with above-average general abilities; (2) how a gifted student is able to deal with abstract symbols and knowledge, how teachers give a higher rate to students with broad knowledge bases; and (3) how teachers value problem solving skills more than computation skills (Siegle & Powell, 2004; Renzulli, 1978; Hollingworth, 1942). Even though all of the parents affirmed that the general intellectual ability is a necessity for gifted students, and backed up the factors varied interests and exhibit curiosity and synthesizes problems, they also asserted that the factor high level of language development is a nomination factor; a point not tackled by the teachers. The parents' opinions were in alignment with the findings of the studies therefore indicating that: (1) nominated gifted students receive higher scores in verbal reasoning; (2) avid readers earn higher scores than students who do not enjoy reading; and (3) students who demonstrated mastery in the verbal area were nominated more frequently (Hernández-Torrano et al., 2013; Siegle & Powell, 2004; Renzulli, 1978).

**Specific academic ability.** Most of the teachers and parents believed that a specific academic ability is one of the most important aspects for the identification of giftedness. Even though the two factors goal directed and long attention span received very close percentages by both groups, the responses of parents and teachers did not totally match.

The results regarding the two factors goal directed and long attention span concur with Renzulli's definition (1978) that highlights the interaction between high levels of creativity and commitment to tasks along with above-average general abilities, and considers gifted children as those who either have or are capable of developing and applying these traits.

Although capable of absorbing an extraordinary quantity of information with unusual retentiveness was one of the parents' choices, the teachers selected able to comprehend subject matter at advanced levels instead.

**Creative ability.** Both parents and teachers agreed on the importance of creativity for gifted students. In addition, parents and teachers alike considered the factor can generate original ideas and solutions as their first choice. The factor flexible thought processes in solving problems was also stressed by teachers and parents highlighted uses previously learned things in new contexts. This is in agreement with the theoretical definitions of gifted human aspects that emphasize "the value of skills and products", "excellence and productivity", "challenging and dropout productivity", and "high levels of creativity" as one of the basic clusters (Renzulli, 1986; Betts & Neihart, 1988; Stenberg & Zhang, 1995).

**Leadership ability.** In the FGD, teachers questioned what leadership is. Some thought it consisted of transmitting one's own ideas while others believed it simply involved the directing of other people's different viewpoints. However, the parents paused lengthily to reflect on the factor have an evaluative approach towards self and others. They explained how their children behave when they receive results of any kind and noted their

stubborn determination to always be at the top ranking even though as parents they do not encourage such behavior.

Teachers linked the gifted students' leadership ability to being responsible; can be counted on. Parents endorsed the teachers' preference of this factor. The teachers also stressed the importance of being cooperative with the teacher and classmates.

Several authors asserted the importance of possessing leadership characteristics, among many other characteristics, and advised academics to avoid focusing on the academic performance during the process of nominating gifted students. Researchers argued that the curriculum should be carefully planned to integrate opportunities for developing a variety of characteristics such as reflective thinking, goal setting, risk taking, leadership, empathy, and inquiry (Delcourt et al., 2007). When left to their own devices while nominating students to gifted programs, teachers tend to focus more on skills associated with academic performance, and less on creativity, leadership, and motor skills (Guskin, Peng, & Simon, 1992; Hunsaker, Finley, & Frank, 1997).

**Affective/Social-Emotional characteristics.** Discrepancies emerged between the perspectives of teachers and parents concerning this type of characteristics. Although strong need for consistency between values and personal actions was the teachers' first choice, the parents' opinions were equally divided among the following criteria: unusual sensitivity to the feelings and expectations of others, advanced sense of justice—idealism since an early age, and unusual emotional depth and intensity. Studies on gifted students highlighted the importance of social intelligence, which includes emotional management, the ability to

relate to others, and optimism. All of these aspects are considered valuable for the challenging task of deciding, which student should be nominated as gifted (Hernández-Torrano et al., 2013). Furthermore, Betts and Neihart (1988) described the different profiles of talented and gifted individuals as follows: autonomous, under-ground, successful, and double-labeled. These profiles can provide educators and parents with critical information regarding the various behaviors and needs of gifted and talented students (Betts & Neihart, 1988).

While commenting on the above results, all four of the parents in the FGD considered that parents know better than teachers what their children's personality traits are. They added that children show their real personality at home. As for teachers, they found the divergence normal as teachers focus more on the academic aspect than the emotional one.

**Psychomotor characteristics.** A high frequency of teachers and parents asserted in the questionnaire the importance of psychomotor characteristics in the giftedness field. Has a high degree of energy was the first common choice for both parents and teachers in the questionnaire. Regarding the result of the psychomotor characteristics, parents agreed in the FGD with the obtained numbers. They added that the minor difference in percentage is normal, and that the teachers' views are scientifically more precise.

### **Classroom Practices**

Based on the results of the questionnaire, the top classroom practices that were mentioned by more than half of the teachers, and were occurring 'once or a few times a



month', were: (1) Use enrichment worksheets; (2) Consider students' opinion in allocating time for various subjects within your classroom; (3) Assign different homework based on student ability; and (4) Allow students within your classroom to work from a higher grade level textbook.

In addition, nearly a third of the teachers selected these top practices: (1) Substitute different assignments for students who have mastered regular classroom work; (2) Use enrichment worksheets; and (3) Assign reading of more advanced level work. They added that these practices took place 'a few times a week'.

For almost all of the practices, the parents' selections matched those of the teachers. These findings seem to be in line with findings from a study on differentiated education in regular classrooms. According to Archambault et al. (1993), the results indicated that teachers provided advanced readings, assigned independent projects, eliminated material that students mastered, gave more advanced levels of work, handed out enrichment worksheets, and in general, promoted higher level thinking skill of various kinds for the gifted. Despite that, Archambault et al. (1993) added that the findings showed very minor changes and gifted students were given no more opportunity than the average students in areas such as: the use of locations other than the regular classroom, work in common interests or comparable ability groups, and the move to a higher grade for a specific subject area instruction. In addition, average and gifted students participated only a few times a month in these experiences (Archambault et al., 1993). The findings of Archambault et al. (1993) also aligned with the results from another study, which compared the classroom practices of laboratory and non-laboratory teachers while addressing superior students. In

this study: (1) English teachers provided more enriched readings; (2) a greater number of mathematics teachers in the laboratory schools had urged the students to take more advanced subjects; and (3) more of the language teachers in the laboratory schools had their students take part in small group research projects (Fredrickson & Rothney, 1968, p.137). However, when the totals of all the laboratory teachers were compared to the totals of all the non-laboratory teachers regarding all of the practices, no significant differences were found (Fredrickson & Rothney, 1968).

During the FGD, several parents considered that the answers of teachers and parents were very close, and parents mentioned that they relied on their children as a source of information. In addition, some of the parents believed that gifted students should be treated no differently from the other students, and are not in need of special classroom practices. On the other hand, the teachers' opinions were divided between two main points of view: (1) Many of them doubted that parents or students are always aware of what approaches are being applied by teachers, and what reasons are behind such practices; (2) Other teachers disagreed with their colleagues and found that, in general, the choices of the parents and teachers regarding the classroom practices were almost the same. Furthermore, two of the teachers highlighted a pattern they noticed in the parents' responses regarding the classroom practices: "They tended to avoid extreme choices like: Never, Daily, and More than once a day".

## **School Policies and Practices**

The study results showed that, according to the teachers, the following top policies are applied at their school: Enrichment, Creative problem solving, Inter-disciplinary curricula, and Problem-based curricula. Even though parents also selected Inter-disciplinary curricula as one of the top policies, they chose two other policies as well: Acceleration and Curriculum compacting. When the parents' answers were shared with teachers during the FG, they pointed out that Acceleration and Curriculum compacting are not practiced in their school. Moreover, several parents in the FGD considered the teachers' results to be more accurate because teachers are present at the school and know the school policies better. This point of view aligns with the teachers' argument that parents have very little knowledge of the school's educational system.

Through the study we discovered that policies like Acceleration, Curriculum compacting, and Independent study are not applied in the studied school while they are strongly recommended by western researches. Research actually supports both independent study, as well as the need for challenging material (Callahan, 2001; Heacox, 2002; Powers, 2008; Renzulli & Renzulli, 2010; Tomlinson, 1995). However, independent study cannot be assumed to be the only — or even the best — option for every gifted student in every classroom. Other options such as acceleration, curriculum compacting, and the use of enrichment clusters are offered in the research (Callahan, 2001; Heacox, 2002; Manning et al., 2010; Reis & Renzulli, 2010; Renzulli & Renzulli, 2010).

## **Implications and Recommendations**

Recommendations will be made for regular education teachers to support gifted students in the regular education classrooms. Areas where further research could be conducted will also be suggested.

### **Implications for Practice**

This study can yield this recommendation for practice in four main areas: (1) the identification of gifted students; (2) research-based practices for gifted students in regular classrooms; (3) training for implementing the suggested practices; and (4) research-based school policies for gifted education.

Regular education teachers should be aware of how complex the process of identifying gifted students is, and, as a result, how important it is to have a collaboration among all of the individuals involved (teachers, parents, counselor, principal) in order to obtain more information crucial for creating a specific profile for each student.

Teachers should also be aware of additional research-based classroom practices that are suggested for gifted students in regular education classrooms, and they should be trained for. In addition, school policymakers should be mindful of useful strategies such as: independent study, curriculum compacting, acceleration, and enrichment clusters, to better meet the needs of gifted students. In order to implement any of the suggested classroom practices and strategies, it is necessary to refer to a group of teachers, psychologists, and pedagogues competent in gifted education. This could be achieved through professional trainings that explain how the various needs of gifted students can be addressed.

Furthermore, this study can highlight the need, for Lebanese policymakers, and especially the Ministry of Education and Higher Education (MEHE), to establish a

specialized service for gifted students. This service would have three aims: (1) identifying gifted students needs; (2) designing special programs; and (3) training teachers.

Lastly, this study can also shed light on the role of school counselors who should be responsible for serving all of the students including the gifted ones. In addition, the study stresses the importance of training school counselors during their preparatory programs on how to better address the psychological state, and unique needs of the gifted.

### **Limitations**

There were various limitations in this study. One limitation is that teachers nominated students without any guidelines or predetermined characteristics about the gifted students.

Another limitation was that even though teachers spend many hours with students at the school, still, there would be very few situations where students could have the chance to manifest their talents.

In addition, the study did not capture the voice of the gifted and talented students themselves regarding their school experiences and needs.

### **Recommendations for Further Research**

Future studies could analyze whether this study results would change after teachers receive a professional development module on gifted identification.

Moreover, including other sources of information (i.e., parents, peers, self) in the identification process could help provide valuable information regarding the abilities of the

students in different areas and contexts that may, initially, not be easily apparent to the teachers. Future research should explore these additional traits.

This study took place in one private school in the region of Beirut. In order to obtain more global results, future studies could also include public schools from both cities and towns from various school contexts (rural, urban, and suburban).

Qualitative studies are greatly needed in order to determine the views of gifted students on gifted education as well as their voice regarding their school experiences and needs.

### **Conclusion**

In conclusion, several strategies could be suggested to meet the needs of the gifted students at school level, at home level, and at the national educational system level such as specialized and trained teachers in gifted students' education, a suitable school environment, innovative activities, more involvement of parents in their children school life, and governmental specialized services.

#### **At School Level**

It is true that the school is for all students and not just the gifted, and that we should not forget about all the other students who actually need more attention and help than the gifted students do. With this in mind, gifted students should not be ignored; and gifted students should always be pushed to give more even via rewards. Gifted students should be encouraged to further develop their talents.

Since the teachers are one of the focal points when it comes to supporting and identifying gifted students as well as doing regular follow-ups, there is a need for gifted teachers or specialized and trained teachers in gifted students' education. The identification of gifted students requires that teachers have a leading and guiding role, and to be constantly involved. Therefore, our policy makers, school leaders and administrators in the Lebanese private schools need to be aware of the importance of the teachers' role in the process of identification of the gifted and meeting their needs.

The psychological support is very important because some gifted students might be more vulnerable at psychological levels and this susceptibility might hinder progress. Results from Wood's (2000) study highlighted the need for a counselor to understand the basic traits and characteristics of gifted psychology and function; and to be aware of the wide variety of best practices to be implemented with the gifted population.

The schools should play a leading positive role in supporting gifted students by helping them developing their capabilities as well as developing their surrounding environment. The school must provide future services and policies designed for the gifted students because simply encouraging and supporting them is not enough.

In order for the gifted to excel and for the school to flaunt its talented students to others, innovative activities should take place, innovation by means of extracurricular activities. For example: the possibility of adding a radio station at the school that students can both broadcast from and listen to. Such activities should cover all domains from music, to performing arts, and even the sciences (novel writing, scientific fair, and the environmental club). Furthermore, it is up to the school and its specialized teachers (each in

their own domain) to provide guidance and help gifted students practice and improve their abilities.

A network should exist between schools and higher education. We have to ask in our schools: What we are doing with the graduate students? Due to the lack of coordination between all education parties, a brain drain is happening with all the gifted students who are travelling abroad.

### **At Home Level**

Parents should provide their gifted children with the necessary means that can help them develop their skills, and increase their learning and educational capacities. According to this thesis results, parents have very little knowledge of the school's educational system. For the best interest of the gifted students, it is important to have a collaboration among all of the individuals involved (teachers, parents, counselor, principal) and a more involvement of parents in their children school life and school policies.

### **At National Educational System Level**

As for the educational system in Lebanon, the current amount of effort dedicated to this matter is below expectations; quest for reform, distinction and improvement should be intensified. Such shortcoming is probably resulting in the emigration of talented individuals. Moreover, the establishment of a specialized service for gifted students in Lebanon is necessary. This service would have the following aims: (1) taking care of gifted students and providing for their needs; (2) designing special programs for them; (3) Teachers' training for the gifted special programs; and (4) making sure that every gifted student is able to continue his/her studies and not waste his special gifts and talents.



## APPENDIX A

### TEACHERS' QUESTIONNAIRE – ENGLISH VERSION

This study focuses on the gifted students, their needs, classroom practices, school policies, and parenting styles to meet their needs. You can help us learn more about these practices by taking a few minutes to complete this questionnaire. Please be assured that your answers will be kept strictly confidential.

#### Section I: Profile

##### *Q.01 – Gender*

| Code | Description |
|------|-------------|
| 1    | Male        |
| 2    | Female      |

##### *Q.02 – What is your Highest Educational Level?*

| Code | Description                                                                   |
|------|-------------------------------------------------------------------------------|
| 1    | 12th grade, No Diploma                                                        |
| 2    | High school graduate (general education diploma)                              |
| 3    | Technical School Graduate (Equivalent to High School Level – for example: BT) |
| 4    | Technical School Graduate (After High School – for example: TS)               |
| 5    | Some College/University but less than 1 year                                  |
| 6    | 1 or more years of College/University, but No Degree                          |
| 7    | Bachelor's Degree (for example: BA, BS)                                       |
| 8    | Some Graduate studies, No Degree                                              |
| 9    | Master's Degree (for example: MA, MS)                                         |
| 10   | Professional Degree (for example: MD, DDS, DVM, JD, PsyD)                     |
| 11   | Doctorate degree (for example: PhD)                                           |
| 12   | Other (Specify):                                                              |

##### *Q.03– Please identify your level of experience in education?*

| Code | Description       | Code | Description        |
|------|-------------------|------|--------------------|
| 1    | Less than 3 years | 4    | 9 to 12 years      |
| 2    | 3 to 6 years      | 5    | 12 to 15 years     |
| 3    | 6 to 9 years      | 6    | More than 15 years |

*Q.04 – What grade level(s) do you currently teach? (Please select all applicable answers)*

| Code | Grade   | Code | Description |
|------|---------|------|-------------|
| 1    | Grade 1 | 7    | Grade 7     |
| 2    | Grade 2 | 8    | Grade 8     |
| 3    | Grade 3 | 9    | Grade 9     |
| 4    | Grade 4 | 10   | Grade 10    |
| 5    | Grade 5 | 11   | Grade 11    |
| 6    | Grade 6 | 12   | Grade 12    |

*Q.05 – What subject areas do you currently teach? (Please select all applicable answers)*

| Code | Subject          | Code | Description        |
|------|------------------|------|--------------------|
| 1    | Arabic Language  | 9    | Mathematics        |
| 2    | French Language  | 10   | Physics            |
| 3    | English Language | 11   | Chemistry          |
| 4    | History          | 12   | Biology            |
| 5    | Geography        | 13   | Physical Education |
| 6    | Civics           | 14   | Philosophy         |
| 7    | Economics        | 15   | Religion           |
| 8    | Computer Science | 16   | Others             |

## Section II: Gifted Students Nomination

*Q.01 – Please list 1 to 4 gifted students that you have personally identified in each and every class you teach during the current school year.*

| Grade | Section | Student 1 | Student 2 | Student 3 | Student 4 |
|-------|---------|-----------|-----------|-----------|-----------|
|       |         |           |           |           |           |
|       |         |           |           |           |           |
|       |         |           |           |           |           |

*Q.02 – In each section below, please select the top 3 factors you consider the most important in identifying gifted students where the 1<sup>st</sup> choice is the most important factor.*

| <b>General Intellectual Ability</b>                                                                     |                 |                 |                 |
|---------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|
| Nomination Factors                                                                                      | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |
| Have varied interests and exhibit curiosity (asks questions about everything and anything; inquisitive) | 1               | 1               | 1               |

|                                                                                                                                                  |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| Demonstrate a high level of language development and verbal ability (has extensive vocabulary; early or avid reader)                             | 2 | 2 | 2 |
| Have an unusual capacity for processing information                                                                                              | 3 | 3 | 3 |
| Ability to think and process information quickly (learns                                                                                         | 4 | 4 | 4 |
| Comprehensively synthesizes problems (reasons well)                                                                                              | 5 | 5 | 5 |
| Heightened capacity to recognize diverse relationships and integrate ideas across disciplines (comprehends meanings; makes logical associations) | 6 | 6 | 6 |
| Early use of differential patterns in thought processing (is a keen observer; alert)                                                             | 7 | 7 | 7 |

| <b>Specific Academic Ability</b>                                                                           |                 |                 |                 |
|------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|
| Nomination Factors                                                                                         | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |
| Capable of absorbing an extraordinary quantity of information with unusual retentiveness (has an excellent | 1               | 1               | 1               |
| Able to comprehend subject matter at advanced levels                                                       | 2               | 2               | 2               |
| Has facility with numbers                                                                                  | 3               | 3               | 3               |
| Has quick mastery and recall of factual information (rapid learning ability)                               | 4               | 4               | 4               |
| Persistent and goal directed (perseverant in their interests)                                              | 5               | 5               | 5               |
| Has a long attention span (perseverant when interested)                                                    | 6               | 6               | 6               |

| <b>Creative Ability</b>                                                                                                                                                              |                 |                 |                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|
| Nomination Factors                                                                                                                                                                   | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |
| Flexible thought processes in solving problems                                                                                                                                       | 1               | 1               | 1               |
| Early ability to delay closure of projects                                                                                                                                           | 2               | 2               | 2               |
| Can generate original ideas and solutions (is highly creative; offers unusual, unique, or clever answers; originality in written, oral, or artistic expression; independent thinker) | 3               | 3               | 3               |
| Has a vivid imagination (fantasizes)                                                                                                                                                 | 4               | 4               | 4               |
| Has a keen sense of humor (comical)                                                                                                                                                  | 5               | 5               | 5               |
| Is a risk-taker (adventurous and speculative)                                                                                                                                        | 6               | 6               | 6               |
| Involvement with the metaneeds of society: beauty, justice, truth (is sensitive to beauty)                                                                                           | 7               | 7               | 7               |
| Nonconforming (individualistic)                                                                                                                                                      | 8               | 8               | 8               |
| Uses previously learned things in new contexts                                                                                                                                       | 9               | 9               | 9               |

| <b>Leadership Ability</b>                           |                 |                 |                 |
|-----------------------------------------------------|-----------------|-----------------|-----------------|
| Nomination Factors                                  | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |
| Have an evaluative approach towards self and others | 1               | 1               | 1               |

|                                                                                 |   |   |   |
|---------------------------------------------------------------------------------|---|---|---|
| Heightened expectations of self and others (perfectionistic; is self-critical)  | 2 | 2 | 2 |
| Advanced cognitive and affective capacity for conceptualizing societal problems | 3 | 3 | 3 |
| Are self-confident with children their own age as well as with adults           | 4 | 4 | 4 |
| Responsible; can be counted on                                                  | 5 | 5 | 5 |
| Is cooperative with teacher and classmates                                      | 6 | 6 | 6 |
| Tends to dominate others (directs activities)                                   | 7 | 7 | 7 |
| Often has solutions to social and environmental problems                        | 8 | 8 | 8 |
| Tends to question authority (is uninhibited in giving opinions)                 | 9 | 9 | 9 |

| <b>Affective/Social-Emotional Characteristics</b>                                     |                 |                 |                 |
|---------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|
| Nomination Factors                                                                    | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |
| Large accumulation of emotions that has not been brought to awareness                 | 1               | 1               | 1               |
| Unusual sensitivity to the feelings and expectations of others (sensitive)            | 2               | 2               | 2               |
| Heightened self-awareness                                                             | 3               | 3               | 3               |
| Advanced sense of justice—idealism at an early age (concerned with justice; fairness) | 4               | 4               | 4               |
| Earlier development of internal locus of control                                      | 5               | 5               | 5               |
| Unusual emotional depth and intensity (shows compassion; sensitivity)                 | 6               | 6               | 6               |
| Strong need for consistency between values and personal actions                       | 7               | 7               | 7               |
| Advanced levels of moral judgment (morally sensitive)                                 | 8               | 8               | 8               |
| Strongly motivated by self-actualization needs                                        | 9               | 9               | 9               |

| <b>Psychomotor Characteristics</b>                                                 |                 |                 |                 |
|------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|
| Nomination Factors                                                                 | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |
| Unusual quantity of input from environment through a heightened sense of awareness | 1               | 1               | 1               |
| Unusual discrepancy between physical and intellectual development                  | 2               | 2               | 2               |
| Has a high degree of energy                                                        | 3               | 3               | 3               |

### Section III: Classroom Practices

*Q.01 – Please use the following response scale based on the academic year to indicate what actually occurs in your classroom. Circle the most appropriate response.*

**Response Scale**

**0** = Never

**1** = Once a month, or less frequently

**2** = A few times a month

**3** = A few times a week

**4** = Daily

**5** = More than once a day

| Code | Practice                                                                                                                                | 0 | 1 | 2 | 3 | 4 | 5 |
|------|-----------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 1    | Substitute different assignments for students who have mastered regular classroom work                                                  | 0 | 1 | 2 | 3 | 4 | 5 |
| 2    | Use enrichment worksheets                                                                                                               | 0 | 1 | 2 | 3 | 4 | 5 |
| 3    | Assign reading of more advanced level work                                                                                              | 0 | 1 | 2 | 3 | 4 | 5 |
| 4    | Use self-directed instructional kits                                                                                                    | 0 | 1 | 2 | 3 | 4 | 5 |
| 5    | Eliminate curricular material that students have mastered                                                                               | 0 | 1 | 2 | 3 | 4 | 5 |
| 6    | Consider students' opinion in allocating time for various subjects within your classroom                                                | 0 | 1 | 2 | 3 | 4 | 5 |
| 7    | Assign different homework based on student ability                                                                                      | 0 | 1 | 2 | 3 | 4 | 5 |
| 8    | Use learning centers to reinforce basic skills                                                                                          | 0 | 1 | 2 | 3 | 4 | 5 |
| 9    | Use enrichment centers                                                                                                                  | 0 | 1 | 2 | 3 | 4 | 5 |
| 10   | Teach thinking skills in the regular curriculum                                                                                         | 0 | 1 | 2 | 3 | 4 | 5 |
| 11   | Teach a unit on a thinking skills, such as critical thinking or creative problem solving                                                | 0 | 1 | 2 | 3 | 4 | 5 |
| 12   | Participate in a competitive program focusing on thinking skills/problem solving, such as Future Problem Solving, Odyssey of Mind, etc. | 0 | 1 | 2 | 3 | 4 | 5 |
| 13   | Allow students within your classroom to work from a higher grade level textbook                                                         | 0 | 1 | 2 | 3 | 4 | 5 |
| 14   | Provide a different curricular experience by using a more advanced curriculum unit on a teacher-selected topic                          | 0 | 1 | 2 | 3 | 4 | 5 |
| 15   | Group students by ability across classrooms at the same grade level                                                                     | 0 | 1 | 2 | 3 | 4 | 5 |
| 16   | Provide questions that encourage reasoning and logical thinking                                                                         | 0 | 1 | 2 | 3 | 4 | 5 |
| 17   | Ask open-ended questions                                                                                                                | 0 | 1 | 2 | 3 | 4 | 5 |
| 18   | Encourage students to ask higher-level questions                                                                                        | 0 | 1 | 2 | 3 | 4 | 5 |
| 19   | Use contracts or management plans to help students organize their independent study projects                                            | 0 | 1 | 2 | 3 | 4 | 5 |
| 20   | Provide time within the school day for students to work on their independent study projects                                             | 0 | 1 | 2 | 3 | 4 | 5 |

|                  |   |   |   |   |   |   |
|------------------|---|---|---|---|---|---|
| Other (Specify): | 0 | 1 | 2 | 3 | 4 | 5 |
|------------------|---|---|---|---|---|---|

**Section IV: School Policies & Practices**

*Q.01 – Does your school adapt the following general education classroom policies and practices or not? – Please mark an answer for each practice or policy.*

| Code | School Policies And Practices                                  | Yes | No |
|------|----------------------------------------------------------------|-----|----|
| 1    | Acceleration                                                   | 1   | 2  |
| 2    | Curriculum compacting                                          | 1   | 2  |
| 3    | Enrichment                                                     | 1   | 2  |
| 4    | Learning centers                                               | 1   | 2  |
| 5    | Creative problem solving                                       | 1   | 2  |
| 6    | Independent study                                              | 1   | 2  |
| 7    | Inter-disciplinary curricula                                   | 1   | 2  |
| 8    | Problem-based curricula                                        | 1   | 2  |
| 9    | Instructional style preferences                                | 1   | 2  |
| 10   | Homogenous grouping preferred to within-class cluster grouping | 1   | 2  |
| 12   | Special gifted programs                                        | 1   | 2  |
|      | Other (Specify)                                                | 1   | 2  |

## APPENDIX B

### PARENTS' QUESTIONNAIRE– ENGLISH VERSION

This study focuses on the gifted students, their needs, classroom practices, school policies, and parenting styles to meet their needs. You can help us learn more about these practices by taking a few minutes to complete this questionnaire. Please be assured that your answers will be kept strictly confidential.

#### Section I: Profile

##### *Q.01 – Gender*

| Code | Description |
|------|-------------|
| 1    | Male        |
| 2    | Female      |

##### *Q.02 – How many Children do you have?*

| Code | Description | Code | Description        |
|------|-------------|------|--------------------|
| 1    | No Children | 4    | 3 Children         |
| 2    | 1 Child     | 5    | 4 Children         |
| 3    | 2 Children  | 6    | 5 or more Children |

##### *Q.03 – What are the age groups of your children?*

| Age Group              | Child #1 | Child #2 | Child #3 | Child #4 | Child #5 |
|------------------------|----------|----------|----------|----------|----------|
| 0 - 2 years old        | 1        | 1        | 1        | 1        | 1        |
| 2 - 4 years old        | 2        | 2        | 2        | 2        | 2        |
| 4 - 6 years old        | 3        | 3        | 3        | 3        | 3        |
| 6 - 8 years old        | 4        | 4        | 4        | 4        | 4        |
| 8 - 10 years old       | 5        | 5        | 5        | 5        | 5        |
| 10 - 12 years old      | 6        | 6        | 6        | 6        | 6        |
| 12 - 14 years old      | 7        | 7        | 7        | 7        | 7        |
| 14 - 16 years old      | 8        | 8        | 8        | 8        | 8        |
| 16 - 18 years old      | 9        | 9        | 9        | 9        | 9        |
| 18 years old and above | 10       | 10       | 10       | 10       | 10       |

## Section II: Gifted Children Recognition

*Q.01 – Your child was mentioned by his teachers as “Gifted”; do you personally agree with this classification?*

| Code | Description |
|------|-------------|
| 1    | Yes         |
| 2    | No          |

*Q.02 – Which of the following characteristics have you personally noticed in your child? – Please select all answers that apply?*

| Code | Practice                                                                                                                                                                                                             |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Early achievement of developmental milestones (Verbal Reasoning -Concept Formation-Sequential Processing -Auditory Comprehension -Cognitive Flexibility -Social Judgment-Perceptual Organization -Processing Speed ) |
| 2    | Advanced abilities noticed by parents or others relating to language skills                                                                                                                                          |
| 3    | Advanced skills in math or science                                                                                                                                                                                   |
| 4    | High academic achievement or advanced placement                                                                                                                                                                      |
| 5    | Quick assimilation of information and remarkable memory and retention of information                                                                                                                                 |
| 6    | Personality traits common to gifted individuals                                                                                                                                                                      |
| 7    | Exceptional creativity or talent for the arts                                                                                                                                                                        |
| 8    | Extraordinary emotional–social intelligence and sensitivity toward others                                                                                                                                            |
| 9    | Advanced problem-solving or reasoning skills                                                                                                                                                                         |
| 10   | Exceptional skills in fine motor movement or athletic abilities                                                                                                                                                      |
| 11   | Other (Specify):                                                                                                                                                                                                     |

*Q.03 – In each section below, please select the top 3 factors you consider the most important in identifying gifted children where the 1<sup>st</sup> choice is the most important factor.*

| <b>General Intellectual Ability</b>                                                                                  |                 |                 |                 |
|----------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|
| Nomination Factors                                                                                                   | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |
| Have varied interests and exhibit curiosity (asks questions about everything and anything; inquisitive)              | 1               | 1               | 1               |
| Demonstrate a high level of language development and verbal ability (has extensive vocabulary; early or avid reader) | 2               | 2               | 2               |
| Have an unusual capacity for processing information                                                                  | 3               | 3               | 3               |
| Ability to think and process information quickly (learns rapidly)                                                    | 4               | 4               | 4               |



|                                                                                                                                                  |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| Comprehensively synthesizes problems (reasons well)                                                                                              | 5 | 5 | 5 |
| Heightened capacity to recognize diverse relationships and integrate ideas across disciplines (comprehends meanings; makes logical associations) | 6 | 6 | 6 |
| Early use of differential patterns in thought processing (is a keen observer; alert)                                                             | 7 | 7 | 7 |

| <b>Specific Academic Ability</b>                                                                                   |                 |                 |                 |
|--------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|
| Nomination Factors                                                                                                 | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |
| Capable of absorbing an extraordinary quantity of information with unusual retentiveness (has an excellent memory) | 1               | 1               | 1               |
| Able to comprehend subject matter at advanced levels                                                               | 2               | 2               | 2               |
| Has facility with numbers                                                                                          | 3               | 3               | 3               |
| Has quick mastery and recall of factual information (rapid learning ability)                                       | 4               | 4               | 4               |
| Persistent and goal directed (perseverant in their interests)                                                      | 5               | 5               | 5               |
| Has a long attention span (perseverant when interested)                                                            | 6               | 6               | 6               |

| <b>Creative Ability</b>                                                                                                                                                              |                 |                 |                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|
| Nomination Factors                                                                                                                                                                   | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |
| Flexible thought processes in solving problems                                                                                                                                       | 1               | 1               | 1               |
| Early ability to delay closure of projects                                                                                                                                           | 2               | 2               | 2               |
| Can generate original ideas and solutions (is highly creative; offers unusual, unique, or clever answers; originality in written, oral, or artistic expression; independent thinker) | 3               | 3               | 3               |
| Has a vivid imagination (fantasizes)                                                                                                                                                 | 4               | 4               | 4               |
| Has a keen sense of humor (comical)                                                                                                                                                  | 5               | 5               | 5               |
| Is a risk-taker (adventurous and speculative)                                                                                                                                        | 6               | 6               | 6               |
| Involvement with the metaneeds of society: beauty, justice, truth (is sensitive to beauty)                                                                                           | 7               | 7               | 7               |
| Nonconforming (individualistic)                                                                                                                                                      | 8               | 8               | 8               |
| Uses previously learned things in new contexts                                                                                                                                       | 9               | 9               | 9               |

| <b>Leadership Ability</b>                                                      |                 |                 |                 |
|--------------------------------------------------------------------------------|-----------------|-----------------|-----------------|
| Nomination Factors                                                             | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |
| Have an evaluative approach towards self and others                            | 1               | 1               | 1               |
| Heightened expectations of self and others (perfectionistic; is self-critical) | 2               | 2               | 2               |

|                                                                                 |   |   |   |
|---------------------------------------------------------------------------------|---|---|---|
| Advanced cognitive and affective capacity for conceptualizing societal problems | 3 | 3 | 3 |
| Are self-confident with children their own age as well as with adults           | 4 | 4 | 4 |
| Responsible; can be counted on                                                  | 5 | 5 | 5 |
| Is cooperative with teacher and classmates                                      | 6 | 6 | 6 |
| Tends to dominate others (directs activities)                                   | 7 | 7 | 7 |
| Often has solutions to social and environmental problems                        | 8 | 8 | 8 |
| Tends to question authority (is uninhibited in giving opinions)                 | 9 | 9 | 9 |

| <b>Affective/Social-Emotional Characteristics</b>                                     |                 |                 |                 |
|---------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|
| Nomination Factors                                                                    | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |
| Large accumulation of emotions that has not been brought to awareness                 | 1               | 1               | 1               |
| Unusual sensitivity to the feelings and expectations of others (sensitive)            | 2               | 2               | 2               |
| Heightened self-awareness                                                             | 3               | 3               | 3               |
| Advanced sense of justice—idealism at an early age (concerned with justice; fairness) | 4               | 4               | 4               |
| Earlier development of internal locus of control                                      | 5               | 5               | 5               |
| Unusual emotional depth and intensity (shows compassion; sensitivity)                 | 6               | 6               | 6               |
| Strong need for consistency between values and personal actions                       | 7               | 7               | 7               |
| Advanced levels of moral judgment (morally sensitive)                                 | 8               | 8               | 8               |
| Strongly motivated by self-actualization needs                                        | 9               | 9               | 9               |

| <b>Psychomotor Characteristics</b>                                                 |                 |                 |                 |
|------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|
| Nomination Factors                                                                 | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |
| Unusual quantity of input from environment through a heightened sense of awareness | 1               | 1               | 1               |
| Unusual discrepancy between physical and intellectual development                  | 2               | 2               | 2               |
| Has a high degree of energy                                                        | 3               | 3               | 3               |

### Section III: Classroom Practices

*Q.01 – Please use the following response scale to indicate the frequency of occurrence of the following classroom practices in your child class. Please circle the most appropriate response.*

Response Scale

**0** = Never

**1** = Once a month, or less frequently

**2** = A few times a month

**3** = A few times a week

**4** = Daily

**5** = More than once a day

| Code | Practice                                                                                                                                | 0 | 1 | 2 | 3 | 4 | 5 |
|------|-----------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 1    | Substitute different assignments for students who have mastered regular classroom work                                                  | 0 | 1 | 2 | 3 | 4 | 5 |
| 2    | Use enrichment worksheets                                                                                                               | 0 | 1 | 2 | 3 | 4 | 5 |
| 3    | Assign reading of more advanced level work                                                                                              | 0 | 1 | 2 | 3 | 4 | 5 |
| 4    | Use self-directed instructional kits                                                                                                    | 0 | 1 | 2 | 3 | 4 | 5 |
| 5    | Eliminate curricular material that students have mastered                                                                               | 0 | 1 | 2 | 3 | 4 | 5 |
| 6    | Consider students' opinion in allocating time for various subjects within your classroom                                                | 0 | 1 | 2 | 3 | 4 | 5 |
| 7    | Assign different homework based on student ability                                                                                      | 0 | 1 | 2 | 3 | 4 | 5 |
| 8    | Use learning centers to reinforce basic skills                                                                                          | 0 | 1 | 2 | 3 | 4 | 5 |
| 9    | Use enrichment centers                                                                                                                  | 0 | 1 | 2 | 3 | 4 | 5 |
| 10   | Teach thinking skills in the regular curriculum                                                                                         | 0 | 1 | 2 | 3 | 4 | 5 |
| 11   | Teach a unit on a thinking skills, such as critical thinking or creative problem solving                                                | 0 | 1 | 2 | 3 | 4 | 5 |
| 12   | Participate in a competitive program focusing on thinking skills/problem solving, such as Future Problem Solving, Odyssey of Mind, etc. | 0 | 1 | 2 | 3 | 4 | 5 |
| 13   | Allow students within your classroom to work from a higher grade level textbook                                                         | 0 | 1 | 2 | 3 | 4 | 5 |
| 14   | Provide a different curricular experience by using a more advanced curriculum unit on a teacher-selected topic                          | 0 | 1 | 2 | 3 | 4 | 5 |
| 15   | Group students by ability across classrooms at the same grade level                                                                     | 0 | 1 | 2 | 3 | 4 | 5 |
| 16   | Provide questions that encourage reasoning and logical thinking                                                                         | 0 | 1 | 2 | 3 | 4 | 5 |
| 17   | Ask open-ended questions                                                                                                                | 0 | 1 | 2 | 3 | 4 | 5 |
| 18   | Encourage students to ask higher-level questions                                                                                        | 0 | 1 | 2 | 3 | 4 | 5 |
| 19   | Use contracts or management plans to help students organize their independent study projects                                            | 0 | 1 | 2 | 3 | 4 | 5 |
| 20   | Provide time within the school day for students to work on their independent study projects                                             | 0 | 1 | 2 | 3 | 4 | 5 |
|      | Other (Specify):                                                                                                                        | 0 | 1 | 2 | 3 | 4 | 5 |

### Section IV: School Policies & Practices

*Q.01 – Does your child school adapt the following general education classroom policies and practices or not? – Please mark an answer for each practice or policy.*

| Code | School Policies And Practices                                  | Yes | No |
|------|----------------------------------------------------------------|-----|----|
| 1    | Acceleration                                                   | 1   | 2  |
| 2    | Curriculum compacting                                          | 1   | 2  |
| 3    | Enrichment                                                     | 1   | 2  |
| 4    | Learning centers                                               | 1   | 2  |
| 5    | Creative problem solving                                       | 1   | 2  |
| 6    | Independent study                                              | 1   | 2  |
| 7    | Inter-disciplinary curricula                                   | 1   | 2  |
| 8    | Problem-based curricula                                        | 1   | 2  |
| 9    | Instructional style preferences                                | 1   | 2  |
| 10   | Homogenous grouping preferred to within-class cluster grouping | 1   | 2  |
| 12   | Special gifted programs                                        | 1   | 2  |
|      | Other (Specify):                                               | 1   | 2  |

## APPENDIX C

### SCHOOL PRINCIPAL INTERVIEW

Q1- In your school, what are the special screening and testing procedure if any that allow the identification of gifted students?

Q2- In your school, what special learning environment/conditions do you provide for gifted students? – Please elaborate with examples.

Q3- What are the school rules and regulation targeting gifted students and addressing their special needs in terms of special services? Provisions? What are these? Describe

Q4- What special classroom practices for gifted children is the school currently applying?

Q5- In your school, what is the role of the school counselor in identifying and advising gifted students?

Q6- In your opinion, what measures (rules, policies, classroom practices, counseling and advice, etc...) are needed to better meet the needs of gifted students at multiple levels:

- i- School?
- ii- Home?
- iii- National educational system?

## APPENDIX D

### SCHOOL COUNSELOR INTERVIEW

Q1- Currently in your school, what is your role as a counselor in identifying gifted students?

Q2- In your opinion, what should be the role of a counselor in identifying and supporting gifted students?

Q3- What kind of assistance and follow-up are you currently providing to gifted students in their academic and career planning? Please lists the main areas where your assistance and follow-up to gifted students differ from those provided to main-stream students.

Q4- Based on your experience with gifted students and main-stream students, what additional services should be provided to meet gifted students needs for their academic and career planning?

APPENDIX E

PRINCIPAL'S BACKGROUND FORM

Age:

Gender:

Degree:

University:

Specialization:

University/Institute:

Phone Number:

Years of experience as a school principal in total: -----

Years of experience as a school principal at the current school: -----

Have you received previous training in the field of educational administration before you started work?

Yes  No  If yes, Please explain: -----

Have you had previous experience in teaching before working as a principal?

Yes  No  If yes, please specify the number of years: -----

----

## APPENDIX F

### COUNSELOR'S BACKGROUND FORM

I kindly ask you to answer the below questions. Please note that, during the focus group discussions which will be carried on later, there will be no link to verbatim data collected in this form or during the individual interviews.

Age:

Gender:      Male

Female

Subject Area:

Grade level:

Degree:

Specialization:

University/Institute:

Years of counseling experience in Total:

Years of counseling experience at the School:

Phone Number:



## APPENDIX G

### FOCUS GROUP INTERVIEW PROTOCOL FOR TEACHERS AND PARENTS

The researcher opens the focus group discussion by introducing the purpose of the meeting, the ethical procedure, what will be done with the information, the benefits of the study, how long the focus group discussion will take, and will remind the participants of the confidentiality of the discussions during the focus group interview. The researcher will point out to the participants that they reserve the right to withdraw from the discussion at any time they wish without any penalty or loss of benefits. The researcher then starts off the discussion.

Opening statement: In this focus group we are going to discuss a number of things. Kindly, provide your input on the following questions:

1. From your perspective, how would you identify a gifted student in the Lebanese context? Describe the characteristics that he/she should possess.

Possible probes: What general intellectual ability, specific academic ability, creative ability, leadership ability, affective/social-emotional characteristics, and psychomotor characteristics should characterize a gifted student in Lebanon? Can you provide examples of situations where you thought someone was a gifted student? As you try to answer the question, please take into consideration the context of Lebanese schools as places where various cultural, religious and community backgrounds come together.

I will present the results obtained from the individual interviews and questionnaires. The results include collective codes and initial categories that do not refer to specific

individual interviews; rather they reflect the themes the investigators generated after analyzing the individual interviews and questionnaires. I present hereby checklists and tables including all the themes generated by teachers and those generated by parents, counselor and principals.

2. From your perspective, what are the classroom practices specific to gifted student in the Lebanese context? Describe these practices.

Possible probes: Can you provide examples of situations where you have taught such practices. As you try to answer the question, please take into consideration the context of Lebanese schools as places where various cultural, religious and community backgrounds come together.

I will present the results obtained from the individual interviews and questionnaires. The results include collective codes and initial categories that do not refer to specific individual interviews; rather they reflect the themes the investigators generated after analyzing the individual interviews and questionnaires. I present hereby checklists and tables including all the themes generated by teachers and those generated by parents, counselor and principals.

3. From your perspective, what are the school policies and practices specific to gifted student in the Lebanese context? Describe these policies and practices.

Possible probes: Can you provide examples of situations where in your school such policies and practices were applied. As you try to answer the question, please take into consideration the context of Lebanese schools as places where various cultural, religious and community backgrounds come together.

I will present the results obtained from the individual interviews and questionnaires. The results include collective codes and initial categories that do not refer to specific individual interviews; rather they reflect the themes the investigators generated after analyzing the individual interviews and questionnaires. I present hereby checklists and tables including all the themes generated by teachers and those generated by parents, counselor and principals.

4. Please comment on the findings concerning the categories formerly generated by you, the teachers. Do you think the generated categories are representative of your own views on the phenomenon of gifted students in your school?

Possible probes: Do you agree with all the categories? Do you have anything to add? Do you recommend changing anything?

5. Please comment on the findings concerning the categories generated by parents. How would you interpret such results?

Possible Probes: Do you agree with the results generated by the parents? Why? Why not? Give examples.

6. Please comment on the commonalities and differences between teachers and parents that were generated from the findings of the questionnaires.

Possible probes: How would you interpret such results? What accounts for such differences/similarities? Can you make sense of the findings?

7. Please comment on the commonalities and differences in the findings of the individual interviews conducted with counselor and principals.

Possible probes: How would you interpret such results? What accounts for such differences/similarities? Can you make sense of the findings?

Closing question: Of all the things we have discussed, would you like to add anything? Do you think there is something that we have missed?

## APPENDIX H

### TEACHERS' QUESTIONNAIRE – FRENCH VERSION

Cette étude se concentre sur les élèves doués, leurs besoins, les pratiques de classe, les politiques scolaires et les styles parentaux répondant à leurs besoins. Vous pouvez nous aider à apprendre plus sur ces pratiques en prenant quelques minutes pour remplir ce questionnaire. S'il vous plaît soyez sûrs que vos réponses demeureront strictement confidentielles.

#### Section I: Profil

##### *Q.01 – Sexe*

| Code | Description |
|------|-------------|
| 1    | Male        |
| 2    | Femelle     |

##### *Q.02 – Quelle est votre plus haut niveau de l'éducation?*

| Code | Description                                                                     |
|------|---------------------------------------------------------------------------------|
| 1    | Etudes Secondaires, Sans Diplôme                                                |
| 2    | Baccalauréat (diplôme d'enseignement général)                                   |
| 3    | Etudes Techniques (Equivalent aux Etudes secondaires - par exemple: BT)         |
| 4    | Etudes Techniques (Après les Etudes secondaires – par exemple: TS)              |
| 5    | Etudes Universitaires/ mais moins de 1 an                                       |
| 6    | Une ou plusieurs années d'Etudes Universitaires / Université, mais Sans Diplôme |
| 7    | License                                                                         |
| 8    | Certaines Etudes Supérieures, Sans Diplôme                                      |
| 9    | Maîtrise                                                                        |
| 10   | Licence professionnelle (par exemple: MD, DDS, DVM, JD, PsyD)                   |
| 11   | Doctorat (par exemple: PhD)                                                     |
| 12   | Autre (Précisez):                                                               |

##### *Q.03– S'il vous plaît identifier votre niveau d'expérience en éducation?*

| Code | Description    | Code | Description |
|------|----------------|------|-------------|
| 1    | Moins de 3 ans | 4    | 9 à 12 ans  |

|   |           |   |                |
|---|-----------|---|----------------|
| 2 | 3 à 6 ans | 5 | 12 à 15 ans    |
| 3 | 6 à 9 ans | 6 | Plus de 15 ans |

*Q.04 – Quel(s) niveau (s) enseignez-vous actuellement? (S'il vous plaît sélectionnez toutes les réponses applicables)*

| Code | Classe | Code | Classe |
|------|--------|------|--------|
| 1    | EB 1   | 7    | EB 7   |
| 2    | EB 2   | 8    | EB 8   |
| 3    | EB 3   | 9    | EB 9   |
| 4    | EB 4   | 10   | S1     |
| 5    | EB 5   | 11   | S2     |
| 6    | EB 6   | 12   | S3     |

*Q.05 – Quels sont les sujets que vous enseignez actuellement? (S'il vous plaît sélectionnez toutes les réponses applicables)*

| Code | Sujet            | Code | Sujet              |
|------|------------------|------|--------------------|
| 1    | Langue Arabe     | 9    | Mathématiques      |
| 2    | Langue Française | 10   | Physique           |
| 3    | Langue Anglaise  | 11   | Chimie             |
| 4    | Histoire         | 12   | Biologie           |
| 5    | Géographie       | 13   | Education Physique |
| 6    | Civisme          | 14   | Philosophie        |
| 7    | Economie         | 15   | Religion           |
| 8    | Informatique     | 16   | Autres             |

## Section II: Nomination des Elèves Doués

*Q.01 – S'il vous plaît nommer 1 à 4 élèves que vous avez personnellement identifiés comme doués dans chaque classe que vous enseignez au cours de l'année scolaire en cours.*

| Niveau | Section | Elève #1 | Elève #2 | Elève #3 | Elève # 4 |
|--------|---------|----------|----------|----------|-----------|
|        |         |          |          |          |           |
|        |         |          |          |          |           |
|        |         |          |          |          |           |

*Q.02 – Dans chaque section ci-dessous, s'il vous plaît sélectionner les trois principaux facteurs que vous jugez les plus importants dans l'identification des élèves doués où le 1er choix est le facteur le plus important.*

| <b>Capacité Intellectuelle Générale</b>                                                                                                                     |                 |                  |                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|------------------|
| Facteurs de Nomination                                                                                                                                      | 1 <sup>er</sup> | 2 <sup>ème</sup> | 3 <sup>ème</sup> |
| Avoir des intérêts variés et présenter la curiosité (pose des questions sur tout et rien ; curieux)                                                         | 1               | 1                | 1                |
| Démontrer un niveau élevé de développement du langage et d'aptitude verbale (possède un vaste vocabulaire, précoce ou lecteur avide)                        | 2               | 2                | 2                |
| Une capacité inhabituelle pour le traitement de l'information                                                                                               | 3               | 3                | 3                |
| Capacité de penser et de traiter l'information rapidement (apprend rapidement)                                                                              | 4               | 4                | 4                |
| Synthétise l'ensemble des problèmes (raisonne bien)                                                                                                         | 5               | 5                | 5                |
| Capacité accrue de reconnaître diverses relations et intégrer des idées entre les disciplines (comprend les significations; fais des associations logiques) | 6               | 6                | 6                |
| L'utilisation précoce de modèles différentiels dans le traitement de la pensée (est un fin observateur; éveillé)                                            | 7               | 7                | 7                |

| <b>Capacité Intellectuelle Générale</b>                                                                              |                 |                  |                  |
|----------------------------------------------------------------------------------------------------------------------|-----------------|------------------|------------------|
| Facteurs de Nomination                                                                                               | 1 <sup>er</sup> | 2 <sup>ème</sup> | 3 <sup>ème</sup> |
| Capable d'absorber une quantité extraordinaire d'informations avec rétention inhabituelle (a une excellente mémoire) | 1               | 1                | 1                |
| Capable de comprendre les sujets à des niveaux avancés                                                               | 2               | 2                | 2                |
| A de la facilité avec les chiffres                                                                                   | 3               | 3                | 3                |
| A une maîtrise rapide et se rappelle des informations factuelles (capacité d'apprentissage rapide)                   | 4               | 4                | 4                |
| Persistant et orienté vers (persévérant dans ses intérêts)                                                           | 5               | 5                | 5                |
| A une longue durée d'attention (persévérant quand il est intéressé)                                                  | 6               | 6                | 6                |

| <b>Capacité Creative</b>                                                                                                                                                                                             |                 |                  |                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|------------------|
| Facteurs de Nomination                                                                                                                                                                                               | 1 <sup>er</sup> | 2 <sup>ème</sup> | 3 <sup>ème</sup> |
| Processus de pensée flexible de résolution de problèmes                                                                                                                                                              | 1               | 1                | 1                |
| Capacité précoce pour retarder la clôture des projets                                                                                                                                                                | 2               | 2                | 2                |
| Peut générer des idées et des solutions originales (est très créatif; offre des réponses inhabituelles, uniques ou intelligentes; originalité dans l'écrit, l'oral, ou l'expression artistique; penseur indépendant) | 3               | 3                | 3                |

|                                                                                                           |   |   |   |
|-----------------------------------------------------------------------------------------------------------|---|---|---|
| A une imagination débordante (il fantasme)                                                                | 4 | 4 | 4 |
| A un sens aigu de l'humour (comique)                                                                      | 5 | 5 | 5 |
| Est un preneur de risque (aventureux et spéculative)                                                      | 6 | 6 | 6 |
| Implication aux métras besoins de la société: la beauté, la justice, la vérité (est sensible à la beauté) | 7 | 7 | 7 |
| Non conforme (individualiste)                                                                             | 8 | 8 | 8 |
| Utilise les choses apprises précédemment dans de nouveaux contextes                                       | 9 | 9 | 9 |

| <b>Capacité de Leadership</b>                                                        |                 |                  |                  |
|--------------------------------------------------------------------------------------|-----------------|------------------|------------------|
| Facteurs de Nomination                                                               | 1 <sup>er</sup> | 2 <sup>ème</sup> | 3 <sup>ème</sup> |
| Avoir une approche évaluative envers soi et les autres                               | 1               | 1                | 1                |
| Attentes élevées de soi et des autres (perfectionniste; il s'auto-critique)          | 2               | 2                | 2                |
| Capacité cognitive et affective avancée pour conceptualiser les problèmes de société | 3               | 3                | 3                |
| Est confiant avec les enfants de son âge ainsi qu'avec les adultes                   | 4               | 4                | 4                |
| Responsable; on peut compter sur                                                     | 5               | 5                | 5                |
| Coopère avec les enseignants et les camarades de classe                              | 6               | 6                | 6                |
| Tend à dominer les autres (dirige les activités)                                     | 7               | 7                | 7                |
| A souvent des solutions aux problèmes sociaux et environnementaux                    | 8               | 8                | 8                |
| Tend à questionner l'autorité (est désinhibée à donner des avis)                     | 9               | 9                | 9                |

| <b>Caractéristiques Affectives / Socio-Emotionnelles</b>                                     |                 |                  |                  |
|----------------------------------------------------------------------------------------------|-----------------|------------------|------------------|
| Facteurs de Nomination                                                                       | 1 <sup>er</sup> | 2 <sup>ème</sup> | 3 <sup>ème</sup> |
| Grande accumulation d'émotions qui n'ont pas été portées à connaissance                      | 1               | 1                | 1                |
| Sensibilité inhabituelle aux sentiments et aux attentes des autres                           | 2               | 2                | 2                |
| Auto-prise accrue de conscience                                                              | 3               | 3                | 3                |
| Sens de la justice avancée — idéalisme à un âge précoce (concerné par la justice ; l'équité) | 4               | 4                | 4                |
| Développement précoce du lieu de contrôle interne                                            | 5               | 5                | 5                |
| Profondeur émotionnelle et intensité inhabituelles (montre la compassion ; la sensibilité)   | 6               | 6                | 6                |
| Forte nécessité d'une cohérence entre les valeurs et les actions personnelles                | 7               | 7                | 7                |
| Des niveaux avancés de jugement moral (sensible moralement)                                  | 8               | 8                | 8                |
| Fortement motivé par les besoins d'auto-actualisation                                        | 9               | 9                | 9                |



| <b>Caractéristiques Psychomotrices</b>                                                 |                 |                  |                  |
|----------------------------------------------------------------------------------------|-----------------|------------------|------------------|
| Facteurs de Nomination                                                                 | 1 <sup>er</sup> | 2 <sup>ème</sup> | 3 <sup>ème</sup> |
| Quantité inhabituelle de donnée de l'environnement grâce à un sens accru de conscience | 1               | 1                | 1                |
| Écart inhabituel entre le développement physique et intellectuel                       | 2               | 2                | 2                |
| A un degré élevé d'énergie                                                             | 3               | 3                | 3                |

### Section III: Pratiques de Classe

*Q.01 – S'il vous plaît utiliser l'échelle de réponses suivante en fonction de l'année scolaire pour indiquer ce qui se passe réellement dans votre salle de classe. Encerclez la réponse la plus appropriée.*

#### Échelle de réponse

**0** = Jamais

**1** = Une fois par mois, ou moins

fréquemment

**2** = Quelques fois par mois

**3** = Quelques fois par semaine

**4** = Quotidiennement

**5** = Plus d'une fois par jour

| Code | Pratique                                                                                                              | 0 | 1 | 2 | 3 | 4 | 5 |
|------|-----------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 1    | Substitution des missions différentes pour les étudiants qui ont maîtrisé un travail régulier en classe               | 0 | 1 | 2 | 3 | 4 | 5 |
| 2    | Utiliser des fiches d'enrichissement                                                                                  | 0 | 1 | 2 | 3 | 4 | 5 |
| 3    | Attribuer la lecture de travaux de niveaux plus avancés                                                               | 0 | 1 | 2 | 3 | 4 | 5 |
| 4    | Utiliser de pochettes d'apprentissage autonome                                                                        | 0 | 1 | 2 | 3 | 4 | 5 |
| 5    | Éliminer le matériel didactique que les élèves ont maîtrisé                                                           | 0 | 1 | 2 | 3 | 4 | 5 |
| 6    | Envisager l'avis des élèves dans la répartition du temps pour divers sujets dans votre salle de classe                | 0 | 1 | 2 | 3 | 4 | 5 |
| 7    | Attribuer des devoirs différents basés sur la capacité de l'étudiant                                                  | 0 | 1 | 2 | 3 | 4 | 5 |
| 8    | Utiliser des centres d'apprentissage pour renforcer les compétences de base                                           | 0 | 1 | 2 | 3 | 4 | 5 |
| 9    | Utiliser des centres d'enrichissement                                                                                 | 0 | 1 | 2 | 3 | 4 | 5 |
| 10   | Enseigner des compétences de la pensée dans le programme régulier                                                     | 0 | 1 | 2 | 3 | 4 | 5 |
| 11   | Enseigner une unité sur des compétences de la pensée, comme la pensée critique ou de résolution créative de problèmes | 0 | 1 | 2 | 3 | 4 | 5 |

|    |                                                                                                                                                                              |   |   |   |   |   |   |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 12 | Participer à un programme compétitif se concentrant sur les capacités de réflexion / résolution de problèmes, tels que Future Résolution de problèmes, Odyssey of Mind, etc. | 0 | 1 | 2 | 3 | 4 | 5 |
| 13 | Permettre aux élèves dans votre classe de travailler un manuel de niveau supérieur                                                                                           | 0 | 1 | 2 | 3 | 4 | 5 |
| 14 | Offrir une expérience curriculaire différente en utilisant une unité de programme plus avancé sur un sujet sélectionné par l'enseignant                                      | 0 | 1 | 2 | 3 | 4 | 5 |
| 15 | Regrouper les élèves selon la capacité à travers les classes d'un même niveau                                                                                                | 0 | 1 | 2 | 3 | 4 | 5 |
| 16 | Fournir des questions qui encouragent le raisonnement et la pensée logique                                                                                                   | 0 | 1 | 2 | 3 | 4 | 5 |
| 17 | Posez des questions à réponses ouvertes                                                                                                                                      | 0 | 1 | 2 | 3 | 4 | 5 |
| 18 | Encourager les élèves à poser des questions de niveau supérieur                                                                                                              | 0 | 1 | 2 | 3 | 4 | 5 |
| 19 | Utilisez des contrats ou des plans de gestion pour aider les élèves à organiser leurs projets d'études indépendants                                                          | 0 | 1 | 2 | 3 | 4 | 5 |
| 20 | Donner du temps au cours de la journée d'école aux étudiants pour travailler sur leurs projets d'étude                                                                       | 0 | 1 | 2 | 3 | 4 | 5 |
|    | Autre, Précisez:                                                                                                                                                             | 0 | 1 | 2 | 3 | 4 | 5 |

#### Section IV: Politiques et Pratiques de l'Ecole

*Q.01 – Est-ce que votre école adapte les politiques et les pratiques d'enseignement général de la classe suivantes ou non? – S'il vous plaît marquer une réponse pour chaque pratique ou politique.*

| Code | Politiques et Pratiques de l'Ecole  | Yes | No |
|------|-------------------------------------|-----|----|
| 1    | Accélération                        | 1   | 2  |
| 2    | Curriculum condensé                 | 1   | 2  |
| 3    | Enrichissement                      | 1   | 2  |
| 4    | Centres d'apprentissage             | 1   | 2  |
| 5    | Résolution créative de problèmes    | 1   | 2  |
| 6    | Etudes indépendantes                | 1   | 2  |
| 7    | Programmes interdisciplinaires      | 1   | 2  |
| 8    | Programmes basés sur des problèmes  | 1   | 2  |
| 9    | Préférences de style d'enseignement | 1   | 2  |

|    |                                                                         |   |   |
|----|-------------------------------------------------------------------------|---|---|
| 10 | Groupement homogène préféré au groupement de masse au sein de la classe | 1 | 2 |
| 12 | Programmes spéciaux pour les doués                                      | 1 | 2 |
|    | Autre (Précisez):                                                       | 1 | 2 |

## APPENDIX I

### PARENTS' QUESTIONNAIRE – FRENCH VERSION

Cette étude se concentre sur les élèves surdoués, leurs besoins, les pratiques de classe, les politiques scolaires et les styles parentaux répondant à leurs besoins. Vous pouvez nous aider à apprendre plus sur ces pratiques en prenant quelques minutes pour remplir ce questionnaire. S'il vous plaît soyez sûrs que vos réponses demeureront strictement confidentielles.

#### Section I: Profil

##### *Q.01 – Sexe*

| Code | Description |
|------|-------------|
| 1    | Male        |
| 2    | Femelle     |

##### *Q.02 – Combien d'enfants avez-vous?*

| Code | Description   | Code | Description       |
|------|---------------|------|-------------------|
| 1    | Pas d'enfants | 4    | 3 Enfants         |
| 2    | 1 Enfant      | 5    | 4 Enfants         |
| 3    | 2 Enfants     | 6    | 5 Enfants ou plus |

##### *Q.03 – Quels sont les groupes d'âge de vos enfants?*

| Age Group      | Enfant #1 | Enfant #2 | Enfant #3 | Enfant #4 | Enfant #5 |
|----------------|-----------|-----------|-----------|-----------|-----------|
| 0 - 2 ans      | 1         | 1         | 1         | 1         | 1         |
| 2 - 4 ans      | 2         | 2         | 2         | 2         | 2         |
| 4 - 6 ans      | 3         | 3         | 3         | 3         | 3         |
| 6 - 8 ans      | 4         | 4         | 4         | 4         | 4         |
| 8 - 10 ans     | 5         | 5         | 5         | 5         | 5         |
| 10 - 12 ans    | 6         | 6         | 6         | 6         | 6         |
| 12 - 14 ans    | 7         | 7         | 7         | 7         | 7         |
| 14 - 16 ans    | 8         | 8         | 8         | 8         | 8         |
| 16 - 18 ans    | 9         | 9         | 9         | 9         | 9         |
| 18 ans et plus | 10        | 10        | 10        | 10        | 10        |

## Section II: Reconnaissance des Enfants Doués

*Q.01 – Votre enfant a été mentionné par ses professeurs comme "Doué"; êtes-vous personnellement d'accord avec ce classement?*

| Code | Description |
|------|-------------|
| 1    | Oui         |
| 2    | Non         |

*Q.02 – Laquelle des caractéristiques suivantes avez- vous remarqué personnellement dans votre enfant? – S'il vous plaît sélectionnez toutes les réponses qui s'appliquent.*

| Code | Caractéristiques                                                                                                                                                                                                                         |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Réalisation précoce de jalons de développement (Raisonnement Verbal -Concept de Formation-Traitement Séquentiel – Compréhension Auditoire - Flexibilité Cognitive – Jugement Social – Organisation Perceptuelle – Vitesse de Traitement) |
| 2    | Capacités avancées remarquées par les parents ou autres relatives aux compétences linguistiques                                                                                                                                          |
| 3    | Des compétences avancées en mathématiques ou en sciences                                                                                                                                                                                 |
| 4    | Rendement scolaire élevé ou placement avancé                                                                                                                                                                                             |
| 5    | Assimilation rapide de l'information et mémoire et conservation remarquable des renseignements                                                                                                                                           |
| 6    | Traits de personnalité communs aux individus doués                                                                                                                                                                                       |
| 7    | Créativité exceptionnelle ou talent pour les arts                                                                                                                                                                                        |
| 8    | Intelligence socio-affective extraordinaire et sensibilité envers les autres                                                                                                                                                             |
| 9    | Compétence avancée de résolution de problèmes ou de raisonnement                                                                                                                                                                         |
| 10   | Compétences exceptionnelles dans le mouvement de motricité fine ou des capacités                                                                                                                                                         |
| 11   | Autre (Précisez):                                                                                                                                                                                                                        |

*Q.03 – Dans chaque section ci-dessous, s'il vous plaît sélectionner les trois principaux facteurs que vous jugez les plus importants dans l'identification des enfants doués où le 1er choix est le facteur le plus important.*

| <b>Capacité Intellectuelle Générale</b>                                                                                              |                 |                  |                  |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|------------------|
| Facteurs de Nomination                                                                                                               | 1 <sup>er</sup> | 2 <sup>ème</sup> | 3 <sup>ème</sup> |
| Avoir des intérêts variés et présenter la curiosité (pose des questions sur tout et rien ; curieux)                                  | 1               | 1                | 1                |
| Démontrer un niveau élevé de développement du langage et d'aptitude verbale (possède un vaste vocabulaire, précoce ou lecteur avide) | 2               | 2                | 2                |
| Une capacité inhabituelle pour le traitement de l'information                                                                        | 3               | 3                | 3                |

|                                                                                                                                                             |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| Capacité de penser et de traiter l'information rapidement (apprend rapidement)                                                                              | 4 | 4 | 4 |
| Synthétise l'ensemble des problèmes (raisonne bien)                                                                                                         | 5 | 5 | 5 |
| Capacité accrue de reconnaître diverses relations et intégrer des idées entre les disciplines (comprend les significations; fais des associations logiques) | 6 | 6 | 6 |
| L'utilisation précoce de modèles différentiels dans le traitement de la pensée (est un fin observateur; éveillé)                                            | 7 | 7 | 7 |

| <b>Capacité Académique Spécifique</b>                                                                                |                 |                  |                  |
|----------------------------------------------------------------------------------------------------------------------|-----------------|------------------|------------------|
| Facteurs de Nomination                                                                                               | 1 <sup>er</sup> | 2 <sup>ème</sup> | 3 <sup>ème</sup> |
| Capable d'absorber une quantité extraordinaire d'informations avec rétention inhabituelle (a une excellente mémoire) | 1               | 1                | 1                |
| Capable de comprendre les sujets à des niveaux avancés                                                               | 2               | 2                | 2                |
| A de la facilité avec les chiffres                                                                                   | 3               | 3                | 3                |
| A une maîtrise rapide et se rappelle des informations factuelles (capacité d'apprentissage rapide)                   | 4               | 4                | 4                |
| Persistant et orienté vers (persévérant dans ses intérêts)                                                           | 5               | 5                | 5                |
| A une longue durée d'attention (persévérant quand il est intéressé)                                                  | 6               | 6                | 6                |

| <b>Capacité Creative</b>                                                                                                                                                                                             |                 |                  |                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|------------------|
| Facteurs de Nomination                                                                                                                                                                                               | 1 <sup>er</sup> | 2 <sup>ème</sup> | 3 <sup>ème</sup> |
| Processus de pensée flexible de résolution de problèmes                                                                                                                                                              | 1               | 1                | 1                |
| Capacité précoce pour retarder la clôture des projets                                                                                                                                                                | 2               | 2                | 2                |
| Peut générer des idées et des solutions originales (est très créatif; offre des réponses inhabituelles, uniques ou intelligentes; originalité dans l'écrit, l'oral, ou l'expression artistique; penseur indépendant) | 3               | 3                | 3                |
| A une imagination débordante (il fantasme)                                                                                                                                                                           | 4               | 4                | 4                |
| A un sens aigu de l'humour (comique)                                                                                                                                                                                 | 5               | 5                | 5                |
| Est un preneur de risque (aventureux et spéculative)                                                                                                                                                                 | 6               | 6                | 6                |
| Implication aux métas besoins de la société: la beauté, la justice, la vérité (est sensible à la beauté)                                                                                                             | 7               | 7                | 7                |
| Non conforme (individualiste)                                                                                                                                                                                        | 8               | 8                | 8                |
| Utilise les choses apprises précédemment dans de nouveaux contextes                                                                                                                                                  | 9               | 9                | 9                |

| <b>Capacité de Leadership</b>                          |                 |                  |                  |
|--------------------------------------------------------|-----------------|------------------|------------------|
| Facteurs de Nomination                                 | 1 <sup>er</sup> | 2 <sup>ème</sup> | 3 <sup>ème</sup> |
| Avoir une approche évaluative envers soi et les autres | 1               | 1                | 1                |

|                                                                                      |   |   |   |
|--------------------------------------------------------------------------------------|---|---|---|
| Attentes élevées de soi et des autres (perfectionniste; il s'auto-critique)          | 2 | 2 | 2 |
| Capacité cognitive et affective avancée pour conceptualiser les problèmes de société | 3 | 3 | 3 |
| Est confiant avec les enfants de son âge ainsi qu'avec les adultes                   | 4 | 4 | 4 |
| Responsable; on peut compter sur                                                     | 5 | 5 | 5 |
| Coopère avec les enseignants et les camarades de classe                              | 6 | 6 | 6 |
| Tend à dominer les autres (dirige les activités)                                     | 7 | 7 | 7 |
| A souvent des solutions aux problèmes sociaux et environnementaux                    | 8 | 8 | 8 |
| Tend à questionner l'autorité (est désinhibée à donner des avis)                     | 9 | 9 | 9 |

| <b>Caractéristiques Affectives / Socio-Emotionnelles</b>                                     |                 |                  |                  |
|----------------------------------------------------------------------------------------------|-----------------|------------------|------------------|
| Facteurs de Nomination                                                                       | 1 <sup>er</sup> | 2 <sup>ème</sup> | 3 <sup>ème</sup> |
| Grande accumulation d'émotions qui n'ont pas été portées à connaissance                      | 1               | 1                | 1                |
| Sensibilité inhabituelle aux sentiments et aux attentes des autres                           | 2               | 2                | 2                |
| Auto-prise accrue de conscience                                                              | 3               | 3                | 3                |
| Sens de la justice avancée — idéalisme à un âge précoce (concerné par la justice ; l'équité) | 4               | 4                | 4                |
| Développement précoce du lieu de contrôle interne                                            | 5               | 5                | 5                |
| Profondeur émotionnelle et intensité inhabituelles (montre la compassion ; la sensibilité)   | 6               | 6                | 6                |
| Forte nécessité d'une cohérence entre les valeurs et les actions personnelles                | 7               | 7                | 7                |
| Des niveaux avancés de jugement moral (sensible moralement)                                  | 8               | 8                | 8                |
| Fortement motivé par les besoins d'auto-actualisation                                        | 9               | 9                | 9                |

| <b>Caractéristiques Psychomotrices</b>                                                 |                 |                  |                  |
|----------------------------------------------------------------------------------------|-----------------|------------------|------------------|
| Facteurs de Nomination                                                                 | 1 <sup>er</sup> | 2 <sup>ème</sup> | 3 <sup>ème</sup> |
| Quantité inhabituelle de donnée de l'environnement grâce à un sens accru de conscience | 1               | 1                | 1                |
| Écart inhabituel entre le développement physique et intellectuel                       | 2               | 2                | 2                |
| A un degré élevé d'énergie                                                             | 3               | 3                | 3                |

### Section III: Pratiques de Classe

*Q.01 – S'il vous plaît utiliser l'échelle de réponse ci-dessous pour indiquer la fréquence d'occurrence des pratiques de classe suivantes dans la classe de votre enfant. S'il vous plaît encercler la réponse la plus appropriée.*

#### Échelle de réponse

**0** = Jamais

**1** = Une fois par mois, ou moins fréquemment

**2** = Quelques fois par mois

**3** = Quelques fois par semaine

**4** = Quotidiennement

**5** = Plus d'une fois par jour

| Code | Pratique                                                                                                                                                                     | 0 | 1 | 2 | 3 | 4 | 5 |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 1    | Substitution des missions différentes pour les étudiants qui ont maîtrisé un travail régulier en classe                                                                      | 0 | 1 | 2 | 3 | 4 | 5 |
| 2    | Utiliser des fiches d'enrichissement                                                                                                                                         | 0 | 1 | 2 | 3 | 4 | 5 |
| 3    | Attribuer la lecture de travaux de niveaux plus avancés                                                                                                                      | 0 | 1 | 2 | 3 | 4 | 5 |
| 4    | Utiliser de pochettes d'apprentissage autonome                                                                                                                               | 0 | 1 | 2 | 3 | 4 | 5 |
| 5    | Éliminer le matériel didactique que les élèves ont maîtrisé                                                                                                                  | 0 | 1 | 2 | 3 | 4 | 5 |
| 6    | Envisager l'avis des élèves dans la répartition du temps pour divers sujets dans votre salle de classe                                                                       | 0 | 1 | 2 | 3 | 4 | 5 |
| 7    | Attribuer des devoirs différents basés sur la capacité de l'étudiant                                                                                                         | 0 | 1 | 2 | 3 | 4 | 5 |
| 8    | Utiliser des centres d'apprentissage pour renforcer les compétences de base                                                                                                  | 0 | 1 | 2 | 3 | 4 | 5 |
| 9    | Utiliser des centres d'enrichissement                                                                                                                                        | 0 | 1 | 2 | 3 | 4 | 5 |
| 10   | Enseigner des compétences de la pensée dans le programme régulier                                                                                                            | 0 | 1 | 2 | 3 | 4 | 5 |
| 11   | Enseigner une unité sur des compétences de la pensée, comme la pensée critique ou de résolution créative de problèmes                                                        | 0 | 1 | 2 | 3 | 4 | 5 |
| 12   | Participer à un programme compétitif se concentrant sur les capacités de réflexion / résolution de problèmes, tels que Future Résolution de problèmes, Odyssey of Mind, etc. | 0 | 1 | 2 | 3 | 4 | 5 |
| 13   | Permettre aux élèves dans votre classe de travailler un manuel de niveau supérieur                                                                                           | 0 | 1 | 2 | 3 | 4 | 5 |
| 14   | Offrir une expérience curriculaire différente en utilisant une unité de programme plus avancé sur un sujet                                                                   | 0 | 1 | 2 | 3 | 4 | 5 |
| 15   | Regrouper les élèves selon la capacité à travers les classes d'un même niveau                                                                                                | 0 | 1 | 2 | 3 | 4 | 5 |



|    |                                                                                                                     |   |   |   |   |   |   |
|----|---------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 16 | Fournir des questions qui encouragent le raisonnement et la pensée logique                                          | 0 | 1 | 2 | 3 | 4 | 5 |
| 17 | Posez des questions à réponses ouvertes                                                                             | 0 | 1 | 2 | 3 | 4 | 5 |
| 18 | Encourager les élèves à poser des questions de niveau supérieur                                                     | 0 | 1 | 2 | 3 | 4 | 5 |
| 19 | Utilisez des contrats ou des plans de gestion pour aider les élèves à organiser leurs projets d'études indépendants | 0 | 1 | 2 | 3 | 4 | 5 |
| 20 | Donner du temps au cours de la journée d'école aux étudiants pour travailler sur leurs projets d'étude              | 0 | 1 | 2 | 3 | 4 | 5 |
|    | Autre (Précisez):                                                                                                   | 0 | 1 | 2 | 3 | 4 | 5 |

#### Section IV: Politiques et Pratiques de l'Ecole

*Q.01 – Est-ce que l'école de votre enfant adapte les politiques et les pratiques d'enseignement général de la classe suivantes ou non? – S'il vous plaît marquer une réponse pour chaque pratique ou politique.*

| Code | Politiques et Pratiques de l'Ecole                                      | Yes | No |
|------|-------------------------------------------------------------------------|-----|----|
| 1    | Accélération                                                            | 1   | 2  |
| 2    | Curriculum condensé                                                     | 1   | 2  |
| 3    | Enrichissement                                                          | 1   | 2  |
| 4    | Centres d'apprentissage                                                 | 1   | 2  |
| 5    | Résolution créative de problèmes                                        | 1   | 2  |
| 6    | Etudes indépendantes                                                    | 1   | 2  |
| 7    | Programmes interdisciplinaires                                          | 1   | 2  |
| 8    | Programmes basés sur des problèmes                                      | 1   | 2  |
| 9    | Préférences de style d'enseignement                                     | 1   | 2  |
| 10   | Groupement homogène préféré au groupement de masse au sein de la classe | 1   | 2  |
| 12   | Programmes spéciaux pour les doués                                      | 1   | 2  |
|      | Autre (Précisez):                                                       | 1   | 2  |

## APPENDIX G

### PERMISSIONS

We are very grateful to the following authors and copyright holders for permission to include extracts from their work.

1. Professor Francis Archambault for permission to use the classroom practices elaborated on Archambault, F.X. et al. (1993). *Regular classroom practices with gifted students: Results of a national survey of classroom teachers*. The National Research Center on the Gifted and Talented (NRC/GT). The University of Connecticut. Storrs, Connecticut.
2. Duke University Talent Identification Program for permission to use the list of gifted characteristics on Gifted students nomination, Duke University Talent Identification Program. Retrieved from <http://tip.duke.edu/node/99>.

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