

Concerns of Parents of Gifted Children

by

Linda Ross

A thesis submitted to the Faculty of Graduate Studies

and Research in partial fulfillment of the requirements

for the degree of

Master of Arts in Educational Psychology

McGill University, Montreal

© Linda Ross

December, 1984

## ABSTRACT

This study examined the extent to which parents of gifted children have the concerns chronicled in the literature. The possibility that there may be two systematically different populations was investigated: Parents who initiated their children's enrollment in a gifted program and those who responded to the school's invitation. An original questionnaire was developed and data were obtained from the parents of 291 gifted children from 247 families.

The parents in this study expressed far less concern than was anticipated in the areas of family relations, affective skills, and parent-school relations. Parents of school-nominated children expressed the need for information on characteristics and identification of the gifted. Parents of parent-nominated children felt responsible for identifying their children as gifted and for finding them suitable schools.

Overall, the results of this study suggest that generalizations about parents' concerns may be premature. The focus of future research should shift to understanding the causes of parental concerns rather than simply attempting to catalog them.

## RESUME

La présente étude avait pour but d'examiner jusqu'à quel point les inquiétudes d'un échantillon de parents des enfants doués correspondaient à celles trouvées dans la littérature. La possibilité qu'il existe deux populations de parents qui diffèrent systématiquement fut investiguée: ceux qui avaient proposé l'inscription de leurs enfants dans un programme adressé aux enfants doués, et ceux qui avaient accepté l'invitation de l'école. Un questionnaire original fut développé et des données furent obtenues des parents de 291 enfants de 247 familles différentes.

Les parents de cette étude manifestaient beaucoup moins d'inquiétudes que l'on avait prévues dans les catégories de relations familiales, de compétences affectives, et de relations entre les parents et l'école. Les parents des enfants invités exprimaient le besoin de renseignements sur les caractéristiques et sur l'identification de l'enfance douée. Les parents qui avaient proposé l'inscription se sentaient responsables de l'identification de leurs enfants comme doués, et de la recherche d'une école qui leur convient.

Les résultats de la présente étude suggèrent qu'il est prématuré de faire des généralisations sur les inquiétudes des parents des enfants doués. Les recherches subséquentes devraient être axées sur la compréhension des motifs de ces inquiétudes plutôt que sur des simples inventaires de réponses.

#### ACKNOWLEDGEMENTS

This research was supported by a Government of Québec (FCAC) team research grant to Bruce M. Shore (Principal Researcher) and colleagues for the study of socialization and intellectual processes in the gifted.

Special thanks to: Professor Socrates Rapagna for guidance in the analysis of the data; Nicole Noonan for assistance with coding the data; Michael Walsh and Sander Wasser of the McGill Computing Centre; Michael Thomas of the PSBGM; Pat Grafton of McGill; and, all the parents who took the time to complete the questionnaire for this study.

I thank my supervisor and mentor, Professor Bruce M. Shore for giving me this opportunity to investigate a problem of personal interest.

To my family - Philip, my husband, dearest friend, editor, critic and typist of this manuscript and all my work; and Kie, our special gift - my love.

1

Table of Contents

	page
<u>List of Tables</u>	3
<u>List of Figures</u>	5
 <u>CHAPTER 1</u> Introduction	 6
Specific Review of the Literature of Parents' Concerns	13
Characteristics and identification of the gifted	18
Family relationships	20
Achievement, athletic and social development	22
Parent-School relationships	25
Research Questions	27
 <u>CHAPTER 2</u> Methods	 29
Subjects	29
Instruments	31
Scoring	32
Analysis of the Data	32
 <u>CHAPTER 3</u> Results and Interpretation	 35
Frequencies	35
Analysis of Variance	49
Chi-square Analyses	53
Factor Analysis	54

	page
<u>CONCLUSIONS</u>	58
Comparison of Parent's Concerns	58
Involvement in Identification	60
Implications for Educators	62
<u>BIBLIOGRAPHY</u>	63
<u>APPENDICES</u>	72
I: Questionnaire answered by parents in the study	72
II: Item-by-item rationale of the questionnaire	77
III: Coded Data from responses to the questionnaire	81
IV: Coding system	92
V: Rank order of frequency of agreement with stated concerns	95
VI: Frequency of agreement with items by category for each sub-group, expressed in percentages	103

# List of Tables

	page
Table 1. Summary of concerns of parents of the gifted as enunciated by Malone (1975), Hackney (1981), Coleman (1982), Dettman & Colangelo (1980) and Braggett et al. (1983).	15
Table 2. Contrast of concerns of parents of the gifted as enumerated by Malone (1975), Hackney (1981), Coleman (1982), Dettman & Colangelo (1980), and Braggett et al. (1983).	17
Table 3. Breakdown of respondents by site.	30
Table 4. Breakdown of number of questionnaires answered by mothers and fathers by site.	30
Table 5. Who first identified the child as gifted, in five categories, for different sub-groups of the sample population, given as frequencies (%).	36
Table 6. Rank order of frequency of agreement with stated concerns.	38
Table 7. Spearman rank-order correlation coefficients for different sample sub-groups based on ranking of questions by frequency of agreement.	39
Table 8. 95% confidence intervals for frequencies of agreement based on all respondents ( <u>N</u> =465). All frequencies expressed as %, NO OPINION deleted.	40

Table 9. Schematic of significant differences ( $p < 0.05$ ) 41

based on the frequencies of agreement for all respondents ( $N=465$ ). NO OPINION deleted. In each row, all items under one continuous line are significantly different from all items under the other line.

Table 10. Items with high frequencies of agreement (%). 47

Table 11. Items with low frequencies of agreement (%). 48

Table 12. Summary of significant effects of SITE or RESPONDENT as determined by analysis of variance ( $p < 0.05$ ). 49

Table 13. Summary of significant chi-square tests ( $p < 0.05$ ). 53

Table 14. Eigenvalues and percentages of explained variance for seven factors generated by Factor Analysis using Varimax rotation of the factor matrix. 56

Table 15. Loadings for all 21 questionnaire items on 3 factors (Factor Analysis, Varimax rotation). Loadings greater than 0.3 appear in boldface. 57

Table 16. Comparison of differing concerns of the two groups of parents in the study. 61



## List of Figures

page

Figure 1. The responses to 21 questionnaire items 69  
plotted in a reduced space defined by Factor 1, which  
explained 26.0% of the variance, and Factor 2, which  
explained 22.2%.

Figure 2. The responses to 21 questionnaire items 70  
plotted in a reduced space defined by Factor 1, which  
explained 26.0% of the variance, and Factor 3, which  
explained 17.1%.

Figure 3. The responses to 21 questionnaire items 71  
plotted in a reduced space defined by Factor 2, which  
explained 22.2% of the variance, and Factor 3, which  
explained 17.1%.

## CHAPTER 1

### INTRODUCTION

Parenting books have been helpful in describing the needs of gifted children, but surprisingly little formal study has been made of the concerns of their parents. "Parenting these [gifted] children can be, in a short period of time, interesting, frightening, difficult, and very satisfying" (French & Murphy, 1983). This study was conceived to determine whether parents of gifted children do have the concerns chronicled in the literature.

Coleman (1982) conjectured that parents of gifted children have the same concerns as others, except in the areas where their children differ from the norm. "It seems reasonable to expect that the parents of gifted children face a whole host of problems arising from the particular characteristics of their children" (Stanhope & Bell, 1981, p. 701). Parenting gifted children involves all the stresses of raising any child but with the added pressure of coping with the child's different value system, school problems related to boredom and wanting to have more input in family decisions (Coleman, 1982). "I feel parents need a place to vent their feelings, fears and frustrations first, and then receive some help to understand their personal relationships with their children better -- a form of specialized parenting" (McClain, 1980, p. 46, quoting a parent).

As suggested above, much of the literature on the

concerns of parents of the gifted is anecdotal (Colangelo & Dettman, 1983). It cannot be evaluated by the same criteria as experimental and empirical research, but does provide a useful background for shaping research questions. It is often based on the personal and professional experiences of the writers -- parents, teachers, educational and clinical psychologists. "While research in this area is sorely lacking, there are numerous accounts based on clinical impressions which are helpful in yielding some idea of parental concerns in this area" (Stanhope & Bell, 1981, p. 701).

Schetky (1981), a child psychiatrist and parent of a gifted child, writes that many parents of the gifted are concerned that they do not have the capability or resources to support their children. "The parent of the gifted child is faced with monitoring a delicate balance. The task is not easy and is compounded by the fact that these children do not fit the books that most parents turn to for advice on child rearing" (Schetky, 1981). Most parents are not prepared to raise gifted children because their experiences and expectations are based on the average child (Malone, 1975; Ross, A. O., 1979). Fisher (1981) lists two groups of parental concerns that surround child-rearing issues: (a) Parents may feel inadequate to rear a gifted child because of a perceived lack of experience with giftedness, and (b) a child may develop skills before the parents are ready to deal with them causing friction or "wearing-out" the parents.

There are no societal models for parenting gifted children (Malone, 1975) and it may be difficult for parents to receive support in meeting their children's specific needs. Family, friends and neighbors may not understand the problems and may feel that parents are bragging or exaggerating (Webb, Meckstroth & Tolan, 1982), thereby creating a feeling of isolation (Lester & Anderson, 1981).

"For many families the 'gifted' often meant heavy obligations, emotional and economic drain, and in some cases, the family structure was skewed by the condition" (Hackney, 1981). Parents may feel a certain pride in their child's ability, but with it comes the worry of not being able to meet the child's special needs (Dembenski & Mauser, 1978; Schetky, 1981). They are sensitive to the fact that this child may have high potential (Malone, 1975), and this may be perceived as a burdensome responsibility (Freeman, 1979). Those parents who are not secure in their own abilities and achievements may not feel competent in their child-rearing practices, and are often overwhelmed (Lester & Anderson, 1981) and concerned that they might do something wrong (Dishart, 1983). Added to all this is the drain of physical and emotional energy that can be required to care for a child with a high activity level (Moore, 1982; Parker, 1975; Schetky, 1981). "Parenting an average child is a full-time position. Parenting a gifted child demands about 150% of one's time" (Coleman, 1982, p. 47).

# CONCERNS OF PARENTS

Am I doing the right thing for my child?

Is the teacher doing the right thing for my child?

What school should my child attend to help him develop his potentials?

What program would be best for my child?

Why does my child seem to be under a strain?

Why does my child seem to be irresponsible?

Why doesn't anybody do anything about my child?

Why is my child bored?

Why is my child involved in so many things that he doesn't have time for essentials?

Why does my child have a one track mind, and ignores anything that isn't in line with his specialty?

(Gensley, 1975, p. 96-97).

"In general, research on the impact of living with a gifted child is sorely lacking" (Stanhope & Bell, 1981, p. 702). Parents' concerns are mentioned throughout the literature but little empirical work has been reported in this area. Only five articles have specifically and systematically undertaken to catalog and categorize parents' concerns. These reports are based on either parent surveys and interviews -- Malone (1975), Hackney (1981), Coleman (1982), and Braggett, Ashman & Noble (1983) -- or on a review of the literature (Dettman & Colangelo, 1980).

Malone (1975) surveyed fifty-five (55) parents of seventy-seven (77) gifted children from a wide mix of socioeconomic backgrounds. The parents were attending an adult education program for parents of the gifted. The first section of a two-part questionnaire attempted to identify some of the parents' and children's characteristics, whether or not the parents felt their children were gifted and the ages and school program placement of their gifted children. The second section examined the parents' reactions to IQ tests, their children's behavior, and whether or not they perceived their children as happy.

Expressed needs of the parents were more counseling and a knowledge of teaching methods. Counseling was being requested in the areas of discipline, developing strengths, guiding sensitivity, and determining the rights of parents. Teaching methodology was requested so that parents could fill areas in which they felt the schools were not succeeding. The parents recognized that children have different kinds of learning styles and hoped to provide facilities and a proper atmosphere in their homes so that their children could develop individual styles of learning. (p. 225)

Another project was undertaken at Purdue University in the spring of 1980 to explore the complementary effects of family members within the family systems framework (Hackney,

1981). Children who were intellectually within the top 5% (the number of participants was not given) of the general population were recommended by their teachers to participate in the project. Children and parents attended tandem activities; the children were involved in enrichment activities and the parents with a discussion group. The parents expressed concern, in written observations as well as in discussions, that their gifted children had affected the family in five areas: changing the accepted family roles, influencing the parents' perception of self, necessitating life-style accommodations, raising friction in family-neighborhood relationships, and, creating family-school concerns.

Coleman (1982) developed a questionnaire to examine the specific concerns of parents of the gifted. This questionnaire was sent to parents of the students she taught in the "Primary-level gifted and talented resource room." Questionnaire items were designed to investigate the child's level of activity, interests, attitudes toward school, impact on the family and any problems of discipline the parents might have experienced. Of the fifty (50) parents polled, forty (40) responded.

The parental concerns expressed in the responses fell under three main headings -- recognizing giftedness in the very young child, ways of stimulating and fostering emerging talent, and problems related to discipline, social interaction, and allowing the child to live his/her own life (Coleman, 1982, p.47).

At the University of Newcastle, New South Wales, Australia, Braggett et al. (1983) used a workshop format to explore the perceived needs of parents of the gifted. Twenty parents representing eleven families participated in four workshop sessions lasting a total of fifteen hours. Nine families had more than one child. The criteria for attending were: (a) the children had to be under twelve years of age, (b) parents had to show some proof of a child's giftedness, and (c) both parents were expected to attend all four sessions. The workshops were organized around different aspects of giftedness. Parents were asked to select those aspects that they were most interested in pursuing, to ask questions, and to contact the workshop leaders between sessions. The parents' perceived needs fell into three categories: (a) understanding the gifted child, (b) school-related issues, and (c) suitable enrichment activities for the child and the family. "In short, the majority of parents realized that the home has to share the responsibility of providing for gifted children, and they were seeking assistance to fulfill an obligation which they had already accepted" (p. 83).

After reviewing the literature, Dettman and Colangelo (1980) and Colangelo and Dettman (in press) describe four areas of parents' concerns: (a) parents' role in the identification process, (b) the child's achievement and development, (c) family relationships, and (d) school relationships.



Reader confidence in these articles is limited by the fact that methods and instruments are not fully described. Analysis and synthesis are difficult because terms labeling concerns are not clearly defined and because the categories of concerns appear to be loosely and arbitrarily derived.

Table 1 summarizes the expressed concerns as reported in the five seminal articles in this area and Table 2 compares the major findings. The authors concur that parents expressed concern about discipline, nurturing children's strengths, helping them develop affective skills, and the area of family relationships. Beyond discussing communication difficulties, parent-child discipline issues are not discussed by Braggett et al. (1983). Coleman (1982) does not report any school-related concerns. This may be attributed to the fact that the author was also the teacher of the respondents' children -- parents may have felt that it would not be diplomatic to mention this type of concern. Dettman and Colangelo (1980) report that parents are concerned about what their role is in the process of identifying their children as gifted. In contrast, the other authors were dealing with respondents whose children had already been identified as gifted.

The issue of recognizing giftedness in pre-schoolers is reported only by Coleman (1982). Perhaps the parents were looking for information so that they might identify younger children in their families. Hackney (1981) found that parents in the Purdue study reported impact on the family in two areas that were not mentioned in the other four arti-

cles: (a) life-style accommodations, and (b) family-neighborhood issues. This may be explained by the use of the discussion-group format in Hackney's study, as concerns expressed were not limited to items listed in a questionnaire.

Malone (1975) is the only author to mention that parents are concerned about teaching methods. The parents in the study group were all attending a program on educating the gifted. It can therefore be inferred that these parents had a strong interest in educational matters.

Items of concern elaborated by Braggett et al. (1983) include the nature of various types of giftedness; child development, motivation, and types of intellectual ability. Parents in this group not only met in the workshops but were encouraged to telephone the staff between sessions. This may have allowed for more insight by the parents.

Table 1. Summary of concerns of parents of the gifted as enunciated by Malone (1975); Hackney (1981), Coleman (1982), Dettman & Colangelo (1980), and Braggett et al. (1983).

---

Malone (1975): survey-questionnaire

1. Counseling for:
  - (a) discipline
  - (b) nurturing of strengths and affective skills
  - (c) clarifying the parents' rights
2. Knowledge of teaching methods: to fill in gaps

Hackney (1981): discussion and written reports

1. Changing the accepted family roles
2. Influencing the parents' perception of self
3. Necessitating life-style accommodations
4. Friction in family-neighborhood relationships
5. Creating family-school concerns

Coleman(1982): questionnaire

1. Recognizing giftedness in pre-schoolers
2. Nurturing strengths
3. Parenting skills to deal with discipline, socializing, and the need for independence

Dettman & Colangelo (1980): literature review

1. Parents' role in the identification process
2. Child's achievement and development
3. Family relationships
4. School relationships

Table 1 (continued)

Braggett et al. (1983): workshops

1. Understanding the individual child:

- (a) Nature of giftedness in the individual
- (b) Child's specific intellectual abilities;
  - (i) Problem-solving process
  - (ii) Communication
- (c) Social needs of the child
- (d) Environment to maintain motivation
- (e) Comparing child's development with others'

2. School issues:

- (a) Problems arising from individual needs
  - (i) Level of program
  - (ii) Teachers' inability to deal with child's needs
- (b) Boredom leading to behavioral problems
- (c) Teachers' unwillingness to provide programs
- (d) Understanding school organization

3. Enrichment issues

- (a) Supplement school programs in maths and reading
  - (b) Providing stimulating activities
  - (c) Resources and materials for the gifted
  - (d) Organization of parent groups
-

Table 2. Contrast of concerns of parents of the gifted as enumerated by Malone (1975), Hackney (1981), Coleman (1982), Dettman & Colangelo (1980), and Braggett et al. (1983).

Author	Malone	Hackney	Coleman	Dettman	Braggett
Concerns:					
Discipline (B)*	1a**	1	3	3	-
Nurturing strengths (C)	1b	3	2	2	3b
Affective Skills (C)	1b	1	3	2	1c
Family Relations (B)	1c	1,2,3	3	3	1bii
Parent-School issues (D)	1c,2	5	-	4	2
Parent role in ident. (A)	-	-	-	1	-
Ident. of pre-schoolers (A)	-	-	1	-	-
Lifestyle changes (B)	-	3	-	-	-
Family-Neighbor issues (B)	-	4	-	-	-
Teaching methods (D)	2	-	-	-	-
Nature of giftedness (A)	-	-	-	-	1a
Child development (C)	-	-	-	-	1e
Motivation (C)	-	-	-	-	1d
Intellectual ability (C)	-	-	-	-	1b

\* Categories for the present study: A) Characteristics and ident. B) Family relationships C) Achievement, social and athletic development D) Parent-School relationships.

\*\* The authors' categories as listed in Table 1

### Specific Review of the Literature of Parents' Concerns

Due to the paucity of empirically derived data, this section reviews the literature that reports, in an anecdotal format, on parents' concerns. These sources provide valuable insights into expressed concerns of parents as reported by parents themselves, teachers, psychologists and counselors. This review of the literature groups parents' concerns into four categories: (a) characteristics and identification, (b) family relationships, (c) achievement, social and athletic development and (d) parent-school relationships.

The categories were derived in the following manner: in Table 1 each reported parental concern was matched to the category used by each of the four authors (as reported on pages 4-7). Based on an examination of these concerns and categories and other articles, four categories were developed. As a preliminary exercise in collecting new data, each of the reported concerns is listed in Table 1 and is schematically represented in Table 2. Table 2 also relates each of the reported concerns to the sets of categories suggested by the five authors.

Characteristics and identification. Parents are often uncertain about what part they should play in the identification of the gifted (Dettman & Colangelo, 1980, based on a review of the literature). Is it their responsibility to approach the school? What evidence do they need to present? Parents may sense that a child is bright but may not have

the skills to identify the child's specific strengths (Dunlap, 1958). Some parents feel that they lack knowledge of the characteristics of giftedness (Dettman & Colangelo, 1980) needed to make an accurate identification. Furthermore, there are schools that disregard parents' observations as exaggerations of the child's abilities (Ginsberg & Harrison, 1977). Numerous studies (Ciha et al., 1974; Erlich, 1978; Fox, 1981; Jacobs, 1971; Marland, 1972) report teacher inaccuracies in the identification of the gifted. Parents, in fact, were more accurate than teachers. In two studies (Ciha et al., 1974; Jacobs, 1971) on identifying gifted kindergarteners, parents were shown to be more accurate in their ability to identify giftedness. In the former study parents identified 67% of the children and teachers only 22%. In the latter, parents were "correct" (according to the criteria selected) in 61% of the cases and teachers in 4.3%.

Parents want to be involved in the identification process but many feel they have insufficient experience and knowledge (Dettman & Colangelo, 1980). Their effectiveness can increase "when educators provide them with specific criteria that can be used for identification" (Dettman & Colangelo, 1983, p. 24). Parent education programs should respond to this need, and characteristics and identification procedures should be discussed because parents have such strong concerns in this area (Ness, 1979). Webb, Meckstroth, & Tolan (1982) remind parents that there are professionals outside the school system who are capable of identifying

the gifted. Testing can be very positive as it can give an objective definition of some of the child's strengths (Moore, 1982).

The definition of giftedness in the literature has expanded beyond the simple concept of high IQ scores (Marland, 1972; Renzulli, 1978; Colangelo & Dettman, 1983). Parents observe their children outside the school environment and can note evidence of giftedness that might not appear in the classroom setting (Colangelo & Dettman, 1983).

Family relationships. A second major area of concern deals with the impact of the child's giftedness on family relationships. "For many families, the 'gift' often meant heavy obligations, emotional and economic drain, and in some cases, the family structure was skewed by the condition" (Hackney, 1981, p. 51). Parents are concerned about what occurs within the family: competition between family members (Peterson, 1977), sibling rivalry and jealousy (Dettman & Colangelo, 1980; Parker, 1975; Peterson, 1977; Webb et al., 1982), insensitivity to each other's strengths and talents (Peterson, 1977), and lack of respect for each other (Peterson, 1977; Lester & Anderson, 1981). The extent of the problem depends on how different the child is from the other family members. The more different the child is, the more intense is the impact on the family (Ross, A. O., 1979). Parents' feelings about themselves can be affected (Araoz, 1977; Hackney, 1981) and this can cause problems between parents, between parent and child, and between sib-



lings. Parents may feel they have to differentiate their parenting style because of the child's giftedness in much the same way that curricula are differentiated (Kranz, 1982; Moore, 1982; Parker, 1977). Parents have "a nagging kind of worry" (Hackney, 1981, p. 52) over not doing enough for their child. They feel a burden of responsibility. Added to this is the concern over finding a balance between encouraging and supporting a child, and not sacrificing the needs of the other family members (Parker, 1975; Peterson, 1977). Araoz (1977) presents a clinical case study in which a child's artistic and intellectual talents are stressing the family. The child no longer functions well in school and has become the family scapegoat. The mother claims the father spoils the child and the father says the mother is obsessed with the child and neglects the rest of the family. This child can be viewed as "unexpected" because her behavior is different from the other members of the family, different from what the parents expect.

There can be the predicament of maintaining a normal parent-child relationship (Bridges, 1973; Fine, 1977). "Being bright, sensitive, and clever, it is possible for the gifted child to assume a more controlling and authoritative role, becoming a 'third parent' in the family system" (Hackney, 1981, p. 52).

A family is an interactive system and what affects one member of the family has an effect on all the other members as well (Hackney, 1981; Kranz, 1982; Minuchin, 1974). The

impact on the family can be heightened when a child is labeled as gifted by parents, schools or neighbors (Cornell, 1983; Fisher, 1981; Freeman, 1979). This label may change the way the child is perceived by family members. The degree of impact of the label depends on the parents' views of giftedness, whether both parents perceive the child as gifted, whether the label changes the parents' perception of the child, and whether the child's giftedness becomes the focus of the family (Cornell, 1983). Many authors (Coleman, 1982; Dettman & Colangelo, 1980; Fine, 1977; Hackney, 1981; Hunt, 1982; Malone, 1975; Parker, 1975; Schetky, 1981; Webb et al., 1982) report parental concerns in the area of discipline: talking back, manipulative behavior, and differing values.

Achievement, social and athletic development. A prime area of concern for parents of the gifted is the child's intellectual achievement, particularly in reaching their potential in the academic arena, a "deep concern and anxiety parents have with their gifted child's achievement" (Dettman & Colangelo, 1980, p. 159). Coleman's (1982) survey found that parents are concerned with "stimulating and fostering emerging talent" (p. 47). Fine (1977) states that a "chronic" parental concern is that of encouraging and supporting the development of the child's gift. Malone (1975) found that parents want direction to assist their children in developing "strengths." "The typical formula for parents includes expanding reading and extracurricular activities

for the child, as well as the very general admonition to be involved with the child at home. The problem with these kinds of resources is that they do not provide substantial information for parents, nor do they address the complexities and subtleties of the family interactions involved with a gifted child" (Dettman & Colangelo, 1980, p. 159). Adjunct to achievement is the question and concern of underachievement. Parents feel that their child's reaching his or her potential is their responsibility and they worry about "parental effects" in underachievement (Colangelo & Dettman, 1983). Concerns are to what lengths must parents go to support and encourage achievement (Hackney, 1981), and how parents can motivate a child (Lester & Anderson, 1981).

Children with strong abilities in one area -- intellectual skills -- are not necessarily skillful in social or physical areas. "Discrepancies between physical, emotional and intellectual maturation are common but may be even more exaggerated in the gifted" (Schetky, 1981, p. 2). Some gifted children display decalage: some ability areas may be noticeably more developed than others. Some children may be dissynchronic in social or physical skills. Children may feel inferior or uncomfortable because they are used to excelling (Stanhope & Bell, 1981). The need to be excellent may be so strong that a child becomes a poor risk taker (Webb et al., 1982). Parents are concerned about these discrepancies.

It is in the area of social skills that parents express concern that their children have special needs due to their giftedness. Parents may feel "conflicted about [the child] not participating in the usual social or athletic activities" (Ross, A. O., 1979, p. 406). Children may be loners, have imaginary friends, feel rejected by neighborhood children, or have friends that parents may be uncomfortable about (Webb et al. 1982). "It is heartrending for parents to watch their child experience the hurts other children can inflict, to know the sensitive child within their child" (Hackney, 1981). Parents want their children to have friends, to "fit in." This may be difficult for a child who, because of his or her high level of cognitive development, seeks out adults or much older children (Ross, A. O., 1979). They may find it onerous to find acceptance with their chronological peers (Lester & Anderson, 1981). They may not participate in the social activities that allow for the development of the required skills for satisfying peer relationships (Hackney, 1981). All children are inexperienced and may have difficulties in accepting those who are different. This works both ways. Hackney (1981) reports on an extreme case where a father would like to move because his two sons are not accepted by the neighborhood children. This type of thinking may lead to families isolating themselves from the community by claiming they are superior to neighbors.

Gifted children need each other (Ross, L., & Shore, 1984). Dishart (1983) describes four reasons why these

children need gifted peers for continued personal and intellectual growth: "reality verification," "communicative feedback," "self-image," and "to learn contexts, relationships and applications for their capacities as well as what they know." Parents are encouraged to help their children develop networks of friendships (Webb et al., 1982) by providing opportunities and setting an example. "Participation in athletics is part of the socialization process and can help a child make friends and develop social skills (Schetky, 1981; Strang, 1967).

Parent-school relationships. "It is not easy to define the special relationship that exists between the child, the family, and the school. This is particularly true when the child is classified as gifted. Having so labelled the child, it is almost as though all the responsibilities of the school and home are intensified, magnified and made more critical" (Hackney, 1981, p. 53).

Both individual parents and parent organizations consistently express concerns about their role in fostering their children's talents and creativity and about getting school systems to deal with their children's needs (Fine, 1977). This section will explore these two main concerns in the parent-school relationships category.

It appears that for gifted children the "major environmental modification must be in the area of education" (Ross, A. O., 1979, p. 407). Parents are the prime educators and chief advocates for their gifted children (Moore, 1982) and

the best results are realized when parents and schools work together to provide the appropriate educational experience (Sanborn, 1979). Parents may be unsure of their role in their child's education (Bridges, 1973; Dettman & Colangelo, 1980; Fine, 1977; Hackney, 1981). "A common concern among parents is how they can encourage and enrich the education of their gifted child" (Colangelo & Dettman, 1983, p. 24). They want to participate in the educational process but they do not know what to expect from the schools (Dettman & Colangelo, 1980). They may feel that schools are not providing their children with adequate services. "Parental concerns about a school system's efforts are often well-founded" (Stanhope & Bell, 1981, p. 701). Some parents may expect the school to take the responsibility for education and then are not satisfied, and others may be very aggressive in taking responsibility (Dettman & Colangelo, 1980). There are parents who feel that it is their responsibility to fill in "gaps," as the school cannot operate in isolation or attend to each student's particular interests (Braggett et al., 1983; Freeman, 1979; Malone, 1975).

Boredom and unhappiness in school are two conditions that worry parents (Coleman, 1982; Treffinger & Fine, 1979). Parents want to participate in developing educational programs to meet their children's needs (Colangelo & Dettman, 1983). They want schooling to be a positive experience for their children (Ginsberg, 1978), and they want the school to value their children and to be receptive to their particular

needs (Fine, 1977). Many parents feel an uneasiness over approaching the school system to deal with these concerns. They feel that the school will not deal with their child's giftedness or that the system is too inflexible to provide the required resources (Treffinger & Fine, 1979). Some parents are apprehensive that they will appear to be "pushy" or overly demanding (Treffinger & Fine, 1979). They have qualms that if they intercede on the child's behalf, the teacher will become angry and "take it out" on the child (Webb et al., 1982). These perceptions cause parents to be unhappy with the school (Freeman, 1979) and put them in the predicament of always looking for the right school (Bridges, 1973; Gogel & McCumsey, 1983; Moore, 1982).

#### Research Questions

1. The literature on parenting gifted children is largely anecdotal and prescriptive. It presumes that the concerns of these parents are known or, at best, bases judgement of these concerns on clinical experiences of individual psychologists. The first purpose of this study is to investigate the extent to which parents of gifted children actually share the concerns as expressed in the four categories derived above. It would be premature to state precisely formal hypotheses in view of the general or clinical nature of the literature. The following anticipated results may, however, be reasonable. There is strong agreement among the reports on the nature of parental concerns. A category system derived from such work should not result in drastic

deviation from previous observations. It is therefore expected that this consensus will be maintained in the results of the present study. Except for one study by a teacher of parents of her own pupils (Coleman, 1982), the present study is the first known to the author to review the literature, systematically derive a synthesized set of parental concerns, and collect empirical data to validate the set. Whatever the outcome, the study will contribute to the knowledge base in this area.

2. The second issue deals with the possibility that there may be two systematically different populations of parents in the study group -- those who initiated their children's enrollment in a gifted program, and those who responded to the school's invitation. These two groups may be different as the latter group may not be as aware of giftedness in their children or of the nature of giftedness. The study investigated whether the two groups of parents had similar concerns, by recording frequencies of agreement or disagreement with questionnaire items..



## CHAPTER 2

## METHODS

Subjects

Data were obtained from the parents of 291 gifted children in 247 families. All children were attending one of two summer school programs for the gifted during July, 1982: the McGill-PSBGM Gifted Summer School (located at Westmount Park School) and the Laurenval Summer School (located at Irving Bregman Memorial School). In the McGill-PSBGM Summer School "children are admitted on any one of three criteria: being in a recognized school program for the gifted, having been identified as eligible for such a program but not presently served by one, or having been nominated by parents, this nomination being supported by a letter from a teacher, principal or other adult who knows the child" (Ross, L., & Shore, 1984, p. 134). Laurenval students are admitted on the recommendation of the principals in the Laurenval School Board. The recommendations are based on achievement and aptitude tests.

Each child was given an envelope containing two copies of a questionnaire, one for each parent to complete (see Appendix I). The overall return rate was 76.58% for both sites, a total of 465 questionnaires. The return rate for Westmount Park was 77.19% by at least one parent, representing 247 children in 206 families. In 145 cases both parents answered. The return rate for Laurenval was 73.33% by at least one parent. There were 44 children in 41 families,

and in 34 cases both parents answered. Six questionnaires were discarded because the respondents were neither the child's mother nor the father. Tables 3 and 4 give a breakdown of respondents.

Table 3. Breakdown of number of respondents by site.

	<u>Westmount Park</u>	<u>Laurenval</u>
Individual children	247	44
Families	206	41
Both Parents	145	34

Table 4. Breakdown of number of questionnaires answered by mothers and fathers by site.

	<u>Westmount Park</u>	<u>Laurenval</u>
Mothers	220	41
Fathers	167	37

### Instruments

Four categories of parent concerns are indicated in the literature: characteristics and identification; family relationships; achievement, social and athletic development; and parent-school relationships. Within these categories 21 specific concerns were chosen from the literature and explored with an original questionnaire (Appendix I). Part A of the questionnaire examined these concerns. Six items (1, 2, 3, 4, 5 and 12) explored the area of characteristics and identification of gifted children, for example "It is the parents' responsibility to identify a gifted child."; "I am familiar with the characteristics of gifted children." Items 6, 7, 8, 9, 10 and 11 examined concerns in the sphere of family relationships, for example, "Gifted children are more difficult to discipline than most children" and "There is a lot of competition in our family." Concerns about the child's achievement, social and athletic development were explored by items 13, 14, 15 and 16, for example, "I provide my child with the appropriate educational opportunities" and "I am satisfied with my child's social development." The final items, 17, 18, 19, 20 and 21, focussed on concerns about parent-school relationships, for example, "I find it easy to approach my child's school" and "I am unsure what my role is in my child's education." The rationale for each question can be found in Appendix II.

Part B of the questionnaire sought information about the child's family. The intent was to gather information to

assist in developing a future longitudinal study on the gifted and their families.

Questionnaires were sent to parents via each child attending the summer schools. A covering letter (see Appendix I) instructed the parents to complete the forms independently and to return them to the school within four days.

### Scoring

Each question had five response categories: (1) strongly agree; (2) agree; (3) no opinion; (4) disagree; (5) strongly disagree. Subjects were asked to answer each question or to indicate N/A (not applicable). Three questions were recoded since the concerns were negatively stated. These are identified in Appendix II. In the analysis the response categories were first collapsed to (1) AGREE, (3) NO OPINION and (5) DISAGREE, and then further to (1) AGREE and (5) DISAGREE. A lower score indicates more agreement and, conversely, a higher score means less agreement with an item statement.

### Analysis of the Data

The questionnaires were coded using the system listed in Appendix IV, and a respondent-by-response data matrix was entered into a computer file (Appendix III). The data matrix was analyzed with the following statistical procedures: frequency scores, confidence intervals, Spearman rank-order correlation, analysis of variance, chi-square and factor analysis. The reasons for the use of each procedure

are outlined below.

Frequencies. The first step in the analysis was a simple tabulation of the answers given to the questionnaire items by the various subgroups of parents. Using the SPSS (Nie et al., 1975) subprogram FREQUENCIES, the percentages of agreement, no opinion and disagreement were listed for questions 1 through 21 for the following respondent groups: all respondents, all mothers, all fathers, all Westmount Park respondents, all Laurenval respondents, Westmount Park mothers, Westmount Park fathers, Laurenval mothers, and Laurenval fathers. The frequencies were also listed for the question "Who first identified the child as gifted?"

Confidence intervals. Confidence intervals were examined as a basis for testing for significant differences between response frequencies for the 21 questionnaire items. Using the data set where responses were collapsed to two categories (agreement and disagreement), the standard error of the percentage frequency of agreement was calculated for each item (Ferguson, 1966, p. 158). The resulting standard errors were multiplied by 1.96 to generate 95% confidence intervals for use in comparisons between items.

Rank-order correlations. To compare response patterns between subgroups, the ranking of items by frequency of agreement was compared for all subsets of the sample (all respondents, mothers, fathers, Westmount Park, Laurenval, Westmount Park mothers, Westmount Park fathers, Laurenval

mothers, and Laurenval fathers) using a series of Spearman rank-order correlations (Ferguson, 1966, p. 217).

Analysis of variance. The SPSS subprogram ANOVA (Nie et al., 1975) was used to determine whether the site (Westmount Park or Laurenval) and respondent (mother or father) had a significant effect on the responses to each of the 21 items.

Chi-square. The chi-square test was performed to help determine whether there were any systematic relationships between the response to an item and the site (Westmount Park or Laurenval) or the respondent (mother or father). For this analysis the response NO OPINION was discarded and the analysis done on the basis of agreement or disagreement frequencies. The SPSS subprogram CROSSTABS (Nie et al., 1975) was employed.

Factor analysis. To assess the validity of the four categories of parental concerns (identification and characteristics; family relationships; achievement, social and athletic development; and parent-school relationships), a factor analysis was performed on the response frequencies for all respondents to items 1 through 21. The SPSS subprogram FACTOR with VARIMAX rotation (Nie et al., 1975) was used and the resulting factors compared to the original four categories of questionnaire items (see Appendix II).

## CHAPTER 3

## RESULTS AND INTERPRETATION

Frequencies

Table 5 lists responses to the question "Who first identified this child as gifted?" tabulated as percentages. Two items emerge that bear examination. The children at Westmount Park are most often identified by the mother (46.5%) while those at Laurenval were most often identified by a teacher (59.2%). The high rate of identification by Westmount Park mothers is interesting in light of the fact that 80.1% of the mothers agree that they need more information on the characteristics of gifted children (although 68.1% agree that they are familiar with the characteristics of the gifted). The inference seems to be that mothers who have some knowledge about giftedness feel that they still need more information, perhaps to confirm their evaluation.

Laurenval parents reported that mothers had first identified the child as gifted in 15.8% of the cases and fathers in 7.9%, while teachers were responsible for 59.2% of first identifications. Westmount Park mothers identified first in 46.5% of the cases, fathers in 6.4% and teachers in 37.1%. An examination of the data shows that 84.1% of the Laurenval fathers returned the questionnaire while only 67.6% of Westmount Park fathers did. Cornell (1983) states that parents can disagree on the identification of a child as gifted. Generally it is the mother who first identifies the child and the father chooses not to be involved, leaving the child

to the mother. Perhaps when a child is first identified as gifted by the mother, the father does indeed pull back. It is difficult to attribute between-site differences to socio-economic factors, as both the Westmount Park and Laurenval summer schools serve a wide range of neighborhoods and backgrounds.

---

Table 5. Who first identified the child as gifted, in five categories, for different sub-groups of the sample population, given as frequencies (%).

---

<u>Sub-group</u>	<u>Identified by:</u>				
	<u>Mother</u>	<u>Father</u>	<u>Teacher</u>	<u>Psychologist</u>	<u>Other</u>
All respondents	41.2	6.6	41.0	3.2	8.0
All WSMT PK	46.5	6.4	37.1	3.9	6.1
All Laurenval	15.8	7.9	59.2	0.0	17.1
All Mothers	44.3	5.3	38.9	3.7	7.8
All Fathers	38.1	8.5	43.4	2.6	7.1
WSMT PK Mothers	49.8	5.4	35.0	4.4	5.4
WSMT PK Fathers	43.5	7.8	39.6	3.2	5.8
Laurenval Mothers	17.1	4.9	58.5	0.0	19.5
Laurenval Fathers	14.3	11.4	60.0	0.0	14.3

---



Table 6 shows the frequency of agreement (%) with the 21 questionnaire items for all respondents ( $N = 465$ ). Item 19 showed the highest frequency of agreement (92.8%) and item 11 the lowest (1.7%). The Spearman rank-order correlation (Table 7) illustrates the degree to which sub-groups of the whole sample show similar patterns of response. Table 8 gives the 95% confidence intervals for the frequency percentages. Using these confidence intervals, Table 9 summarizes the significant differences ( $p < 0.05$ ) between items. It should be noted that items 15 and 20 changed rank-order between Table 6 and Tables 8-9, because the response "NO OPINION" was dropped from the analysis in the latter two tables.

As there is such a high degree of rank-order correlation (Table 7) between all subgroups, it is appropriate to examine the response frequencies for the entire group. The response frequencies for the sub-groups will be referred to only to discuss important differences, and these data appear in Appendix V.

Item 19 ("It is my responsibility to fill in the gaps that the school misses.") and item 4 ("Gifted children do not need special help because they can make it on their own.", recoded because it is a negative statement) showed the highest frequencies of agreement by parents (Table 6). The frequencies of agreement for these two items (92.8% and 90.7%, respectively) were not significantly different, but both were significantly different from all other items (Table 9). Parents show that they recognize that the gifted

Table 6. Rank order of frequency of agreement with stated concerns.

---

All respondents (N=465)

<u>Rank</u>	<u>Question Number</u>	<u>Frequency of agreement (%)</u>
1	19	92.8
2	4	90.7
3	12	81.1
4	14	79.0
5	15	74.4
6	20	72.4
7	21	63.8
8	2	63.1
9	5	62.1
10	1	59.3
11	10	52.8
12	13	51.9
13	6	45.1
14	18	41.6
15	3	38.4
16	7	37.8
17	8	24.2
18	16	20.0
19	17	19.0
20	9	15.5
21	11	1.7

---

Table 7. Spearman rank-order correlation coefficients for different sample sub-groups based on ranking of questions by frequency of agreement.

---

<u>Comparison</u>	<u>Spearman coefficient (rho)</u>
1. All vs. All Mothers	0.995**
2. All vs. All Fathers	0.992**
3. All vs. All Westmount Park	1.000**
4. All vs. All Laurenval	0.906**
5. All vs. Westmount Park Mothers	0.994**
6. All vs. Westmount Park Fathers	0.991**
7. All vs. Laurenval Mothers	0.938**
8. All vs. Laurenval Fathers	0.825**
9. All Mothers vs. All Fathers	0.981**
10. All Westmount vs. All Laurenval	0.906**
11. Westmount: Mothers vs. Fathers	0.977**
12. Laurenval: Mothers vs. Fathers	0.806**
13. Mothers: Westmount vs. Laurenval	0.943**
14. Fathers: Westmount vs. Laurenval	0.809**
** $p < 0.01$	

---

Table 8. 95% confidence intervals for frequencies of agreement based on all respondents (N=465). All frequencies expressed as %, NO OPINION deleted.

---

<u>Question number</u>	<u>Lower limit</u>	<u>Frequency</u>	<u>Upper limit</u>
19	94.5	96.3	98.1
4	91.5	93.9	96.1
12	83.0	86.2	89.4
14	78.0	84.8	88.2
20	76.7	80.5	84.3
15	76.1	79.9	83.7
21	67.6	72.0	76.4
2	67.0	71.4	75.8
5	63.5	68.0	72.5
1	60.0	64.6	69.2
10	53.8	58.6	63.4
13	49.7	54.3	58.9
6	44.7	49.5	54.3
18	39.3	44.0	48.7
3	37.8	42.6	47.4
7	35.2	40.0	44.8
8	22.2	26.4	30.6
16	17.3	21.3	25.3
17	16.4	20.2	24.0
9	15.3	19.6	23.9
11	0.6	1.8	3.0

---

Table 9. Schematic of significant differences ( $p < 0.05$ ) based on the frequencies of agreement for all respondents ( $N=465$ ). NO OPINION deleted. In each row, all items under one continuous line are significantly different from all items under the other line.

---

Question numbers

19 04 12 14 20 15 21 02 05 01 10 13 06 18 03 07 08 16 17 09 11

---



---

19 04 12 14 20 15 21 02 05 01 10 13 06 18 03 07 08 16 17 09 11

---

need special support by registering in these summer programs. They also accept the responsibility by paying the required tuition.

Laurenval mothers did not have item 4 in the first group (Appendix V). In this sub-group item 12 ("I need more information on the characteristics of gifted children.") showed the highest agreement frequency for this subgroup (92.7%). For all other subgroups this item ranked in the second group of significantly different items.

For the entire respondent group, items 12, 14 ("I provide my child with the appropriate educational opportunities."), 20 ("I find it easy to approach my child's school."), and 15 ("I am satisfied with my child's social development.") fall in the second group (Table 9). The need for more information on the characteristics of giftedness agrees with the assertions of Ginsberg & Harrison (1977) and Hitchfield (1973) that parents are looking for specific criteria and guidelines. Parents may feel they provide appropriate educational opportunities because they do send their children to the summer programs. The response to Item 20, dealing with the approachability of schools, is interesting because the literature states that parents do not feel it is easy to approach the school (Dembinski & Mauser, 1978). The level of agreement by parents in the present study (74.4%) with item 15, suggesting that they are happy with the social development of their children, can be interpreted in two ways. The children in these two populations may be socially adept, or parents may not expect anything

more from their children as long as they achieve academically. Parents may not value social or athletic (item 16) development.

The third major significance grouping (Table 9) is 21, 2, 5 and 1. Item 21 ("I am always looking for the right school for my child.") is of special interest because of the wide discrepancy between Westmount Park respondents (68.9% agreement) and those from Laurenval (38.7%). The Laurenval School Board is located north of the urban agglomeration of Montreal in a mix of suburban and rural communities. Laurenval parents may feel that they have little choice as to the schools their children attend. Alternatively, they may feel that the school board has identified their children as gifted and is therefore providing the necessary services. Item 5 ("Gifted children are not aware of being different.") underwent recoding to make it a positively-stated concern and produced moderate agreement (62.1%). Freeman (1979) reported that "the most distinguishing feature of the high ability child is that he or she 'feels different'. The child says so, as do the parents and teachers" (p. 38). Parents showed only moderate agreement with item 2 ("I am familiar with the characteristics of gifted children."), which is understandable since they have indicated a need for more information (item 12).

Items 1, 10, 13 and 6 indicate a range of agreement from neutral (about as many agreed as disagreed) to a slight majority of disagreeing parents. Item 1 ("It is the

parents' responsibility to identify a gifted child.") brings out a difference between the two sites, as would be expected when one group has identified their children as gifted more frequently than the other group (Table 5). Item 10 ("Gifted children are different from other children.") is in the same significance range as item 1, and parents were almost neutral on this item (52.8% agreement).

On item 13 ("I am concerned that I do not provide my child with enough intellectual stimulation.") and item 6 ("Gifted children need more parental attention than other children."), about as many parents agreed as disagreed. Cole (1982), Fine (1977) and Malone (1975) reported that parents are concerned about how to stimulate and support their children. Several authors (Kranz, 1982; Moore, 1982; Parker, 1975) have found that parents may feel that they have to differentiate their parental style because of their children's giftedness and that their children require more attention.

A fifth group of items -- 18, 3 and 7 -- show moderate disagreement with the statements of concerns. The parents response to item 18 ("The school is responsible for my child's education.") is understandable, considering the strong support for item 19 (parents are responsible for filling gaps). Item 3 ("Schools, not parents, should identify gifted children.") is the converse of item 1, and the expected high correlation appeared after recoding. Parents in the study disagreed with the statement in item 7 ("There is a lot of competition in our family."), although many



authors (Dettman & Colangelo, 1980; Parker, 1975; Petersen, 1977; Webb et al., 1982) list this as an area of concern.

The frequencies of agreement were low for items 8 (24.2%), 16 (20.0%), 17 (19.0%), and 9 (15.5%). Items 8 ("Gifted children are more difficult to discipline than most children.") and 9 ("Sibling rivalry is more intense in my family than in other families.") deal with the area of family relationships and the low agreement contradicts a basic theme in the literature (Dettman & Colangelo, 1980; Parker, 1975; Petersen, 1977; Ross, A.O., 1979; Strang, 1960; Webb et al., 1982) regarding these statements. Item 16 ("I am concerned that my child does not participate in athletic activities.") may have received low agreement because of the ambiguity of the wording -- parents may in fact not be concerned, or they may feel that their child does participate at an appropriate level. Low agreement on item 17 ("I am unsure what my role is in my child's education.") indicates that parents are not unsure of their role.

Item 11 ("I feel threatened by my child's ability.") is alone in the last confidence-interval grouping with an agreement frequency of only 1.7%. Greenstadt (1981) reports that competitive parents may feel threatened by their gifted children. Parents in the two groups of the present study registered low agreement with item 7, dealing with competition within the family. Perhaps the parents in this population are not competitive, or perhaps the wording of the statement was threatening to the respondents. One method to

determine this might be to interview parents separately to learn whether or not they do feel threatened by their children's abilities. Table 10 summarizes concerns (items) with high frequencies of agreement, while Table 11 does the same for items that produced low agreement.

Table 10. Items with high frequencies of agreement (%).

Item	Agreement	Concern	Category
19	92.8%	Parents are responsible for filling in the gaps that the school misses.	Parent-School relationship.
4	90.7%	Gifted children need special help.	Characteristics and identification.
12	81.1%	Parents need more information on the characteristics of gifted children.	Characteristics and identification.
14	79.0%	Parents provide their children with the appropriate educational opportunities.	Achievement, social and athletic development.
15	74.4%	Parents are satisfied with their children's social development.	Achievement, social and athletic development.
20	72.4%	Parents find it easy to approach their children's schools.	Parent-School relationship.

Table 11. Items with low frequencies of agreement.

Item	Agreement	Concern	Category
11	1.7%	Parents do not feel threatened by their children's ability.	Family relationships.
9	15.5%	Parents do not feel sibling rivalry is more intense in their families.	Family relationships.
17	19.0%	Parents are not unsure of their role in their children's education.	Parent-School relationships.
16	20.0%	Parents are satisfied with their children's level of athletic participation.	Achievement, social and athletic development.
8	24.4%	Parents do not feel that gifted children are more difficult to discipline.	Family relationships.

### Analysis of Variance

Analysis of variance (ANOVA) determined six instances where site, respondent, or both were significantly related to the responses to statements in questionnaire items 1 through 21. The six items showing such effects were 1, 4, 5, 7, 20, and 21, and these effects are shown in Table 12.

Table 12. Summary of significant effects of SITE or RESPONDENT as determined by analysis of variance ( $p < 0.05$ ).

Item	Concern	Difference in agreement (SITE or RESPONDENT)
1	Parents responsibility to identify a gifted child.	WESTMOUNT PARK: more agreement.
4	Gifted children need special help.	MOTHERS: more agreement.
5	Gifted children are aware of being different.	MOTHERS: more agreement.
7	There is a lot of competition in the family.	WESTMOUNT PARK: more disagreement.
20	It is easy to approach the child's school.	LAURENVAL: more agreement.
21	Parents are always looking for the right school.	WESTMOUNT PARK: more agreement. LAURENVAL FATHERS: more disagreement.

Westmount Park site parents indicated more agreement (61.8% to 46.8%) with the statement that it is the parents' responsibility to identify a gifted child. This is in accord with expectations, as more mothers (46.5%) first identified their children as gifted at Westmount Park. Westmount Park fathers first identified 6.4% of the children. At the Laurenval site children were first identified as gifted by only 15.8% of the mothers and 7.9% of the fathers.

The literature says that mothers have a different perception of giftedness than fathers (Cornell, 1983; Freeman, 1979). Cornell (1983) reports that for mothers "giftedness can become the explanation for the child's total personality and behavior" (p. 45). Mothers at both sites agree more than fathers (94.0% vs. 86.4%) that gifted children need special help, that they cannot "make it on their own" (item 4), although both groups show relatively high agreement. Parents in the study have registered their children at a summer activity which costs money and requires transportation, and may necessitate changing holiday plans, which would seem to confirm their recognition of special needs. Regarding item 5 (gifted children aware of being different), Freeman (1979) found that gifted children and their parents say that the child does feel different from others.

In the matter of competition within the family (item 7), Westmount Park parents agreed less than Laurenval

parents (36.5% vs. 44.0%). Families are not larger in Laurenval than in Westmount Park, so it is unlikely that the observed effect is due to increased friction due to family size. It is possible that Laurenval parents felt less threatened by the question (agreement could be seen as a negative statement about one's own family) than did the Westmount Park parents.

Laurenval parents found it easier to approach their children's schools than did Westmount Park parents (item 20, 84.4% vs. 70.0% agreement). The Laurenval summer program is sponsored and partially financed by Laurenval School Board, and the children have been identified and selected by the participating schools. Parents of the gifted may find it easier to approach schools that appear to be so actively involved in providing services for the gifted (a hypothesis that could be tested in future research).

Westmount Park parents registered more agreement than Laurenval parents with the statement that they were always looking for the right school (item 21, 68.9% vs 38.7%). Laurenval fathers showed even less agreement (30.6%). The Laurenval parents may be satisfied with their children's schools because the children are provided with services. The Westmount Park parents have had to look for these services for their children. Another explanation, as stated above (frequencies section), would be the lack of alternatives in the choice of schools due to the geographical location of the Laurenval board.

The Analysis of Variance showed significant differences on six items in three categories: characteristics and identification; family relationships; and parent-school relationships. The differences in opinions about characteristics and identification are supported by the fact that Westmount Park mothers first identified their children as gifted more often than any other group of parents in the study. Both groups of mothers, however, agree that gifted children need special help and are aware of being different. Perhaps mothers still do spend more time with their children and are more sensitive to their needs and feelings. The differences between the two sites in perceived competition within the family requires further research to determine the reason -- whether there are some differences within the family constellation which produce competition, or whether the Laurenval parents are less defensive about revealing personal information. Differences of agreement on items 20 and 21 are expected in view of the fact that the Laurenval School Board provides the summer school experience for its students. Laurenval fathers may not be looking for the right school because they are satisfied with their situation, or because they are realistic in accepting that there are few choices in their area.



### Chi-square Analyses

Chi-square tests determined that there were systematic relationships between the response to an item and the site of the summer program (Westmount Park or Laurenval) or respondent (mother or father) for six items: 1, 4, 12, 19, 20 and 21. Table 13 summarizes these relationships.

Table 13. Summary of significant chi-square tests ( $p < 0.05$ ).

---

Item 1. Westmount Park mothers agree more that it is the parents' responsibility to identify gifted children.

Item 4. Westmount Park mothers agree more that gifted children need special help to reach their potential.

Item 12. Laurenval mothers agree more that they need more information on the characteristics of gifted children.

Item 19. Westmount Park fathers agree more that it is their responsibility to fill in the gaps in their children's education that the school misses.

Item 20. Laurenval mothers and Laurenval fathers find their children's schools easier to approach.

Item 21. Westmount Park fathers agree more that they are always looking for the right school.

---

Westmount Park mothers agreed most that parents are responsible for identifying gifted children. This is to be expected as they were the parent group that had most frequently been the first to identify the children as gifted:

Westmount Park mothers:	49.8%
Westmount Park fathers:	7.8%
Laurenval mothers:	17.1%
Laurenval fathers:	11.4%

Similarly, Westmount Park mothers feel that gifted children need special help to achieve their potential. The children at the Westmount Park site are primarily parent-nominated, which means that the parents have actively sought out a special program for their children.

Laurenval mothers agree that they need more information on the characteristics of gifted children. Perhaps if they had been more familiar with the characteristics they would have been more often been the first to identify their children.

Westmount Park fathers agree more strongly that it is their responsibility to fill in the gaps that the school misses. This may explain why these fathers agree more that that they are always looking for the right school. Furthermore, many of these fathers have already chosen alternative schools (private, parochial, public "magnet" schools).

At Laurenval both mothers and fathers find it easy to approach their children's schools. The students attending the Westmount Park program come from various school boards and private schools in the Greater Montreal area, while Laurenval students are all from that one board and, as mentioned above, this board is actively involved in the summer program.

### Factor Analysis

Factor analysis was used to assess the validity and the coherence of the four categories of parental concerns (identification and characteristics; family relationships; achievement, social and athletic development; and parent-school relationships). Of the 7 resulting factors (Table 14) three had eigenvalues greater than 1.0, explaining 65.2% of the variance between them. Two other factors had eigenvalues greater than 0.79 and each explained a further 10% of the variance.

Factor 1 is almost entirely determined by items in the Family Relationships category, showing high ( $>0.3$ ) loadings for items 6, 7, 8 and 9 and a fairly strong (0.28) loading for item 10 (Table 15). All other questionnaire items had loadings of less than 0.25 on this factor. The two items dealing with competition within the family (7 and 9) had particularly high loadings ( $>0.71$ ). The Family Relationships items emerge as a distinct group when Factor 1 is plotted against other factors (Figures 1 and 2).

Similarly, Factor 2 was strongly associated with a category, in this case the characteristics and identification items. Items 1, 2 and 3, all involved with identification, had loadings greater than 0.35, and form coherent groupings in Figures 1 and 3. A third factor had high loadings ( $>0.35$ ) for items 13, 14 and 15 in the Achievement, Social and Athletic development category. Item 16, however, has virtually no influence on this factor, suggest-

ing that concerns about athletic achievement are not closely related to concerns about academic and social progress. The grouping of these three items is apparent when one remembers that item 13 is a negative statement while 14 and 15 are positive, which places 13 on the opposite end of the ordinate (Fig. 3). Two other items, 17 (role of parent in child's education) and 20 (approachability of the school) also figure prominently in Factor 3, suggesting an association between achievement concerns and Parent-School Relationships (Table 13).

Table 14. Eigenvalues and percentages of explained variance for seven factors generated by Factor Analysis using Varimax rotation of the factor matrix.

Factor	Eigenvalue	% of Variance	Cumulative % of Variance
1	2.07117	26.0	26.0
2	1.76889	22.2	48.1
3	1.36158	17.1	65.2
4	0.86268	10.8	76.0
5	0.79508	10.0	85.9
6	0.62608	7.8	93.8
7	0.49524	6.2	100.0

Table 15. Loadings for all 21 questionnaire items on 3 factors  
(factor analysis, varimax rotation). Loadings > 0.3 in boldface.

ITEM	LOADINGS		
	Factor 1	Factor 2	Factor 3
Q1	-0.01624	<b>0.80018</b>	0.02408
Q2	0.07621	<b>0.53348</b>	-0.00629
Q3	-0.02867	<b>0.36325</b>	-0.08935
Q4	0.05082	0.12406	0.03561
Q5	0.05083	0.18612	-0.20205
Q12	-0.03792	-0.17098	-0.00621
Q6	<b>0.32777</b>	0.09339	-0.10153
Q7	<b>0.71658</b>	0.04382	0.01774
Q8	<b>0.49651</b>	-0.00517	-0.06341
Q9	<b>0.74036</b>	-0.07786	0.05322
Q10	0.28477	0.22394	-0.05481
Q11	0.17286	0.07282	-0.08901
Q13	0.21547	0.04002	<b>-0.38365</b>
Q14	-0.02108	0.03440	<b>0.79876</b>
Q15	-0.12486	0.09029	<b>0.35820</b>
Q16	0.01769	0.05825	0.01590
Q17	0.07841	-0.14334	<b>-0.30788</b>
Q18	0.07743	0.03491	-0.04815
Q19	-0.13700	0.11956	0.22307
Q20	0.07020	-0.20531	<b>0.42574</b>
Q21	0.11445	0.19672	-0.10164

## CONCLUSIONS

### Comparison of Parents' Concerns

The parents of gifted children in this study generally expressed far less concern that family relations, the child's affective skills, and the parents' relationships with the school were problems than is suggested in earlier research. Contrary to the reviewed literature, the parents in this study answered that they:

- (1) are sure of their role in their child's education,
- (2) find it easy to approach the school,
- (3) provide appropriate ~~educational~~ opportunities,
- (4) feel their children have appropriate affective skills,
- (5) are satisfied with their children's athleticism,
- (6) are not threatened by their children's abilities,
- (7) do not feel there is an unusual amount of sibling rivalry in their families, and,
- (8) do not find that gifted children are more difficult to discipline.

These parents did agree with previous studies in that:

- (1) it is the parents' responsibility to fill in the gaps that the school misses,
- (2) gifted children need special help, and,
- (3) the parents need more information on the characteristics of gifted children.

There is no obvious explanation for these conflicting results. The Australian paper by Braggett, Ashman and Noble (1983) also does not mention any concerns that deal with family relationships. There may be cultural differences between Canadian and Australian parents, on one hand, and most of their United States counterparts on the other, whereby these are not concerns for the former, or at least not for discussion outside the family. Only one American study was found that supports the present conclusions. Coleman (1982) in her study in the Mid-West, does note that the forty-two parents in her study did not feel that their gifted children had a negative impact on their families.

~~This is the first Canadian study to examine the concerns of parents of gifted children..~~ The results obtained indicate that there is disagreement with the primarily American literature. It should not be concluded that Canadian parents share the same concerns without verifying whether Montreal-area parents are different from those in other regions of Canada, or whether the questionnaire itself or the method of its presentation need to be re-examined.

A second possible explanation may be that items dealing with these topics may have been perceived as threatening and that concern was therefore denied. Since all parents were asked to fill in biographical information, they may not have wanted to be forthright about their feelings.

Finally, there remains the possibility that the differences observed may reflect differences in the design of the

studies. Parents in the present research generally sent their children only to a Summer School for gifted children, relatively little special help being available in regular schools. This potential effect remains to be tested as school programs for the gifted develop during the next few years.

#### Involvement in Identification

Two systematically different groups of parents were identified in the study: parents of primarily parent-identified gifted children, and parents of primarily school-identified gifted children. Though they viewed most of the concerns listed in the questionnaire in the same way, differences between the two groups can be seen in two categories of concerns -- Identification and Characteristics, and Parent-School Relations. Differences were also found between mothers and fathers in both groups. These results are summarized in Table 16.



Table 16. Comparison of differing concerns of the two groups of parents in the study.

---

Parent-indentified gifted children

Mothers:

- (1) It is the parents' responsibility to identify gifted children.
- (2) Gifted children need special help to achieve their potential.
- (3) \*Gifted children are aware of being different.

Fathers:

- (1) Are always looking for the right school for their child.
- (2) It is the parents' responsibility to fill in the gaps that the school misses.

Mother and Fathers:

- (1) Disagree more that there is more competition in their families than in other families.

School-indentified gifted children

Mothers:

- (1) Need more information on the characteristics of gifted children.
- (2) \*Gifted children are aware of being different.

Fathers:

- (1) Disagreed most that they are always looking for the right school

Mothers and Fathers:

- (1) Find it easy to approach their child's school.
- 

\*Both groups of mothers shared this concern.

### Implications for Educators

The parents in this study do not appear to be concerned about their parenting skills, but they do have needs that can be met by teachers and administrators:

- (1) recognition of parents' sense of responsibility for their gifted children's education;
- (2) acknowledgement of the leadership role parents want to play in their children's education;
- (3) acceptance of their children's special needs;
- (4) information on the characteristics of the gifted. Even if parents have first identified a child as gifted, they still want information on these characteristics as a confirmation of their judgement.

Principals and teachers should also be aware that there may be two populations of parents of the gifted -- identifiers and non-identifiers. Approaches to these two groups should be modified so that all parents' concerns and apprehensions can be addressed. Professionals' awareness of parental concerns in the education of the gifted can be invaluable in forging a cooperative atmosphere in the service of the children's needs.

Overall, the results of this study suggest that generalizations about parents' concerns may be premature. The focus of future research should shift to understanding the causes of parental concerns rather than simply attempting to catalog them.

## BIBLIOGRAPHY

- Araoz, D. L. (1977). Marital problems and the exceptional child. International Journal of Family Counseling, 5(1), 64-69.
- Braggett, E. J., Ashman, A., & Noble, J. (1983). The expressed needs of parents of gifted children. Gifted Education International, 1(2), 80-83.
- Bridges, S. (1973). Problems of the gifted child. New York: Crane-Russak.
- Ciha, T. E., Harris, R., Hoffman, C., & Potter, H. W. (1974). Parents as identifiers of giftedness, ignored but accurate. Gifted Child Quarterly, 18, 191-195.
- Colangelo, N., & Dettman, D. F. (1983). A review of research on parents and families of gifted children. Exceptional Children, 50(1), 20-27.
- Coleman, D. (1982). Parenting the gifted: "Is this a job for superparent?" G/C/T, No. 22, 47-50.
- Cornell, D. G. (1983). The family's view of the gifted child. In B. M. Shore, F. Gagné, S. Larivée, R. H. Tall & R. E. Tremblay (Eds.), Face to face with giftedness (pp. 39-50). New York: Trillium.

Cox, R. L. (1981). Personal, physical, and family traits of gifted children. In B. S. Miller & M. Price (Eds.), The gifted child, the family and the community (pp. 107-114). New York: Walker.

Dembenski, R. J., & Mauser, A. J. (1978). Parents of the gifted: perceptions of psychologists and teachers. Journal for the Education of the Gifted, 1(2), 5-14.

Dettman, D. F., & Colangelo, N. (1980). A functional model for counseling parents of gifted students. Gifted Child Quarterly, 24(4), 158-161.

Dishart, M. (1983). Psychosocial facilitators, enhancers, and inhibitors of gifted children. In B. M. Shore, F. Gagné, S. Larivée, R. H. Tall & R. E. Tremblay (Eds.), Face to face with giftedness (pp. 27-38). New York: Trillium.

Dunlap, J. M. (1958). The education of children with high mental ability. In W. M. Cruickshank & G. O. Johnson (Eds.), Education of Exceptional Children and Youth. Englewood Cliffs, N.J.: Prentice-Hall.

Erhlich, V. Z. (1978). The Astor Program for gifted children: Prekindergarten through grade three. New York: Teachers College, Columbia University.

Ferguson, G. A. (1966). Statistical analysis in psychology and education. New York: McGraw-Hill.

Fine, M. J. (1977). Facilitating parent-child relationships for creativity. Gifted Child Quarterly, 21(4), 487-500.

Fisher, E. (1981). Modeling behavior. In B. S. Miller & M. Price (Eds.), The gifted child, the family, and the community (pp. 67-72). New York: Walker.

Fox, L. H. (1981). Identification of the academically gifted. American Psychologist, 36(10), 1103-1111.

Freeman, J. (1979). Is high intelligence a handicap? Gifted and Talented Education, 1, 27-41.

French, J. L., & Murphy, J. P. (1983). Parenting of gifted children: A two-edged sword. Roeper Review, 5(3), 36-37.

Gensley, J. (1974). Concerns of parents. Gifted Child Quarterly, 19(2), 96-97.

Ginsberg, G. (1978). How to be a gifted parent in school. G/C/T, No. 4, 37-39.

Ginsberg, G., & Harrison, C. (1977). How to help your gifted child: A handbook for parents and teachers. New York: Monarch.

Gogel, E. M., & McCumsey, J. (1983). What parents are saying. G/C/T, No. 26, 52-54.

- Greenstadt, W. M. (1981). Parents of gifted children: coping with anxieties. In B. S. Miller & M. Price (Eds.), The gifted child, the family, and the community (pp. 77-82). New York: Walker.
- Hackney, H. (1981). The gifted child, the family, and school. Gifted Child Quarterly, 25(2), 51-54.
- Hunt, N. (1982). Creative parenting. G/C/T, No. 22, 28-29.
- Jacobs, J. C. (1971). Effectiveness of teacher and parent identification of gifted children as a function of school level. Psychology in the Schools, 8, 140-142.
- Kranz, B. (1982). Teach, touch, and parent. G/C/T, No. 23, 12-14.
- Lester, C. F., & Anderson, R. S. (1981). Counseling with families of gifted children: the school counselor's role. The School Counselor, 29(2), 147-151.
- Malone, C. (1975). Education for parents of the gifted. Gifted Child Quarterly, 19(3), 223-225.
- Marland, S. P., Jr. (1972). Education of the gifted and talented (Vol. I). Report to the Congress of the United States by the U.S. Commissioner of Education. Washington, D.C.: U.S. Government Printing Office.
- McLain, C. (1980). Five stages parents go through in gifted/talented education. Roeper Review, 2(3), 46-47.

- Minūchin, S. (1974). Families and family therapy. Cambridge, Mass.: Harvard University Press.
- Moore, N. D. (1982). The joys and challenges in raising a gifted child. G/C/T, No. 25, 8-11.
- Ness, B. J. (1979). Establishing programs for parents of the gifted child. G/C/T, No. 6, 14-16.
- Nie, N. H., Hull, C. H., Jenkins, J. G., Steinbrenner, K., & Bent, D. H. (1975). SPSS: Statistical package for the social sciences. New York: McGraw-Hill.
- Parker, M. (1975). The joy of excellence. Kaslo, B.C.: Kootenay Centre for the Gifted.
- Peterson, D. (1977). The heterogeneously gifted family. Gifted Child Quarterly, 21(3), 396-408.
- Renzulli, J. S. (1978). What makes giftedness? Phi Delta Kappan, 59, 180-185.
- Ross, A. O. (1979). The gifted child in the family. In N. Colangelo & R. T. Zaffrann (Eds.), New voices in counseling the gifted (pp. 402-407). Dubuque, Iowa: Kendall-Hunt.
- Ross, L., & Shore, B. M. (1984). The McGill-PSBGM Gifted Summer School. Special Education in Canada, 58(4), 133-134.

- Sanborn, M. P. (1979). Working with parents. In N. Colangelo & R. T. Zaffrann (Eds.), New voices in counseling the gifted (pp. 396-401). Dubuque, Iowa: Kendall-Hunt.
- Schetky, D. H. (1981). The emotional and social development of the gifted child. G/C/T, No. 18, 2-4.
- Stanhope, L. N., & Bell, R. O. (1981). Parents and families. In J. M. Kauffman & D. P. Hallahan (Eds.), Handbook of special education (pp. 688-713). Englewood Cliffs, N.J.: Prentice-Hall.
- Strang, R. (1960). Helping your gifted child. New York: E. P. Dutton.
- Treffinger, D. J., & Fine, M. J. (1979). When there's a problem in school. G/C/T, No. 10, 3-6.
- Webb, J. T., Meckstroth, E. A., & Tolan, S. S. (1982). Guiding the gifted child: A practical source for parents and teachers. Columbus: Ohio Psychology Publishing.



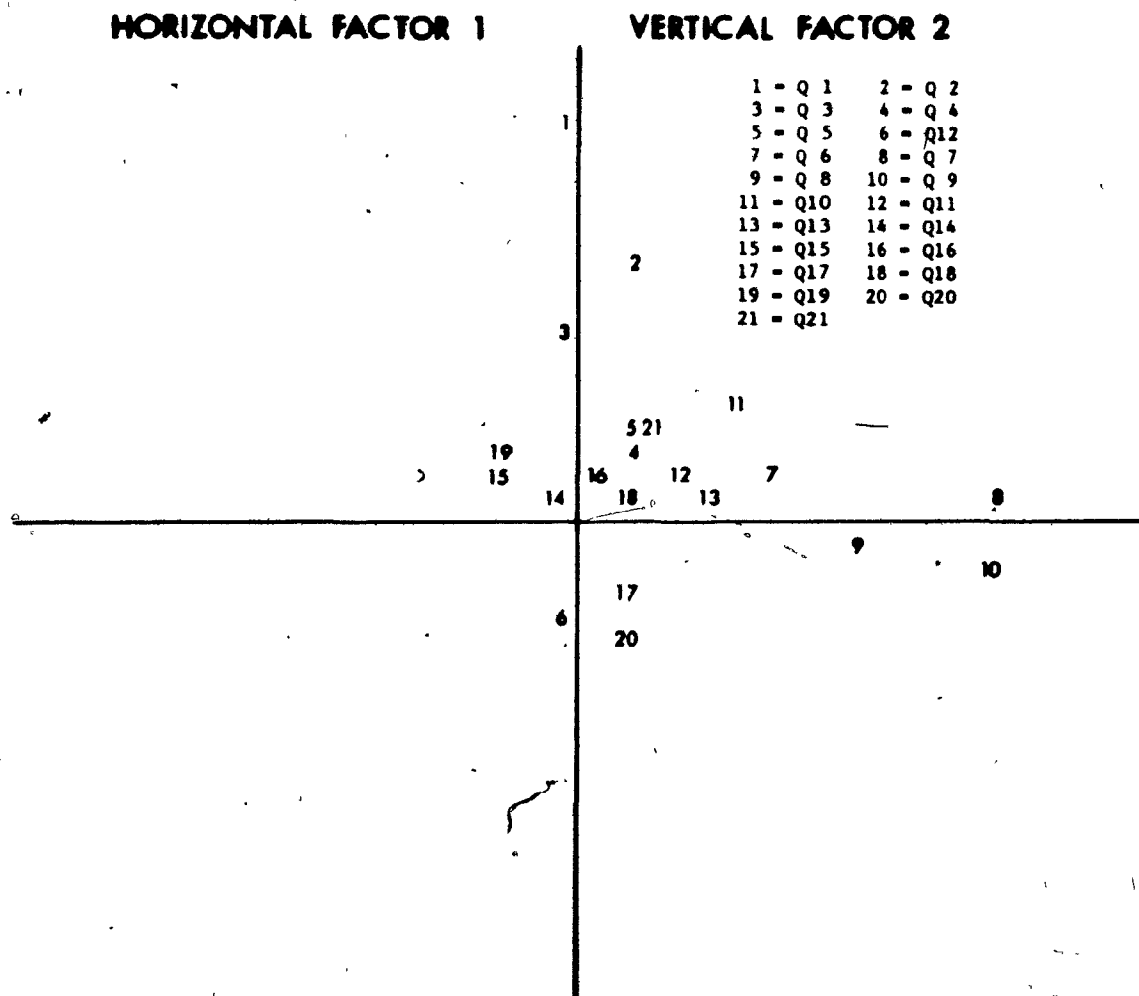


Figure 1. The responses to 21 questionnaire items plotted in a reduced space defined by Factor 1, which explained 26.0% of the variance, and Factor 2, which explained 22.2%.

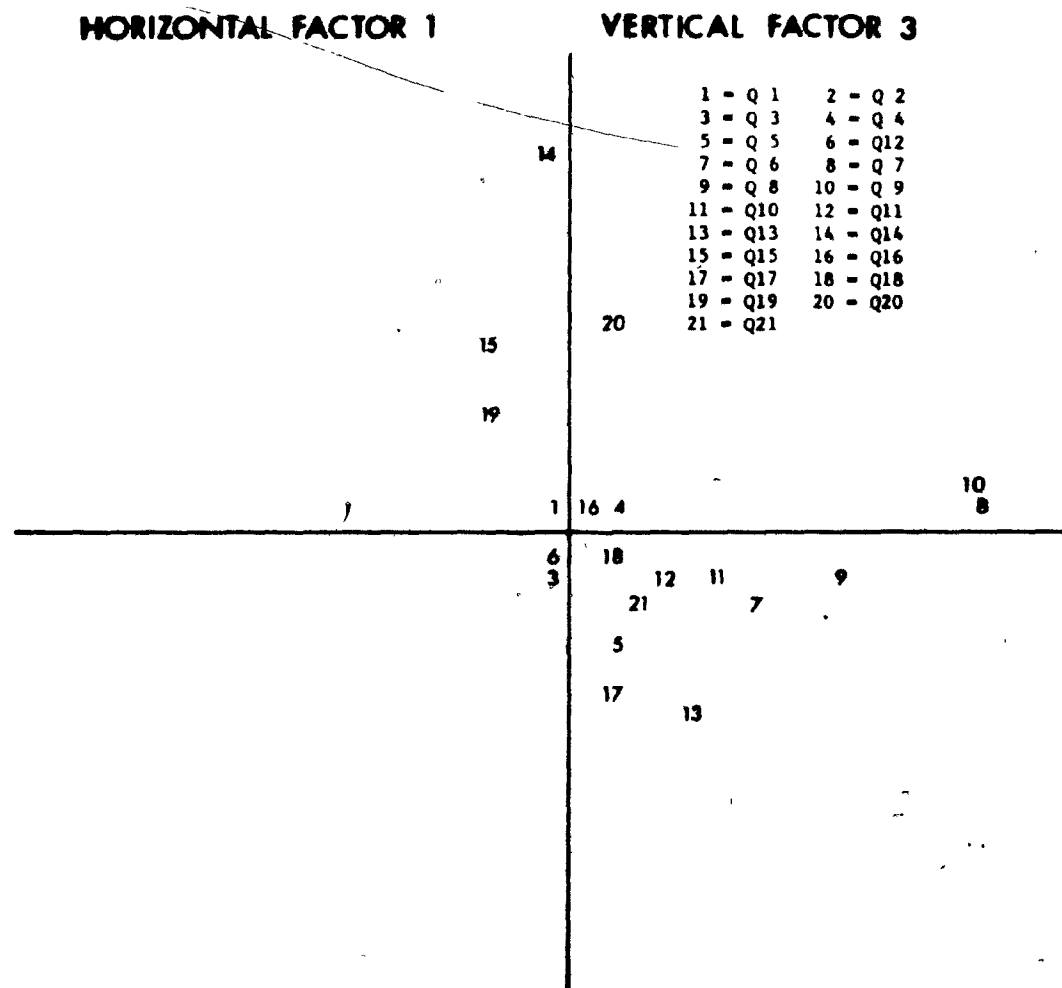


Figure 2. The responses to 21 questionnaire items plotted in a reduced space defined by Factor 1, which explained 26.0% of the variance, and Factor 3, which explained 17.1%.

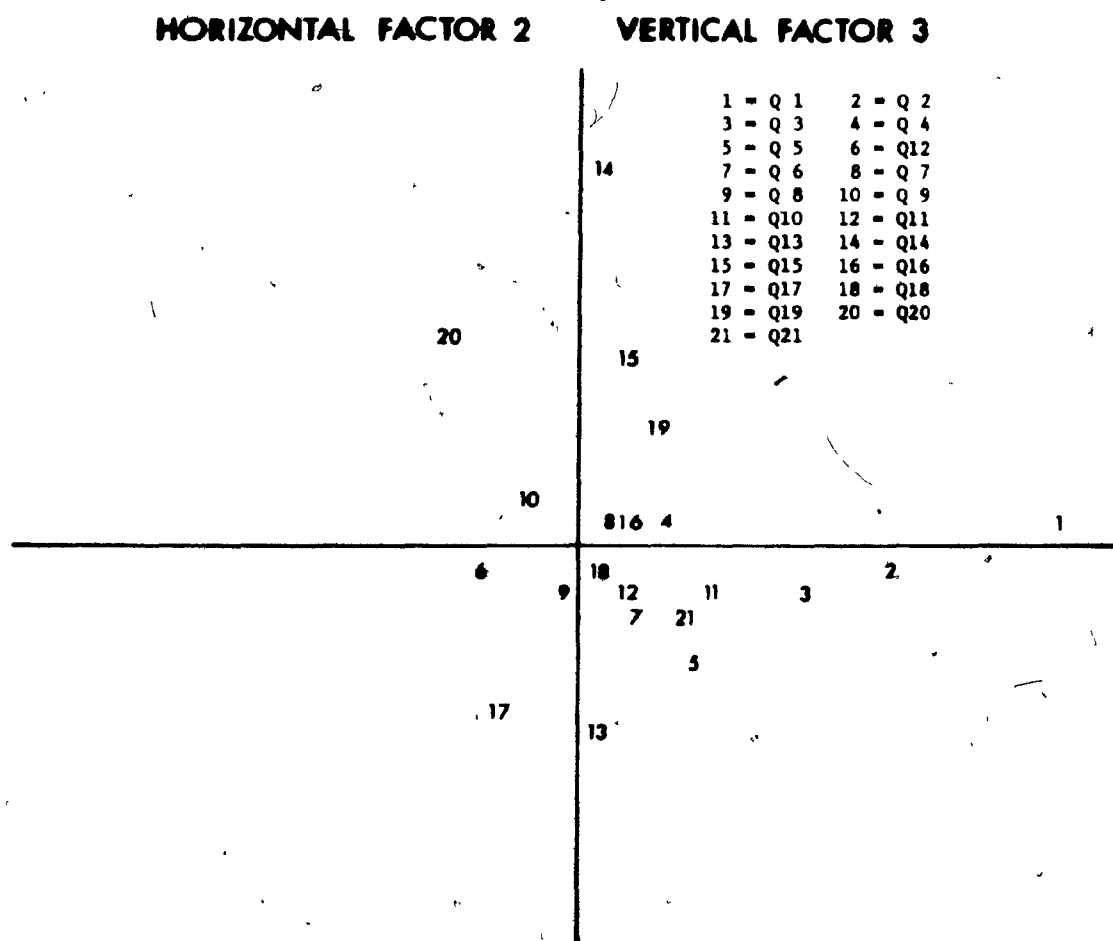


Figure 3. The responses to 21 questionnaire items plotted in a reduced space defined by Factor 2, which explained 22.2% of the variance, and Factor 3, which explained 17.1%.

APPENDIX I. Questionnaire answered by parents in the study  
(July, 1983).



McGill  
University

73

Faculty of Education  
Summer School for Gifted and Talented Children

July 11, 1983

Dear Parents:

One of the functions of the McGill Summer School for Gifted Children is research into the nature and needs of the gifted. The attached survey will form a data base for a study on the concerns of parents of gifted children. The plan is to use these data to design future courses and programs to support these parents.

We would like each parent to fill out a form for each child attending the Summer School. All information will be held in the strictest confidence. It is very important that this survey be returned to your child's Summer School teacher by July 15, 1983, at the latest.

We hope to have the results of this study available by late autumn of this year. Thanking you for your cooperation, we wish you and your children a pleasant and fulfilling summer.

Sincerely yours,

Linda Ross,

M.A. Student

Bruce M. Shore  
Supervisor and Program Director

OVER, PLEASE

PARENT SURVEY

McGill Summer School for Gifted Children 1983.

**THIS SURVEY IS TO BE COMPLETED BY PARENTS**

Each parent should complete, independently, a form for each child in the McGill Summer School.

Return this survey to your child's teacher by July 15, 1983.

All information will be held in strictest confidence.

## Part A

CONCERNS OF PARENTS OF GIFTED CHILDREN

In the following section statements are made. Please indicate your opinion by circling the appropriate response:

STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

Please answer each question or answer N/A-not applicable.

1. It is the parents' responsibility to identify a gifted child.  
STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

2. I am familiar with the characteristics of gifted children.  
STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

3. Schools, not parents, should identify gifted children.  
STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

4. Gifted children do not need special help because they can make it on their own.  
STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

5. Gifted children are not aware of being different.  
STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

6. Gifted children need more parental attention than other children.  
STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

7. There is a lot of competition in our family.  
STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

8. Gifted children are more difficult to discipline than most children.  
STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

.../2

9. Sibling rivalry is more intense in my family than in other families.  
 STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

10. Gifted children are different from other children.  
 STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

11. I feel threatened by my child's ability.  
 STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

12. I need more information on the characteristics of gifted children.  
 STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

13. I am concerned that I do not provide my child with enough intellectual stimulation.  
 STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

14. I provide my child with the appropriate educational opportunities.  
 STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

15. I am satisfied with my child's social development.  
 STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

16. I am concerned that my child does not participate in athletic activities.  
 STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

17. I am unsure what my role is in my child's education.  
 STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

18. The school is responsible for my child's education.  
 STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

19. It is my responsibility to fill in the gaps that the school misses.  
 STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

20. I find it easy to approach my child's school.  
 STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

21. I am always looking for the right school for my child.  
 STRONGLY AGREE      AGREE      NO OPINION      DISAGREE      STRONGLY DISAGREE

22. What is your main concern about your child? Please use the space provided.

---



---



---



---

23. Comments:

## Part B

FAMILY INFORMATION

PLEASE PRINT Please answer all questions or answer N/A-not applicable.

Name of parent/guardian Surname: \_\_\_\_\_ First name: \_\_\_\_\_

Relationship to child (check one):

Mother \_\_\_\_\_ Father \_\_\_\_\_ Other (specify) \_\_\_\_\_

Marital Status \_\_\_\_\_ Occupation \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ postal code \_\_\_\_\_

Telephone: Home: \_\_\_\_\_ Work: \_\_\_\_\_

Name of child in Summer School \_\_\_\_\_ Sex \_\_\_\_\_

Date of birth: Day \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_ Last grade completed \_\_\_\_\_

School \_\_\_\_\_ School Board \_\_\_\_\_

Who first identified this child as gifted? (check one):

Mother \_\_\_\_\_ Father \_\_\_\_\_ Teacher \_\_\_\_\_ Psychologist \_\_\_\_\_ Other(specify) \_\_\_\_\_

Other children in the family:

Name \_\_\_\_\_ Birth Date: Day \_\_\_\_\_ M. \_\_\_\_\_ Yr. \_\_\_\_\_ Sex \_\_\_\_\_

Name \_\_\_\_\_ Birth Date: Day \_\_\_\_\_ M. \_\_\_\_\_ Yr. \_\_\_\_\_ Sex \_\_\_\_\_

Name \_\_\_\_\_ Birth Date: Day \_\_\_\_\_ M. \_\_\_\_\_ Yr. \_\_\_\_\_ Sex \_\_\_\_\_

Name \_\_\_\_\_ Birth Date: Day \_\_\_\_\_ M. \_\_\_\_\_ Yr. \_\_\_\_\_ Sex \_\_\_\_\_

Name \_\_\_\_\_ Birth Date: Day \_\_\_\_\_ M. \_\_\_\_\_ Yr. \_\_\_\_\_ Sex \_\_\_\_\_

Place an x beside the names of those children you feel may be gifted.

Have you ever participated in a program on parenting gifted children?

Yes \_\_\_\_\_ No \_\_\_\_\_

Do you feel that you were a gifted child? Yes \_\_\_\_\_ No \_\_\_\_\_

Does your child's other parent feel that he or she was a gifted child?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_

Please return this survey to your child's McGill Summer School teacher by July 15, 1983.

Thank you for your cooperation.



## APPENDIX II

## Item-by-item rationale of the questionnaire

Characteristics and identification of giftedness.

Parents want to be involved in the identification process but many feel they have insufficient experience and knowledge (Dettman & Colangelo, 1980).

Item	Rationale
1. It is the parents' responsibility to identify a gifted child.	Parents are often uncertain about their responsibility in the identification of the gifted (Dettman & Colangelo, 1980).
2. I am familiar with the characteristics of gifted children.	Parents have strong concerns in the area of characteristics and identification procedures (Ness, 1979).
3. Schools, not parents, should identify gifted children.*	Parents may sense that a child is bright but may not have the skills to identify the child's specific strengths (Dunlap, 1958).
4. Gifted children do not need special help because they can make it on their own.*	"Contrary to what most people believe, a gifted mind is not necessarily able to find its own way." (Webb, Meckstroth & Tolan, 1982, p. 10).
5. Gifted children are not aware of being different.*	Parents report that gifted children feel different (Freeman, 1979).
12. I need more information on the characteristics of gifted children.	Many parents do not know what characteristics to look for (Ginsberg & Harrison, 1977). There are also difficulties for parents due to a lack of specific criteria (Hitchfield, 1973).

\*This item underwent a reversal in coding in the statistical analysis.

### Family relationships

Ross, A. O. (1979) states that the extent of the problem depends on how different the child is from the other family members. The more different the child is the more intense the impact on the family.

Item	Rationale
6. Gifted children need more parental attention than other children.	Parents may feel they have to differentiate their parenting style because of the child's giftedness (Kranz, 1982; Moore, 1982; Parker, 1975).
7. There is a lot of competition in our family.	Competition and sibling rivalry are issues of concern to parents. Dettman & Colangelo, 1980; Parker, 1975; Petersen, 1977; Ross, 1979; Strang, 1967; Webb, Meckstroth & Tolan, 1982).
9. Sibling rivalry is more intense in my family than in other families.	
8. Gifted children are more difficult to discipline than most children.	Webb, Meckstroth & Tolan (1982) report parents' descriptions of the difficulties in disciplining their gifted children.
10. Gifted children are different from other children.	The more different the child the more intense the impact on the family (Ross, A.O. 1979). Freeman (1979) states that a feeling of differentness is a characteristic of giftedness.
11. I feel threatened by my child's ability.	Competitive parents may feel threatened by their gifted children (Greenstadt, 1981).

### Achievement, social and athletic development

Parents are profoundly concerned and often anxious about a gifted child's achievement; parents want their child to maximize talents and reach their potential (Dettman & Colangelo, 1980). Ross, A. O. (1979) adds that parents feel their children have special needs in the areas of social and athletic development.

Item	Rationale
13. I am concerned that I do not provide my child with enough intellectual stimulation.	Coleman's (1982) survey found that parents are concerned with "stimulating and fostering emerging talent" (p. 47). Parents ask what they can do to support their children's gifts (Fine, 1977) and how to continue developing strengths (Malone, 1975).
14. I provide my child with the appropriate educational opportunities.	
15. I am satisfied with my child's social development.	Children may be loners, have imaginary friends, feel rejected by neighborhood children, or have friends that parents may be uncomfortable about (Webb, Meckstroth & Tolan, 1982).
16. I am concerned that my child does not participate in athletic activities.	Parents may experience conflicting feelings about their child's level of participation in athletics (Ross, A. O. 1979).

Parent/School relationship

Item	Rationale
17. I am unsure what my role is in my child's education.	Parents want to be involved in their children's education but are unsure what their role should be (Bridges, 1973; Dettman & Colangelo, 1980; Fine, 1977; Hackney, 1981). Both individual parents and parent organizations consistently express concerns about getting school systems to deal with their children's needs and about their own role in fostering their children's talents and creativity (Fine, 1977).
18. The school is responsible for my child's education.	"Parents sometimes place all the responsibility with the schools yet are dissatisfied with the result" (Dettman & Colangelo, 1980, p. 159).
19. It is my responsibility to fill in the gaps that the school misses.	Parents feel that it is their responsibility to fill in "gaps" (Freeman, 1979; Malone, 1975).
20. I find it easy to approach my child's school.	Dembinski & Mauser (1978) report parents may feel uneasy about approaching schools.
21. I am always looking for the right school for my child.	The literature has examples of parents looking for a suitable school for their gifted child (Bridges, 1973; Gogel & McCumsey, 1983; Moore, 1982).

APPENDIX III. Coded data from responses to the questionnaire.

2	1	12106	3111	1213	222222	144 25	4223	44224	2	1
2	1		21	1221	223123	155344	5122	44224		2
2	2	22116	3221	32 3	434232	444324	3234	43222	2	1
2	2		12	32 3	434232	444324	3234	43222	9	2
2	3	31146	6311	32 3	234122	444445	4224	32132	10	1
2	3		21	3223	134242	443435	4224	41232	5	2
2	4	42129	4211	3221	234122	414124	4324	45123	3	1
2	4		21	5222	442241	222324	1326	24333	5	2
2	5	51146	6211	3223	222124	444544	2214	44214	1	1
2	5		21	3233	212224	544445	2124	44222	1	2
2	7	71151	6214	5222	414113	424425	2445	55123		1
2	7		2							2
2	8	81118	4311	3222	224242	244424	2225	42124	2	1
2	8		21	3222	224222	244435	4215	42224	23	2
2	9	91107	4211	3211	452221	435445	1222	24214	17	1
2	9		21	2213	242111	324415	2542	24123	17	2
2	10	102138	5211	3213	434442	441353	3115	22221	12	1
2	10		21	3221	424442	442444	2224	2222		2
2	11	111139	5211	3222	224222	424444	2425	44222	7	1
2	11		21	3222	234222	445444	2424	44232	7	2
2	12	121135	5211	3212	442222	444444	4224	55221	2	1
2	12		21	221	42222	444444	4224	45221	4	2
2	13	132157	7111	1121	22 112	224424	1446	44226	42	1
2	13		21	3112	222222	424415	2255	5 125	3	2
2	14	131118	4211	3121	22 112	224424	2226	44224	41	1
2	14		21	3112	222222	424414	2225	4 115		2
2	15	141117	4111	1222	222222	414244	5114	54 22		1
2	15		21	1222	232222	212224	2323	44223		2
2	16	152113	3211	2221	222242	422424	2224	42222	18	1
2	16		21	2222	242231	213224	2222	42121	21	2
2	17	162114	3111	3221	434221	112545	1435	44221	2	1
2	17		21	3212	465121	124455	1224	45121	2	2
2	18	172151	6111	3211	425441	344323	2222	21222	2	1
2	18		21	3211	235241	444323	1122	22223	12	2
2	19	182147	6 11	5223	443232	222223	2333	23133	5	1
2	19		21	1222	422214	211124	2224	42214	5	2
2	20	191131	5111	3212	222124	242424	4225	45122	42	1
2	20		21	3222	242222	222224	2324	22224	53	2
2	21	202111	3221	3222	215251	442425	4124	42211		1
2	21		1							2
2	22	211124	4221	3213	324543	422344	3224	42324	13	1
2	22		1							2
2	23	222136	5211	3222	444342	261644	2244	22224	5	1
2	23		21	32 3	444342	2 1 44	2244	222	5	2
2	24	232138	5211	3222	224242	1454 3	2213	42114	2	1
2	24		21	3223	224224	244545	2213	52124	2	2
2	25	242122	4511	3221	424242	244444	5222	32221	1	1
2	25		2							2
2	26	252134	5211	3222	444242	424445	4215	42112	3	1
2	26		21	5222	324223	333445	4224	42233	0	2
2	27	261166	7111	5223	442242	444424	2224	44222	2	1
2	27		21		222242	244444	4242	44222	3	2
2	28	272130	5611	3222	445121	121344	2244	34343	6	1
2	28		21	3222	435124	211344	2 45	55233	6	2
2	29	281129	4411	3222	434442	434334	2224	22123		1
2	29		21	3222	435124	211344	2 45	55233	6	2
2	30	291154	7217	1211	22 112	444445	2424	24424		1
2	30		2							2

2	31	302140	5311	1221	222112	214325	4115	44221	1	1
2	31		21	1212	122222	222324	4224	44222	1	2
2	32	311148	6221	3211	424224	224444	2211	44114	1	1
2	32		1							2
2	33	322 99	2211	5111	212132	324425	5124	53213		1
2	33		2							2
2	34	322134	5111	5111	212132	324425	5114	53213		1
2	34		2							2
2	35	331114	3211	3221	444111	244425	2222	44223	2	1
2	35		2							2
2	36	341150	6111	2223	442122	444424	2224	44132	1	1
2	36		21	2222	222224	444455	4214	44124	5	2
2	37	352108	3411	3222	444232	444444	3324	32333		1
2	37		21	2213	444222	444424	4224	42234		2
2	38	362148	6111	5223	442242	412244	4224	44112	136	1
2	38		21	5222	442141	111225	2244	42224	13	2
2	39	362148	6111	5223	442242	414244	4224	44212		1
2	39		21	5222	444141	414225	2224	42224	5	2
2	40	371128	5211	121	242121	444424	2424	45122	1	1
2	40		21	1211	224244	141425	1425	44124	1	2
2	41	382106	3111	5221	414112	2444 4	4243	44114	3	1
2	41		21	5212	425222	224224	4243	52224		2
2	42	392146	6211	3222	434542	445545	2114	24113	2	1
2	42		21	3222	444142	444445	2224	24224	2	2
2	43	401130	5211	3222	424242	444445	2224	42214	5	1
2	43		21	3223	444242	444344	4224	32224	4	2
2	44	411144	6111	3222	424242	444445	2224	42214	3	1
2	44		21	3223	444242	444344	4222	22224	4	2
1	1	11134	5221	3212	222222	242445	2224	32222	163	1
1	1		1							2
1	2	21 80	1621	2223	122222	444334	4222	44222	9	1
1	2		1							2
1	3	31138	5211	3221	444111	144444	2424	14224		1
1	3		2							2
1	4	42158	7111	3122	224112	224425	1241	25123	141	1
1	4		21	21 1	121112	124425	2222	4 122	153	2
1	5	41109	3211	3122	222112	224436	1442	45123	11	1
1	5		21	21 1	121112	124425	2222	44122	13	2
1	6	52 75	0613	1223	323131	364335	2 15	5511	1	1
1	6		2							2
1	7	61135	5611	3222	334242	265644	2224	432 2		1
1	7		21	3222	333222	264644	4224	43223	2	2
1	8	71119	4611	2211	222224	422444	6246	44121	2	1
1	8		2							2
1	9	82116	3321	5213	544224	444444	5232	42224		1
1	9		11	3211	434223	354435	4323	42224	2	2
1	10	92 98	3613	3212	224142	264645	4122	45112		1
1	10		2							
1	11	112154	7111	222	424442	244424	4244	24222	3	1
1	11		21	1212	322222	242424	2254	22242	3	2
1	12	112140	6211	5223	322124	424325	4226	42244	13	1
1	12		21	5223	422224	444324	4224	42224	1	2
1	13	121 94	3112	1114	122111	441312	1225	52131	1	1
1	13		2							2
1	14	131 73	0211	3222	224142	245442	2224	44242	121	1
1	14		2							2
1	15	141140	5111	123	444222	444334	2324	22224	1	1
1	15		21	3112	442422	323444	2444	42222	1	2

1	16	152106	3111	1221	2 2 2	21132	2 25	44122	16	1
1	16		21	1213	2 4432	234345	4224	42242	1	2
1	17	162 93	1311	1222	224222	445425	4225	42424	2	1
1	17		2							2
1	18	171143	6611	321	22222	454				1
1	18		21	222	222222	444424	2222	44222	1	2
1	19	182128	5111	1211	222122	154514	2124	24121	4	1
1	19		21	1211	122242	154525	4115	54211	4	2
1	20	192141	5612	1222	425242	2 2624	2422	22222	13	1
1	20		2							2
1	21	201118	4621	3222	424244	452345	5224	54122	2	1
1	21		1							2
1	22	211139	5111	1212	224222	444344	1425	53111	1	1
1	22		21	1212	223223	434444	4224	44222	1	2
1	23	222165	8617	1211	313115	253315	5124	53113		1
1	23		2							2
1	24	231136	5111	1233	22 122	4242 4	2222	42111	12	1
1	24		21	12 3	22 222	424244	1222	24211	1	2
1	25	241110	3314	1211	325222	222314	4224	34221	111	1
1	25		2							2
1	26	252 73	0211	4221	222222	242444	4233	44232	2	1
1	26		21	4212	222242	242424	4233	42223	2	2
1	27	262158	7117	3211	424112	422224	4125	42222	1	1
1	27		27	3213	424212	222224	4135	44222	2	2
1	28	272115	3111	3222	111112	124224	2214	22121	54	1
1	28		21	3222	235111	424235	2314	42114	14	2
1	29	282137	5311	1213	224624	424425	4224	54123	5	1
1	29		2							2
1	30	291159	7117	11 1	222122	323232	2444	34243		1
1	30		2							2
1	31	292144	5517	1111	222122	323234	2424	44222	3	1
1	31		2							2
1	32	301 73	0611	1211	242231	424325	1415	24151	1	1
1	32		2							2
1	33	312157	7111	1216	223111	225535	22 5	45111	1	1
1	33		21	12 6	2 2 22	444424	4224	4 2	1	2
1	34	311124	4211	1216	223112	225565	2115	44111	1	1
1	34		21	12 6	2 2 22	444424	4224	4 2	1	2
1	35	322 82	111	1121	2	424	1424	1121	1	1
1	35		2							2
1	36	332105	3311	1221	222142	224424	2324	53212	1	1
1	36		2							2
1	37	342117	3111	1222	424152	111115	1554	21313	1	1
1	37		21	1222	444121	121225	2441	24233	2	2
1	38	351 91	1211	1111	212222	442445	2226	44222	2	1
1	38		21	1111	223121	122344	4424	44231	1	2
1	39	362115	3211	32	224241	444444	2214	22214		1
1	39		21	3222	212222	444444	4215	54222	2	2
1	40	371126	4621	1211	224232	423344	4225	42224	2	1
1	40		1							2
1	41	381147	6111	3213	333222	464335	2326	44223	1	1
1	41		2							2
1	42	391 82	1321	1211	224212	224425	4215	34222	5	1
1	42		1							2
1	43	392 96	2221	1211	224212	224425	4224	24222	13	1
1	43		1							2
1	44	392142	6121	1211	224212	224425	4234	54122	13	1
1	44		1							2



1 45	401179	8611	1122	212122	454625	5244	54222	13	1
1 45		2							2
1 46	411109	3611	1211	123323	253524	1443	34151	17	1
1 46		2							2
1 47	421115	4211	1222	424122	445545	3526	45131	1	1
1 47		21	1222	322222	445444	1226	44232		2
1 48	432110	3611	1222	213125	443625	5115	54332	1	1
1 48		21	1222	223242	344424	4225	44224		2
1 49	441154	7111	1111	212212	224425	5122	45212	15	1
1 49		21	1111	121151	111315	2122	44221	1	2
1 50	451175	8211	1221	222142	242444	2224	44224	241	1
1 50		21	1213	223132	222445	2224	34222	1	2
1 51	451 87	1411	1221	222142	242444	2224	44224	241	1
1 51		21	12 3	223132	222445	2224	34222	1	2
1 52	451103	2311	1221	222142	222444	2224	44224	241	1
1 52		21	12 3	223132	222445	2224	34222	1	2
1 53	461 99	3111	223	2 2222	254444	2245	22242	1	1
1 53		21	1223	244222	242444	2225	22224		2
1 54	471154	7612	52 3	242212	244624	2442	42242	13	1
1 54		2							2
1 55	481143	5311	3213	134231	344323	3224	41222		1
1 55		21	3213	234232	424344	4224	42222	10	2
1 56	492110	3612	1213	323112	333624	2222	43341	2	1
1 56		2							2
1 57	501122	4111	3222	454141	244435	2214	55115	1	1
1 57		21	3222	444241	444425	2224	45224	15	2
1 58	501108	4211	3222	454141	244435	2224	55115	1	1
1 58		21	3222	444241	444425	2224	45224	1	2
1 59	502 85	1311	3222	454141	244435	2224	55115	6	1
1 59		21	3222	444241	444425	2244	45224	1	2
1 60	512115	3112	3213	424123	453425	4124	44124		1
1 60		2							2
1 61	522143	6611	3222	434142	262623	2242	22242	1531	1
1 61		2							2
1 62	531115	3211	1211	424112	222424	2225	45111	2	1
1 62		21	1211	225114	224324	4223	44224	3	2
1 63	541 80	0211	1223	424122	245525	5115	52115	4	1
1 63		21	1222	333122	244525	4215	44414		2
1 64	552120	4111	1222	422112	224324	2324	42423	1	1
1 64		21	31 2	434222	355525	423	44 24	1	2
1 65	561117	4623	3223	224442	564645	4224	44122	10	1
1 65		1							2
1 66	572135	5311	31 2	2	425	4324	44244	13	1
1 66		2							2
1 67	582 93	1621	1222	2442 2	444434	2226	44222	21	1
1 67		1							2
1 68	591134	5111	2211	424124	244425	4244	44222	2	1
1 68		21	2222	222212	422455	4224	54222	63	2
1 69	602 94	2611	2111	224242	362624	4224	42242	173	1
1 69		2							2
1 70	612108	3612		422222	364625	4222	44224	2	1
1 70		2							2
1 71	621119	4211	3121	222212	243534	4242	45114	3	1
1 71		21	222	444222	444444	2424	45126	1	2
1 72	621140	5111	3121	222212	243534	4242	45114	3	1
1 72		21	3222	444222	444444	2444	45226	13	2
1 73	631131	5311	2123	224122	444424	4224	22223	3	1
1 73		21	2112	224122	443425	2424	22242	2	2

1 74 632147 6211	3123	225111	444414	4223	22243	31	1
1 74 21	3112	224122	443425	2444	22242	12	2
1 75 641 88 2613	3223	244242	364655	2425	44 13	16	1
1 75 2							2
1 76 651146 7111	2222	244142	514244	1114	55221	1	1
1 76 21	2222	243142	421245	1122	45121	1	2
1 77 651122 5211	222	244152	514244	1214	5521	1	1
1 77 21	1222	243142	421245	1122	45121	1	2
1 78 661 97 2111	12 1	222224	443444	4224	42242	1	1
1 78 21	1212	223422	334425	2424	32352	1	2
1 79 671 87 1613	3211	142112	2343 5	1445	45 5	31	1
1 79 2							2
1 80 682157 7111	223	342232	344444	2223	44221		1
1 80 21	223	212142	224314	1122	52122		2
1 81 681 91 1211	223	233242	242424	2223	44221		1
1 81 21	223	212142	22431	1122	52123		2
1 82 692142 6121	11	214222	224425	5225	52121	2	1
1 82 1							2
1 83 701165 7311	1223	424112	422445	4141	54122	16	1
1 83 21	5223	313222	554425	2132	44211		2
1 84 711100 2611	1213	214142	455545	4225	54124	2	1
1 84 2							2
1 85 721163 7313	222	343224	253535	5224	44224	2	1
1 85 2							2
1 86 731150 6612	1223	234222	244344	2214	24222	53	1
1 86 2							2
1 87 742113 4121	3211	415552	444444	4224	44222	10	1
1 87 1							2
1 88 752149 6111	1213	224112	252425	4254	44214	13	1
1 88 2							2
1 89 761111 3211	1213	222122	222324	1242	24141	2	1
1 89 2							2
1 90 761149 6111	1213	222125	222324	1241	24521	2	1
1 90 2							2
1 91 772149 6611	3222	434242	444434	4224	42333	1	1
1 91 21	3223	434223	444435	4224	41231	10	2
1 92 781149 6111	4221	225221	114215	1215	22241	4	1
1 92 21	4212	124242	225325	4125	55111	2	2
1 93 791142 5621	1212	224222	244624	2224	32222	1	1
1 93 1							2
1 94 802110 3127	1223	12 542	222314	1416	52226	16	1
1 94 1							2
1 95 811103 2211	3222	244232	225445	4214	42224	4	1
1 95 21	3222	444232	424435	2214	42212	1	2
1 96 822133 522	3211	622132	445454	2342	21121		1
1 96 1							2
1 97 832109 3211		222141	124424	2224	42222		1
1 97 21		232222	222224	2324	24232		2
1 98 841 98 2311	1222	224122	415445	4415	42226	1	1
1 98 21	1222	424242	224424	4224	44226	1	2
1 99 851 79 0221	1222	222 24	141412	1115	52111	1	1
1 99 1							2
1100 862 70 0611	222	222111	454625	4241	24124		1
1100 21	222	421111	54615	4221	25224	3	2
1101 871125 5612	5121	242112	245445	2541	24451	42	1
1101 2							2
1102 881130 5211	1111						1
1102 2							2

1103	882146	6111	1111	224224	242334	2224	43222		1
1103		2							2
1104	892111	3321	3122	232242	422224	2224	22222	1	1
1104		1							2
1105	901114	3111	3222	224222	424424	2224	42222	162	1
1105		21	3222	325321	422124	1224	44111	162	2
1106	912 71	0617	3213	322221	444343	2324	44322		1
1106		2							2
1107	922103	3311	1113	222422	424424	2224	42242	1	1
1107		21	1221	444222	424424	2 24	42242	1	2
1108	922148	6211	1113	22422	424424	2224	42242	12	1
1108		21	1221	444222	424424	2224	42242	1	2
1109	932116	4111	1221	222221	444245	2224	44114		1
1109		21	1221	122222	444444	2224	44224		2
1110	941100	2111	3211	222142	442325	4214	42224		1
1110		21	3221	241232	242435	4224	44134		2
1111	952105	3211	3222	244222	444444	4115	42224	2	1
1111		21	3222	244242	454545	4215	42211	2	2
1112	951133	5111	3222	244222	444445	5115	42224	2	1
1112		21	3222	244242	454545	4215	42211	2	2
1113	962125	4111	3212	124432	444444	2234	22222		1
1113		21	3222	242241	545445	4334	52223		2
1114	971114	3211	3222	444242	442444	2224	44212		1
1114		2							2
1115	972126	4111	1222	444222	442444	1224	44212		1
1115		2							2
1116	982138	5211	1211	224123	224424	1424	42251	1	1
1116		2							2
1117	982173	7111	1211	224112	224423	1445	42241	531	1
1117		2							2
1118	991158	7311	1211	125111	114115	5121	52121	2	1
1118		2							2
1119	1001187	9111	1213	242222	224424	4224	442 4	36	1
1119		21	2211	232223	324424	4214	44224	3	2
1120	1002136	5211	3213	242222	224424	4224	44144	36	1
1120		21	3211	232223	324424	4224	44224	3	2
1121	1012156	7211	3222	445442	445545	4242	22232		1
1121		21	3222	444424	244444	4221	32222		2
1122	1022122	4111	3222	234222	324245	1224	32232	1	1
1122		21	3222	224232	424234	2243	32131		2
1123	1032 97	2111	3222	444122	455524	4224	44142	2	1
1123		21	3222	344222	354325	4215	55114	2	2
1124	1041148	6111	3223	345242	434344	2125	34221	2	1
1124		21	3223	445342	434344	2114	33221	2	2
1125	1042121	4211	3223	345242	434344	2125	34221	2	1
1125		21	3223	445342	434344	2115	33221	2	2
1126	1052135	5111	2221	232231	424325	1324	22222	12	1
1126		21	2212	222233	424425	2424	22242	1	2
1127	1062134	5611	1221	424121	121214	2251	22211	1	1
1127		21	3213	244 22	2636 4	42 4	42 22	1	2
1128	1071116	3111	1211	121122	34552	2225	54121	2	1
1128		2							2
1129	1082108	3211	3213	444241	221225	5225	44211	1	1
1129		21	3221	425242	123225	422	22111	151	2
1130	1092 68	0111	4222	415122	142525	5544	315 2	1	1
1130		2							2
1131	1102119	4231	3222	222224	412424	4241	42224	5	1
1131		21	3222	424522	214124	4325	42224	1	2

11321111 82 1211	1222	4 4232	244444	4224	44222	1	1
1132	21	3223	424442	444244	2424	24242	1 2
11331112112 3111	3222	425232	244444	4224	44222	1	1
1133	21	3222	424442	444242	2224	24242	13 2
11341121 93 2111	1211	112114	111225	4225	42242	111	1
1134	21	1211	224114	211215	4224	45142	14 2
11351132145 6211	2211	224341	251424	4214	21121		1
1135	21	3211	224221	242424	4224	42122	1 2
11361141147 6111	1121	323223	424235	2233	44222		1
1136	21	1212	224222	414145	5133	4 111	6 2
11371152124 5321	3222	334222	244424	2444	24222		1
1137	1						2
11381161145 6611	3223	342242	343624	2234	03222		1
1138	21	3223	442342	344444	3234	43222	2
11391171 99 2111	3221	444221	222425	2224	52222	23	1
1139	21	3212	344342	442345	2234	43232	2
11401171 99 2111	3221	444222	222425	224	52222	3	1
1140	21	3212	344322	442345	2234	43232	2
11411181 84 1121	3224	264232	263624	4224	42231	12	1
1141	1						2
11421191 96 2211	222	224244	444444	4224	4 224		1
1142	2						2
11431202 95 2211	1222	422123	444445	4224	54233	1	1
1143	2						2
11441201140 5111	1222	422123	444445	4224	54243	1	1
1144	2						2
11451212114 3211	3121	442222	444424	2324	24242	191	1
1145	21	3112	222222	444424	2324	44233	191 2
11461212145 6111	5121	442122	444423	2334	24242	42	1
1146	21	5112	223222	444443	2334	44242	1 2
11471222127 4211	3122	115124	542424	4124	52124	13	1
1147	2						2
11481221177 9111	1122	225124	542424	4124	52124	13	1
1148	2						2
11491232 73 0111	1213	224112	443424	4242	42242	2	1
1149	21	1221	122122	344425	2224	44242	2
11501242115 3115	1222	245241	443345	4115	41121	1	1
1150	25	1222	245242	554345	5115	42222	1 2
11511251103 2613	1213	222242	244644	2224	44224	2	1
1151	2						2
11521262 94 2211	1221	222222	4244 2	4222	55515	2	1
1152	21	1213	223243	444424	4322	43212	10 2
11531271158 7611	3213	223232	252324	1431	41231	1	1
1153	2						2
11541282 64 0111	12 2	233222	222344	2425	44241	42	1
1154	21	1211	434442	322234	3325	23223	2
11551242 89 1215	1222	245241	443345	4115	41 12	1	1
1155	25	1	245242	5 4345	5115	42222	1 2
11561292137 6311	1226	424122	244444	4224	44124	12	1
1156	21	1212	424112	224424	2224	4222	23 2
11571302100 2611	5211	3222 2	2416 4	4224	44222	234	1
1157	21	5213	331242	232635	4235	44231	263 2
11581311 80 1611	3223	234131	355645	4122	44142	2	1
1158	2						2
11591321 94 2611	3221	444222	222324	4222	44222	1	1
1159	2						2
11601331130 5212	1221	422222	224224	2215	44422	10	1
1160	2						2

11611342 94 2222	3233	442221	245425	2524	24226	1	1
1161	1						2
11621351170 8111	3211	424122	254445	4442	42224	161	1
1162	2						2
11631351103 2211	3211	424122	254445	4442	42224	1	1
1163	2						2
11641362115 3211	3223	445221	455545	2314	45125	23	1
1164	21	3222	444222	424424	4223	34222	2
11651371182 9313	3213	233222	534425	2325	54112	211	1
1165	2						2
11661382130 6611	1211	122114	165624	2226	41121	2	1
1166	21	211	222225	264625	2236	44222	2
11671392113 3112	1222	222122	245425	421	42222	2	1
1167	2						2
11681401129 5614	3222	445524	263322	2214	41314	2	1
1168	2						2
11691411140 6112	1113	222224	244424	2424	44223	51	1
1169	2						2
11701421118 4111	222	223232	344443	2222	44244		1
1170	2						2
11711431152 5311	3221	425135	453335	5113	44311	24	1
1171	2						2
11721442 81 1111	4223	442121	121424	2244	22221	53	1
1172	2						2
11731451166 8622	3223	242 42	264644	2242	4266		1
1173	1						2
11741462181 9111	2	234232	343434	2242	22232		1
1174	21	3213	334232	244443	2242	24222	2
11751472180 9212	1221	224122	344524	2242	42154	2	1
1175	22	1213	124122	244425	4222	45124	4
11761482 89 1211	2111	222112	225425	2225	42222	5	1
1176	21	1112	122121	444425	4424	42122	25
11771482108 3111	1111	222112	225425	4425	42122	1	1
1177	21	2112	222222	444424	2444	42222	5
11781491138 5611	1222	222112	165625	4224	52221	12	1
1178	21	1222	222122	264625	4222	52221	22
11791501 84 1211	1111	224222	244244	2222	44241	2	1
1179	21	1211	222222	22332	2423	44241	2
11801512 75 0611	1223	424221	454625	4224	42211	4	1
1180	21	22	211122	444625	4224	42211	49
11811522 94 2621	2211	224243	362624	4224	42242	7	1
1181	1						2
11821531125 5111	1121	114111	111224	2246	54515	13	1
1182	21	1112	422124	412225	4224	22214	1
11831532 88 1211	1121	614115	111114	2246	54515	3	1
1183	21	1112	422124	412225	4252	22214	173
11841542152 6211	3213	424222	444444	2224	24222		1
1184	21	213	444242	244224	2224	24222	2
11851551 94 2111	4111	422122	424545	4224	44242	1	1
1185	21	4223	334232	343444	4222	34222	42
11861562111 2211	222	442124	424424	2425	44224	5	1
1186	21	222	212242	444444	4225	44222	10
11871572175 9111	1112	226126	645424	2242	43143	3	1
1187	2						2
11881572160 7211	5112	221122	645424	2216	43152	1	1
1188	2						2
11891572120 4311	1112	113126	645424	4216	43141	1	1
1189	2						2

11901581134 5211	1212	222221	225224	1222	24222		1
1190	21	1223	224222	444324	2221	42234	2
11911592150 7217	1213	223245	224225	2435	23443	20	1
1191	27	211	125121	212445	4215	44132	1
11921602 86 1611	3211	342151	254525	2124	55111	4	1
1192	21	3211	452122	153325	1123	31121	2
11931611126 5411	5223	233242	424424	4234	44224		1
1193	21	5223	234343	334434	4223	44243	2
11941621 80 0111	2222	222232	244434	3224	44223		1
1194	21	2112	214124	144424	4224	44222	13
11951631111 3111	1222	112112	444415	2424	54141	1	1
1195	21	1122	224122	245325	2224	55132	1
11961642103 2211	5221	222224	424425	4244	44252	171	1
1196	21	1212	233322	445525	2343	22243	17
11971641147 6111	1221	222224	444425	4224	54152	1	1
1197	21	1212	224332	555525	3243	44243	1
11981652148 6311	1123	223242	444225	4224	42222		1
1198	21	3121	222242	224445	4225	42222	2
11991662118 5111	1211	212224	442414	2542	42251	13	1
1199	21	12 1	323422	251435	3424	22232	1
12001662 87 2211	1211	222224	442424	2524	44252	1	1
1200	21	12 1	323422	242424	2324	43232	1
12021681169 8211	1221	455151	430325	4 2	22442	4	1
1202	21	1222	324222	333325	4215	5215	4
12031692127 4211	3223	222244	444444	2224	42232		1
1203	21	321	224222	244444	4225	42332	2
1204170117910111	1212	424222	444445	2422	2244		1
1204	21	1221	442222	244444	2222	44223	2
12051712103 2111	5212	222222	434324	4224	42224	4	1
1205	21	5223	242232	433624	4224	42224	2
12061721128 4111	3222	214244	443444	4224	42222	1	1
1206	21	3223	414224	434444	4224	42222	1
12091752 92 1612	1213	112144	455615	4114	54125	12	1
1209	2						2
12101762 98 2511	4111	422112	141425	1543	42441	1	1
1210	21	4211	224121	121225	2444	42241	1
1211177219410111	5113	323243	324444	2432	45124	2	1
1211	21	1111	442223	324445	4122	44154	21
12121781137 6612	111	15221	121112	3222	31221	20	1
1212	2						2
12131791 98 2111	222	333122	234424	4233	44222	19	1
1213	21	5222	124142	243344	1424	12141	4
12141791 77 0211	222	1 2	4 4	42	4222		1
1214	21	5222	124142	243344	1424	52141	4
12151802137 5211	3221	432242	443434	2244	44222		1
1215	21	3223	444242	424245	4242	22242	5
12161801169 8111	522	432242	443434	2244	44222		1
1216	21	1223	444242	424244	2242	22242	3
12171811173 8211	1212	224222	122124	2325	32513	2	1
1217	21	1221	222222	224224	2224	44222	4
12181821 86 1211	1222	424122	445425	5115	42221	18	1
1218	21	1 2	234242	224344	2244	24242	5
12191822139 5111	3222	424122	445425	5115	42221	181	1
1219	21	3211	222442	223344	2244	24242	5
12201832134 5311	1211	124122	424425	5115	52111	1	1
1220	21	1211	222242	444424	4215	44121	2
12211842117 311	12 1	114114	564644	6226	44122	12	1
1221	2	1221	222222	444445	3223	44222	13

12221851162	8611	1211	115224	444625	4224	54126	1	1
1222	21	1211	224234	342625	5214	54223	10	2
12231862120	4111	3223	334342	232333	32 3	43 22		1
1223	21	3223	222144	124445	5122	52122	1	2
12241862102	2211	3223	334342	232333	3223	43322		1
1224	21	3222	222144	124445	5122	52122	1	2
12251872123	4111	1223	222222	244424	4244	44222		1
1225	2							2
12261871102	2211	4223	222222	244424	4224	44222		1
1226	2							2
12271882117	4111	4223	223222	222324	4244	43233	2	1
1227	21	4213	223222	222325	4224	43232	2	2
12281892137	5613	1213	1	344	2144	22222	5	1
1228	2							2
12291901117	4613	1221	224122	364624	4226	44234	133	1
1229	2							2
12301911119	4411	3211	224224	444444	4124	42224		1
1230	21	3211	224224	444444	4224	42234		2
12311922104	2111	1222	242222	454455	2225	44122	1	1
1231	21	222	242222	454455	2225	44122	1	2
12321932168	841	3223	323123	245445	5224	54422	1	1
1232	2	3223	232143	344443	3224	44322	1	2
12331941159	7111	3211	323243	435555	2233	4422		1
1233	21	3213	333443	444444	4232	22322	10	2
12341951157	7612	2223	222242	444644	4224	44222	134	1
1234	2	2222	22 222	444524	4224	42222	24	2
12351962112	3612	4223	442122	455644	2244	45224	1	1
1235	2							2
12361972 99	1311	3222	442121	455555	4215	5412	1	1
1236	2							2
12371981 98	2311	1211	214125	414225	4224	52144	4	1
1237	21	1211	224113	222424	2224	22222	1	2
12381992 88	1111	1113	116122	241415	1241	51152	12	1
1238	21	1111	121122	241525	2242	22142	23	2
12392001142	5621	1122	412114	354624	4244	22241	1	1
1239	1							2
12402012154	7611	1223	244242	262624	2224	42241	2	1
1240	21	11 3	222222	264634	3222	22241	3	2
12412021 82	1221	2 3	444231	243334	2132	42111	2	1
1241	1							2
12422032 94	2111	1222	222112	242415	4252	54212	1743	1
1242	21	1223	223222	424425	5142	42134	5	2
12432042135	5111	3221	445222	444425	5555	55221	1	1
1243	2							2
12442042118	3211	2221	444211	444424	4125	44122	2	1
1244	2							2
12452052133	5111	3211	444242	424225	2225	44221	3	1
1245	21	3222	424242	244344	2142	22222		2
12462052118	4211	3211	444232	424235	4215	45221	3	1
1246	21	3222	425252	254355	1142	24222	13	2
12472062120	4111	3213	424122	242425	2445	22132	6	1
1247	21	3221	535211	134244	1445	41234	2	2

# APPENDIX IV Coding System

## Col. #:

1	Site #	Laurenval = 2	WSMT PK = 1
2	Child ID#	1-44	1-247
3	" "	"	"
4	" "	"	"
5	Family ID#	1-40	1-206
6	" "	"	"
7	" "	"	"
8	Gender	Female = 1	Male = 2
9	Age in months		
10	" " "		
11	" " "		
12	Grade in school	K = 0; 1 = 1; etc.	
13	" "	"	"
14	Birth order	1 = first; 2 = second; etc. only child = 6	
15	Respondent	Mother = 1; Father = 2; Other = 3	
16	Marital status:	Married = 1 Divorced = 2 Single = 3 Widowed = 4 Other = 5 Blank = 6 Separated = 7	
17	Left blank		
18	" "		
19	" "		
20	Who ID'ed child	Mother = 1 Father = 2 Teacher = 3 Psychologist = 4 Other = 5 Blank = blank	



## APPENDIX IV (continued).

Col. #:

21	Parent Ed	Blank=blank; Yes=1; No=2					
22	Respondent gifted?	Blank=blank; Yes=1; No=2; Don't know=1					
23	Other parent gifted?	Yes=1; No=2; Don't know=3; N/A=4; Blank=blank; Other=6					
24	Blank						
25	Blank						
26	Item 1	Identification and Characteristics					
27	Item 2						
28	Item 3	Blank	1	2	3	4	5 6 (N/A)
29	Item 4						
30	Item 5						
31	Item 12						
32	Blank						
33	Blank						
34	Item 6	Family Relationships					
35	Item 7						
36	Item 8	Blank	1	2	3	4	5 6 (N/A)
37	Item 9						
38	Item 10						
39	Item 11						
40	Blank						
41	Blank						
42	Item 13	Achievement, social and athletic development					
43	Item 14						
44	Item 15	Blank	1	2	3	4	5 6 (N/A)
45	Item 16						

## APPENDIX IV (continued).

Col. #:

46	Blank							
47	Blank							
48	Item 17	Parent/School Relationships						
49	Item 18							
50	Item 19	Blank	1	2	3	4	5	6 (N/A)
51	Item 20							
52	Item 21							
53-59	Blank							
60	Card#	1 = First respondent; 2 = Second respondent						

## APPENDIX V

Rank order of frequency of agreement with stated concerns.

All Mothers (N=261)

---

<u>Rank</u>	<u>Question number</u>	<u>Frequency of agreement (%)</u>
1	4	94.0
2	19	90.2
3	12	82.1
4	14	77.7
5	15	74.2
6	20	73.4
7	2	65.4
8	5	65.4
9	21	62.2
10	1	57.5
11	10	55.4
12	13	53.9
13	6	44.7
14	3	39.4
15	18	37.2
16	7	35.6
17	8	23.4
18	16	17.8
19	17	17.2
20	9	14.4
21	11	2.3

---

## APPENDIX V (continued)

All Fathers (N=204)

---

<u>Rank</u>	<u>Question number</u>	<u>Frequency of agreement (%)</u>
1	19	96.5
2	4	86.4
3	14	81.1
4	12	80.4
5	15	74.9
6	20	70.8
7	21	66.3
8	1	60.4
9	2	59.3
10	5	57.6
11	10	50.7
12	13	50.0
13	18	46.5
14	6	45.3
15	7	40.4
16	3	36.8
17	8	25.0
18	16	22.3
19	17	21.3
20	9	17.1
21	11	1.0

---

## APPENDIX V (continued)

All Westmont Park respondents (N=387)

<u>Rank</u>	<u>Question number</u>	<u>Frequency of Agreement (%)</u>
1	19	92.7
2	4	90.9
3	12	80.9
4	14	78.8
5	15	73.6
6	20	70.0
7	21	68.9
8	2	65.9
9	5	63.8
10	1	61.8
11	10	53.9
12	13	50.5
13	6	46.0
14	18	41.7
15	3	38.1
16	7	36.5
17	8	23.7
18	16	21.1
19	17	18.9
20	9	15.3
21	11	2.1

## APPENDIX V (continued)

All Laurenval respondents (N=78)

---

<u>Rank</u>	<u>Question number</u>	<u>Frequency of agreement (%)</u>
1	19	93.5
2	4	89.7
3	20	84.4
4	12	82.1
5	14	80.3
6	15	78.2
7	13	59.0
8	5	53.8
9	2	49.4
10	10	47.4
11	1	46.8
12	7	44.0
13	6	41.0
14	18	40.8
15	3	40.0
16	21	38.7
17	8	26.9
18	17	19.5
19	9	16.2
20	16	14.7
21	11	5.2

---

## APPENDIX V (continued)

## Westmount Park Mothers (N=220)

---

<u>Rank</u>	<u>Question number</u>	<u>Frequency of agreement (%)</u>
1	4	95.3
2	19	89.7
3	12	80.1
4	14	77.7
5	15	73.0
6	20	70.7
7	2	68.1
8	5	68.1
9	21	65.2
10	1	60.2
11	10	56.6
12	13	53.0
13	6	46.7
14	3	38.9
15	18	38.2
16	7	35.5
17	8	24.2
18	16	19.2
19	17	16.7
20	9	14.7
21	11	2.8

---

## APPENDIX V (continued)

## Westmount Park Fathers (N=167)

---

<u>Rank</u>	<u>Question number</u>	<u>Frequency of agreement (%)</u>
1	19	96.9
2	4	85.2
3	12	82.6
4	14	80.7
5	15	74.7
6	21	74.5
7	20	68.7
8	1	62.7
9	2	62.0
10	5	57.8
11	10	51.8
12	13	47.9
13	18	45.4
14	6	44.6
15	7	38.9
16	3	36.6
17	16	23.0
18	8	22.8
19	17	21.7
20	9	16.6
21	11	1.2

---



## APPENDIX V (continued)

---

Laurenval Mothers (N=41)		
<u>Rank</u>	<u>Question number</u>	<u>Frequency of agreement (%)</u>
1	12	92.7
2	19	92.5
3	20	87.8
4	4	87.8
5	15	80.5
6	14	78.0
7	13	58.5
8	2	51.2
9	5	51.2
10	10	48.7
11	21	46.2
12	1	43.9
13	3	42.1
14	7	41.0
15	6	34.1
16	18	31.7
17	17	19.5
18	8	19.5
19	9	13.2
20	16	10.3
21	11	9.8

---

## APPENDIX V (continued)

## Laurenval Fathers (N=37)

---

<u>Rank</u>	<u>Question number</u>	<u>Frequency of agreement (%)</u>
1	19	94.6
2	4	91.9
3	14	82.9
4	20	80.6
5	15	75.7
6	12	70.3
7	13	59.5
8	5	56.8
9	18	51.4
10	1	50.0
11	6	48.6
12	2	47.2
13	7	47.2
14	3	37.8
15	8	35.1
16	21	30.6
17	9	19.4
18	16	19.4
19	17	19.4
20	10	15.9
21	11	0.0

---

## APPENDIX VI

Frequency of agreement with items by category for each sub-group, expressed in percentages.

Characteristics and identification.

Parents want to be involved in the identification process but many feel they have insufficient experience and knowledge (Dettman & Colangelo, 1980).

Item	WSMT PK MOTHERS	WSMT PK FATHERS	LAURENVAL MOTHERS	LAURENVAL FATHERS
1. It is the parents' responsibility to identify a gifted child.	60.2	62.7	43.9	50.0
2. I am familiar with the characteristics of gifted children.	68.1	62.0	51.2	47.2
3. Schools, not parents, should identify gifted children.*	38.9	36.6	42.1	37.8
4. Gifted children do not need special help because they can make it on their own.*	95.3	85.2	87.8	91.9
5. Gifted children are not aware of being different.*	68.1	57.8	51.2	56.8
12. I need more information on the characteristics of gifted children.	80.1	82.6	92.7	70.3

\*This item underwent a reversal in coding in the statistical analysis.

Family relationships

Ross, A. O. (1979) states that the extent of the problem depends on how different the child is from the other family members. The more different the child is the more intense the impact on the family.

Item	WSMT PK MOTHERS	WSMT PK FATHERS	LAURENVAL MOTHERS	LAURENVAL FATHERS
6. Gifted children need more parental attention than other children.	46.7	44.6	34.1	48.6
7. There is a lot of competition in our family.	35.5	38.9	41.0	47.2
8. Gifted children are more difficult to discipline than most children.	24.2	22.8	19.5	35.1
9. Sibling rivalry is more intense in my family than in other families.	14.7	16.6	13.2	19.4
10. Gifted children are different from other children.	56.6	51.8	48.7	45.9
11. I feel threatened by my child's ability.	2.8	1.2	9.8	0.0

Achievement, social and athletic development

Parents are profoundly concerned and often anxious about a gifted child's achievement; parents want their child to maximize talents and reach their potential (Dettman & Colangelo, 1980). Ross, A. O. (1979) adds that parents feel their children have special needs in the areas of social and athletic development.

Item	WSMT PK MOTHERS	WSMT PK FATHERS	LAURENVAL MOTHERS	LAURENVAL FATHERS
13. I am concerned that I do not provide my child with enough intellectual stimulation.	53.0	47.9	58.5	59.5
14. I provide my child with the appropriate educational opportunities.	77.7	80.7	78.0	82.9
15. I am satisfied with my child's social development.	73.0	74.7	80.5	75.7
16. I am concerned that my child does not participate in athletic activities.	19.2	23.0	10.3	19.4

Parent/School relationship

Item	WSMT PK MOTHERS	WSMT PK FATHERS	LAURENVAL MOTHERS	LAURENVAL FATHERS
17. I am unsure what my role is in my child's education.	16.7	21.7	19.5	19.4
18. The school is responsible for my child's education.	38.2	45.4	31.7	51.4
19. It is my responsibility to fill in the gaps that the school misses.	89.7	96.9	92.5	94.6
20. I find it easy to approach my child's school.	70.7	68.7	87.8	80.6
21. I am always looking for the right school for my child.	65.2	74.5	46.2	30.6