

A COMPARISON OF PARENT AND TEACHER RATINGS OF
CHARACTERISTICS IN THE IDENTIFICATION OF
ACADEMICALLY GIFTED ELEMENTARY AND
MIDDLE SCHOOL-AGED STUDENTS

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A COMPARISON OF PARENT AND TEACHER RATINGS OF CHARACTERISTICS
IN THE IDENTIFICATION OF ACADEMICALLY GIFTED
ELEMENTARY AND MIDDLE SCHOOL-AGED STUDENTS

An Abstract
Presented to the
Graduate and Research Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Education Specialist

by
Sallie Hampton Goodrich
August 1984

Abstract

This study was undertaken to compare parent and teacher ratings of characteristics in the identification of academically gifted elementary and middle school-aged students. A Scale for Rating Behavioral Characteristics of Superior Students (SRBCSS - Renzulli, et al, 1971) was completed and returned on a sample of thirty subjects enrolled in the Program for Academically Superior Students in the Clarksville-Montgomery County School System.

The results of the ratings by the parents and teachers were computer analyzed using One-Factor Analysis of Variance (ANOVA) on Statistics with Daisy. Statistical analysis of the data supports the contention that there is no significant difference in parent and teacher ratings of the characteristics of superior students.

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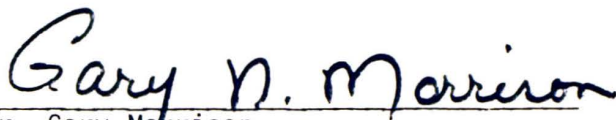
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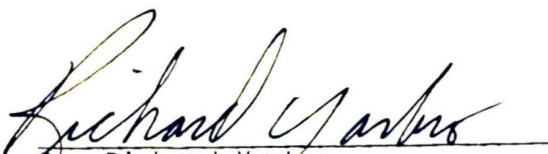
To the Graduate and Research Council:


I am submitting herewith a Field Study written by Sallie Hampton Goodrich entitled "A Comparison of Parent and Teacher Ratings of Characteristics in the Identification of Academically Gifted Elementary and Middle School-Aged Students." I have examined the final copy of this paper for form and content, and I recommend that it be accepted in partial fulfillment of the requirements for the degree of Educational Specialist, with a major in Special Education.



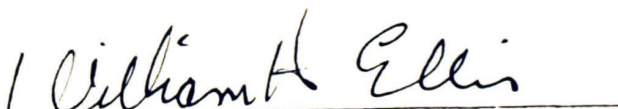
Dr. Gary Morrison
Asst. Professor of Education

We have read this field study
and recommend its acceptance.


Dr. Richard Yarbro
Professor of Education


Dr. Donald Lambert
Professor of Education
Chairman, Education Department

Accepted for the Graduate and
Research Council:


Dr. William Ellis
Dean of the Graduate School

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CHAPTER 1

Introduction

Educators and psychologists have sought for many years to successfully identify the gifted and talented. Throughout the years, the definition for describing gifted children as well as their program placement has changed repeatedly. Only in the last few years (Marland, 1971) have educators begun to view gifted children as part of a "dis-advantaged" group in need of special education. The identification process continues to be one of the major challenges in setting up special programs for them.

The narrow definition of giftedness, that of academic excellence, has been strongly influenced by Terman's pioneer studies in the 1920's and 1930's, but this is no longer considered a valid definition. Terman's longitudinal study of 1,000 gifted children was published as Genetic Studies of Genius (1925).

Five volumes of information on the gifted were produced by Terman and his co-workers which described the study and the characteristics of the gifted as a group. Terman found the gifted

came from superior intellectual, physical and environmental backgrounds, and generally maintained this superiority; tended to be many-sided intellectually, emotionally stable, and well adjusted, maintaining these with little incidence of serious problems; had normal marriages and sexual adjustment, showed in general a low mortality rate; were normal to superior in social intelligence, interests and play activities, averaging better than most people on nearly every personality trait; were well in advance of their age mates in educational achievement and benefited by acceleration

with almost no occurrence of failure in school subjects, generally obtained "A" grades; and went to college such that 70 percent became college graduates (a third with academic distinction), 63 percent went to graduate school and 17 percent obtained doctoral degrees (Khatena, 1978, p. 55).

Terman is criticized, however, for sampling bias by using public schools of large and medium size in California with a large number of Jewish students. Socioeconomics, heredity, and environment were not variables in his studies (Gowan, 1977).

Gallagher (1966) developed a summary of both objective methods of identification and their primary limitations. Gallagher found individual intelligence tests to be the best method of identification, but because of the time and additional personnel needed for administering the test, the method was considered financially impractical. He found group intelligence tests effective for general screening purposes, but stressed that these were ineffective in that they tended to miss children with reading, emotional or motivational difficulties.

Nomination by teachers is one of the most widely used means of identification; however, research findings indicate that teachers identify less than half of the gifted in schools. In their 1959 study Pagnato and Birch found that junior high school teachers not only failed to nominate over fifty percent of the gifted individuals, but they also identified many average students as gifted. Jacobs' (1971) investigation of the ability of primary teachers to correctly identify gifted students in their classes was even more dismaying. He found that they were able to identify only ten percent of the gifted individuals who were indicated through the use of an individual intelligence test.

According to Tuttle and Becker (1980, 1983) the failure of

teachers to identify gifted individuals accurately may reflect their inability to recognize behaviors indicative of giftedness. Usually teachers tend to emphasize such behaviors as neatness, punctuality, answering correctly, and cooperation which are not necessarily traits of gifted individuals.

Teacher nomination, however, need not be inadequate. When provided with guidelines and in-service work on the characteristics and behaviors of gifted individuals, teachers greatly increase the accuracy of their perceptions (Gear, 1978).

In addition to his consideration of primary teachers, Jacobs in 1971 also evaluated the effectiveness of parents in identifying gifted children. He found that parents were able to select sixty-one percent of the gifted children and, in addition, showed less tendency than teachers to overestimate abilities.

The judgement of teachers is important in identification, but referrals must be reinforced by other more objective measures. Current researchers (Jacobs, 1971; Ciha, et al, 1974; Kaufman, 1983) conclude that parents frequently have an accurate assessment of the child's characteristics, abilities and advanced knowledge not always apparent to the teacher. This finding is not surprising when we consider that parents observe children more frequently than teachers and in more relaxed, informal situations.

Significance of Study

The study investigated the effectiveness of parental ratings of characteristics of superior students. Researchers who have compared

parent and teacher ratings generally conclude that parents do know their children and can be utilized as a gross screening device to identify those children who might benefit from further testing and possible placement in gifted classes (Jacobs, 1971; Kaufman & Sexton, 1983). Jacobs (1971), in his study on the effectiveness of parent and teacher identification of gifted children, found that the accuracy of parent identification was 76% compared to the 4.3% accuracy of classroom teachers. In a later study, Ciha, Hoffman, Harris and Potter (1974) sent a questionnaire to parents of kindergarten-aged children. The questionnaire listed generally accepted characteristics of intellectually gifted children. The teachers of these same children were asked to identify the gifted children in their classrooms. The children from both groups were administered an individual intelligence test. The results showed the parents correctly identified 76% of the gifted children, and the teachers identified 22% of the same children. Ciha, et al (1974) points out, however, that the question of whether parents overnominate their children could not be disproven by this study. Kaufman and Sexton (1983) further concluded in their studies that parents desire to become involved in the educative process and present valid data for the involvement of parents, especially in the area of identification.

Research Questions

The following research questions were investigated in this study; all were tested for significance at the .05 level.

1. Is there a significant difference in the parent and teacher

ratings on the Learning Characteristics Scale?

2. Is there a significant difference in the parent and teacher ratings on the Motivational Scale?

3. Is there significant difference in the parent and teacher ratings on the Creativity Scale?

4. Is there significant difference in the parent and teacher ratings on the Leadership Scale?

5. Is there significant difference in the characteristics of the gifted as perceived by parents and teachers?

Operational Definitions

The first problem to be faced when attempting to identify gifted individuals is that of clarifying and defining what we are looking for. Giftedness is a concept or psychological construct, not a personal trait. We do not measure giftedness directly as we would tallness. Instead we infer giftedness by observing certain characteristics or behaviors of individuals. Our inferences about giftedness will be accurate to the extent that the characteristics or behaviors we choose to observe are relevant to the construct and are validly and reliably appraised. A major problem, then, is to develop a clear and precise definition of giftedness in terms of the characteristics or behaviors that indicate it (Hagen, 1980).

In 1978, Congress passed a bill which, among other things, updated the definition of gifted and talented students. The revised definition stated in Public Law 95-561 of November 1, 1978, reads:

For the purpose of this part, the term gifted and talented children means children and, whenever applicable, youth, who are

identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance in capability in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reason thereof require service or activities not ordinarily provided by the school.

This definition is a revision of the one presented in the U.S. Office of Education Report of 1972 in which six general areas for gifted and talented abilities were delineated. The earlier report suggested that a person who possesses superior ability in any of these general categories, either singly or in any combination, should be considered gifted (Callahan, 1978).

The list offers the following six areas of giftedness to explore in developing a program.

General Intellectual Ability refers to individuals who demonstrate characteristics such as intellectual curiosity, exceptional powers of observation, ability to abstract, a questioning attitude, and associative thinking skills.

The area of Academic Talent encompasses the excellent students, those who achieve high grades, who score very well on tests, and who demonstrate high ability in academic pursuits.

Students with Creative and Productive Thinking Skills are often those who come up with original and divergent ideas.

Leadership involves use of power, productive interaction with others, and self-control.

Visual and Performing Arts relates to activities such as painting, sculpting, drawing, filmmaking, dancing, singing, playing instruments, and performing dramatically.

The Psychomotor Skills encompass athletic prowess, woodworking, crafts, drafting, and mechanical abilities.

Screening includes some or all of the following: group tests of intelligence and achievement, creativity tests, teacher nominations, parent information, pupil data, pupil products, and teacher and parent notations on traits and behavior which may or may not be positive (Martinson, 1974).

Identification involves individual testing and case study and should be followed by educational plans (Martinson, 1974).

Certification by Specialists - Intellectual giftedness must be certified by licensed psychologists, certified school psychologists, or certified by psychological examiner. Documentation must be in writing.

For the purpose of this study, the term Gifted describes the child who displays academic achievement (96 and above percentile) in one or more major academic areas--reading, language arts, or math, has been rated on the Scale for Rating Behavioral Characteristics of Superior Students (SRBCSS) and whose score is 130 or above on the Stanford-Binet or the Wechsler Intelligence Scale for Children, Revised (WISC-R) and certified as gifted.

CHAPTER 2

Review of Related Literature

Introduction

One of the major challenges of gifted child education is identification. The issue has long been a controversial one and the object of much research. Although many studies have been conducted since the 1920's, little or no agreement has been reached as to what approach is most effective. According to Khatena (1975), the problem lies partly in deciding what qualities can be categorized as giftedness and to what extent these qualities can be measured.

Identification and Research Studies

Several lists of characteristics of gifted individuals have been disseminated throughout the country. Regardless of list selected, it should be remembered that the behaviors cited merely give tentative, general characteristics (Tuttle and Becker, 1983).

Typical lists of characteristics reflecting gifted abilities may be grouped into three areas: personal, interpersonal, and processing of information. Although these lists describe behaviors which the gifted may exhibit in the classroom, sometimes the characteristics of gifted individuals become evident before school age (Tuttle and Becker, 1983).

Ciha, Hoffman, Harris and Potter (1974) sent a questionnaire to parents of kindergarten-aged children. The questionnaire listed

generally accepted characteristics of intellectually gifted children. Parents were asked to indicate from these characteristics if they believed their child to be gifted. The teachers were also asked to identify the gifted children in their classroom. The children nominated from both groups were given an individual IQ test. The results showed the parents correctly identified seventy-six percent (76%) of the gifted children, and the teachers correctly identified twenty-two percent (22%) of the same children. Ciha, et al (1974) points out, however, that the question of whether parents overnominate their children could not be disproven by this study.

The early method of identifying gifted children, beginning with Terman's massive 1920's study, was by teacher nomination. Terman (1925) initiated a study of the characteristics and development of the intellectually gifted child. The original purpose of his study was to determine in what respect the typical gifted child differed from the typical child of average mentality. During this study, Terman asked teachers to list one to three of their most able children, their youngest child in class and the most intelligent child they had taught in their present school situation. Terman found that as a reliable method of identifying gifted children, teacher recommendations were poor substitutes for group IQ tests.

Before the 1950's, most educators and school systems tended to follow Louis Terman's example and based most decisions about gifted individuals on IQ and scholastic achievement scores. Standardized group intelligence tests, such as the California Test of Mental Maturity, were often used to determine IQ. In those tests educators were looking

for exceptional ability in verbal or performance or a combination of the two (Khatena, 1975). For final identification individual IQ tests such as the Wechsler scales (WISC) and the Stanford-Binet were used. Most considered an IQ of 130 or above to fall in the gifted range (Tuttle and Becker, 1983).

In an effort to focus attention directly on the individual student, Tuttle and Becker (1983) cite educators' attempts to construct behavior rating scales or checklists of behaviors indicative of gifted ability in specific areas. The task of an observer using the rating scales is to check presence or absence of a particular behavior in an individual, rate the strength of the behavior, or list individuals from a group who possess the particular characteristics under consideration. While these scales do allow the observer to view the individual directly without the intermediary of a test, they also present several difficulties.

The first difficulty when using the scales is that many observers have different interpretations of the various characteristics and place different emphasis on behaviors indicative of the particular characteristic. The question of emphasis causes problems with interpreting presence or absence of a characteristic and even more with interpreting strength of a characteristic. A second difficulty lies in the time individual ratings require. Teachers may resent the time and effort required to accomplish the task. This resentment may cause problems with the ratings of individual students and with future support of the program. Tuttle and Becker (1983) recommend a way to alleviate this potential source of difficulty would be to

involve all teachers in a discussion of the identification, especially ratings of characteristics, before they are asked to perform the task and discuss the most important characteristics and indicative behaviors and then list only those students who demonstrate those particular characteristics most frequently (p. 53).

Since the 1950's, a number of social factors have, collectively, helped generate new points of view in regard to gifted education. Prominent among these sociological factors which dictated changes has been concern for the gifted children in subpopulations--i.e., black, Mexican-Americans, the handicapped, etc. The intent has been to "find" potential giftedness--to identify youngsters with the potential for giftedness as well as those in whom giftedness is already apparent (Yarborough and Johnson, 1983).

As a primary result of this "broadening" process, the term gifted may be even more ambiguous today than in previous years. Educators today, seeking to identify the gifted, are often inhibited by fears that procedures being used may not be "fair." In other words, fear of exclusion is widespread (Yarborough and Johnson, 1983).

Multicriteria for Identification

The research of J. P. Guilford (1967) presented a novel conceptualization of intellectual function. His research focused on the quality of and kinds of thinking operations used in intellectual acts. Instruments to measure intelligence, prior to Guilford's studies, tended to be standardized group or individual intelligence tests. Guilford's research demonstrated that there are a number of dimensions of the intellect not measured by standard IQ tests.

The results of the research of Guilford and others alerted educators and parents to the need to consider more than IQ scores in identifying giftedness. Multiple criteria for identification were deemed necessary in our multicultural society (Torrance, 1963; Cornish, 1968; Kranz, 1976; and Jacobs, 1971).

Many researchers are finding that a combination of approaches appears to be the most effective method of identifying gifted and talented students. Renzulli and Smith (1980) compared a traditional approach comprised of group ability tests and individual IQ tests with a case study approach comprised of aptitude and/or achievement scores, ratings by past and/or present teachers, past performances, parent ratings, and self-ratings. They found the case study method is generally superior to the traditional approach to identifying gifted students, especially among minority groups. In addition, they found this approach less costly and less time consuming than the traditional method.

Jackson and Robinson (1977) provide additional guidance for identifying the gifted and talented. The four stage process includes: (1) allowing the children several opportunities to demonstrate their intellectual and creative skills; (2) the identification committee should consider the child's best performance and include him or her in the program on that basis rather than taking an individual's average scores across various instruments; (3) include parents' anecdotes of their children's behaviors for insight into early giftedness rather than testing situations or questionnaires and checklists; and (4) the researchers strongly suggest that any identification procedure be "tied to the program for which the children are being identified."

Pfleger (1977), in his extensive report on the research and guidance laboratory at the University of Wisconsin, presents several premises for identification. He suggests that the identification procedure should contain a variety of techniques and should continue over a long time. He recommends that at least some of the identification techniques should be individualized, taking into account the cultural-experiential environment of the individual. Pfleger also suggests that the process requires systematic involvement of professionals who observe the individual directly and understand his/her cultural background.

In actual practice one of the major trends in the "new awareness" has been to replace the use of IQ tests with other measures/procedures of identification or to limit the use of the IQ tests as the primary force in identifying the gifted. Passow (1973), for example, has said that IQ tests discriminate against the poor and culturally different. Sato (1974) adds, "Multiple criteria must be the bases for identification of the culturally different gifted pupils" (p. 573).

One of the earliest and most popular forms of identification of potentially gifted children was developed by Kough and DeHaas (1955). The form encompassed many of the abilities of the academically talented (upper fifteen percent) as well as the gifted and has been widely used and adapted for the gifted.

Teacher Nomination

According to Martinson (1976), though a multicriteria approach to identification is recommended, nomination by teachers is the most widely

used means for identifying potentially gifted children (Ashman and Vukelich, 1983).

Gallagher (1966), in his research summary, pointed out the major weakness of teacher nomination and/or ratings. One conclusion was that teacher opinion of giftedness should be supplemented with more objective rating methods. Pegnato (1959) pointed out that many teachers lack full understanding of the meaning of intelligence and tend to confuse achievement with aptitude. Lacking this criteria to make reliable judgements, teachers often base nomination on "conforming or pleasant personalities, highly motivated school behavior or good appearance of special talents" (p. 89). The teachers (Jacobs, 1971) often misnominate children who were "verbally adept, very cooperative, and appeared to elicit teacher approval by their actions" (p. 141).

When junior high school age children are nominated by teachers as gifted, the teachers correctly identified about fifty percent (50%) of those actually gifted and failed to recognize the remaining fifty percent (50%) (Pegnato and Birch, 1959). When Pegnato and Birch investigated 1,400 children in grades 7 through 9 as to the efficiency and effectiveness of seven different means of locating gifted children, they found teacher nomination to be the second least efficient and effective method of selecting the gifted. Their ratings missed more than half of the gifted as measured by an IQ of 136 or higher on the Stanford-Binet, while thirty-one and one-half percent (31.5%) of those named by teachers as gifted were of average intelligence (Jacobs, 1971).

Cornish (1968) found teachers in the elementary schools can identify the gifted better than pupils and/or parents. Cornish investigated

the parent, teacher, and pupil's perception of a gifted child's ability. Using a rating scale, the subjects of the study were to rate a child as gifted, above average, average, below average and gifted. Group achievement and intelligence test scores and individual intelligence scores were also used as identification criteria. The teachers correctly identified sixty-nine percent (69%) whereas the parents correctly identified twelve percent (12%) and misidentified eighty-eight percent (88%). Cornish found the best single predictor of ability to be the group IQ test scores, which correctly identified fifty-six percent (56%) of the gifted children.

Reports (Barbe, 1965; Gear, 1978; Walton, 1961) indicated teachers were relatively poor at identifying gifted children. Estimates of teacher effectiveness ranged from ten to forty-eight percent (48%) (Jacobs, 1971; Pagnato and Birch, 1959). Other researchers (Borland, 1978; Renzulli and Hartman, 1971) have reported that teacher accuracy can be improved through the use of behavioral checklists that have been formulated from lists of characteristics of gifted children.

The Scale for Rating Behavioral Characteristics of Superior Students

Renzulli (1971) developed a teacher rating instrument which focused on the behavioral characteristics of learning, motivation, creativity and leadership. The instrument was designed to guide teachers in their subjective observation of these characteristics.

The individual rating items were taken from information from three separate studies in giftedness and creativity which called attention to the importance of each characteristic. A study was conducted to determine

if the rating scale could identify the gifted child from the average child. Forty average fifth graders and forty gifted fifth graders were rated by the teacher using SRBCSS. The results showed that with almost every item, a significant difference between the gifted and average child rating was found.

CHAPTER 3

Methodology

Subjects

The subjects for this study were parents and homeroom teachers of certified gifted students enrolled in the Program for Academically Superior Students (PASS). The students reside in the Clarksville-Montgomery County area. The group was composed of 19 females and 21 males. The grade level divisions are as follows:

| | | | | | | |
|-----------|---|---|---|---|---|----------|
| 2nd Grade | - | - | - | - | - | 3 |
| 3rd Grade | - | - | - | - | - | 1 |
| 4th Grade | - | - | - | - | - | 2 |
| 5th Grade | - | - | - | - | - | 7 |
| 6th Grade | - | - | - | - | - | 6 |
| 7th Grade | - | - | - | - | - | 8 |
| 8th Grade | - | - | - | - | - | 13 |
| | | | | | | <hr/> 40 |

The students were enrolled in the gifted program following a four-stage selection process as described by Rust (1980). The students were screened by the gifted education teachers, nominated and/or rated by school personnel, certified by school psychologists, and then verified by a multidisciplinary team.

The gifted classes that all the students attend are coordinated through the special education programs of the Clarksville-Montgomery County School System. The students attend self-contained classes one school day per week with a special education teacher and are enrolled in five elementary and middle schools in Clarksville, Tennessee.

Verbal and written permission (Appendix B) were granted by the school system to use student files.

An informed consent form and letter explaining the study (Appendix B) were mailed to the parents and teachers. A stamped, self-addressed envelope was included to return the scales and consent forms. The eighty participants were requested to complete the enclosed scales and to estimate their best rating if unsure of an item. Approximately seventy-six percent (76%) or thirty participants returned the completed scales.

The ratings of the characteristics were compared item by item for each group (teachers and parents) and ratings were calculated across both groups for each item.

Procedure

Parents and homeroom teachers of the forty subjects were requested to complete the first four sections of the Scales for Rating Behavioral Characteristics of Superior Students (SRBCSS) (Renzulli, et al, 1971). The four sections were selected because they are used by the Clarksville-Montgomery County Schools in the identification process for gifted students. The first four sections are ratings of student behavior in the areas of:

1. Learning Characteristics
2. Motivational Characteristics
3. Creativity Characteristics
4. Leadership Characteristics

Parent and teacher ratings were compared using a one-way Analysis of Variance (ANOVA) to determine if there was significant difference between the two ratings.

Description of the Instrument

The Scale for Rating Behavioral Characteristics of Superior Students (SRBCSS) (Renzulli, Harman and Callahan, 1971) was developed in an attempt to provide an objective and systematic instrument to aid in guiding teacher judgment in the identification of superior students. The scale's manual reports that the scale discriminated significant differences between gifted and average fifth-grade students (Rust and Lose, 1980).

The SRBCSS can be used most effectively by analyzing students' ratings on each of the four respective scales separately. The four dimensions of the instrument represent relatively different sets of behavioral characteristics, and therefore, no attempt should be made to add the subscores together to form a total score. Students can be rated any time during the year. It is also valuable to obtain ratings from several teachers, counselors and others who are familiar with the students' performance (Renzulli, et al, 1971).

The scales are designed to obtain estimates of a student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons.

Limitations

The size of the sample utilized for this study was limited to students enrolled in the Program for Academically Superior Students in three elementary schools and two middle schools in Clarksville, Tennessee. The size was further limited by the return of rating forms from the parents and teachers. The sample population consisted of students enrolled in the five schools.

CHAPTER 4

Results

The data were analyzed in the following sequence. All of the scales were scored independently by the author in accordance with the scoring guide provided by Renzulli, et al (1971) for rating superior students. The raw scores (Appendix A) were computed using ANOVA to compare the thirty (30) returned pairs of ratings from the parents and teachers on the four dimensions of the scales. The results appear in Tables 1, 2, 3 and 4. The computer program utilized was Statistics with Daisy (Killian, 1981). The F-critical was selected from a standard F table included in Schmidt (1979).

The ANOVA statistical tests were performed for the following reasons: (1) When using multiple subjects, the ANOVA controls for error better than the T-test, and (2) Renzulli, et al (1971) used the ANOVA for each variable, and in every case a significant difference was found.

Analysis of Data

The tables (1 through 4) present an analysis of the data on the four scales presently used by the Clarksville-Montgomery County School System. Results revealed that there is no significant difference between the two groups, at the .05 level, on the measure used.

The following research questions investigated in this study were

tested for significance at the .05 level:

1. Is there significant difference in the parent and teacher ratings on the Learning Characteristics Scale?
2. Is there significant difference in the parent and teacher ratings on the Motivational Scale?
3. Is there significant difference in the parent and teacher ratings on the Creativity Scale?
4. Is there significant difference in the parent and teacher ratings on the Leadership Scale?
5. Is there significant difference in the characteristics of the gifted as perceived by parents and teachers?

The answer to research questions one (1) through four (4) is no, there is no significant difference between parent and teacher ratings included in the sample. The four dimensions of the instrument represent relatively different sets of behavior; therefore, the scores obtained from the separate scales should not be summed to yield a total score. Thus, an analysis of the four dimensions reveals an overall conclusion to the fifth research question. Consistently, the parents and teacher are observing and rating similar characteristics of the gifted child.

Table 1

ANOVA, ONE-WAY CLASSIFICATION
Learning Characteristics

| | <u>SS</u> | <u>DF</u> | <u>MS</u> |
|-----------|------------|-----------|------------|
| Treatment | 2.81666565 | 1 | 2.81666565 |
| Error | 647.366669 | 58 | 11.1614943 |
| Mean | 42506.8167 | 1 | |
| Total | 43157 | 59 | |

F = .252355605*

P .05

*F critical = 4.02

Table 2

ANOVA, ONE-WAY CLASSIFICATION
Motivational Characteristics

| | <u>SS</u> | <u>DF</u> | <u>MS</u> |
|-----------------|-------------|-----------|-----------|
| Treatment | 15 | 1 | 15 |
| Error | 981,6000006 | 58 | 16,924138 |
| Mean | 49421.4 | 1 | |
| Total | 50418 | 59 | |
| F = .886308063* | | | |

P .05

*F critical = 4.02

Table 3

ANOVA, ONE-WAY CLASSIFICATION
Creativity Characteristics

| | <u>SS</u> | <u>DF</u> | <u>MS</u> |
|-----------|------------|-----------|------------|
| Treatment | 18.1500092 | 1 | 18.1500092 |
| Error | 2412,83333 | 58 | 41.6005746 |
| Mean | 49824.0167 | 1 | |
| Total | 52255 | 59 | |

F = .43629227*

P .05

*F critical = 4.02

Table 4

ANOVA, ONE-WAY CLASSIFICATION
Leadership Characteristics

| | <u>SS</u> | <u>DF</u> | <u>MS</u> |
|-----------|------------|-----------|-----------|
| Treatment | 4.2666626 | 1 | 4.2666626 |
| Error | 1726.33334 | 58 | 29.764368 |
| Mean | 66533.4 | 1 | |
| Total | 68264 | | |

F = .143347999*

p .05

*F critical = 4.02

CHAPTER 5

Summary and Recommendations

The studies reviewed in the related literature which had explored the identification and ratings of characteristics of giftedness reported inconsistent results as to the use of parents as accurate identifiers in the screening process. However, based on the present study, it can be concluded that parents and teachers do agree when rating characteristics of gifted students.

The study further suggests that the identification process should be based on multiple and divergent sources of information and that there is merit in continuing to update the process.

Recommendations

1. There appears to be ample evidence that parents are concerned and competent in identifying and accurately rating characteristics in superior students. Therefore, until better inexpensive identification instruments are developed, as an additional data base, school systems should consider parental opinions of a child's academic potential as a useful source that, up to this time, has not been utilized by our professionals in human service education.

2. Parents, teachers and professionals should investigate the use of behavioral patterns of gifted and creative students as an additional screening instrument as the direction away from the use of

the traditional achievement and intelligence test scores.

3. When school systems elect to include parents in as many facets of the educational process as possible, both the schools and the parents feel the positive, major benefits of total involvement. For this reason and in spite of mixed research findings, a good working relationship of this type can be a bonus for any gifted program.

4. The researcher further recommends area-wide training programs on the multi-faceted gifted child. The program should allow both groups (parents and teachers) to acquire knowledge of attitudes, aptitudes, expectations and available programs. This type of program format supports the present-day requests for a commitment to differentiate education for the gifted.

APPENDICES

APPENDIX A

Summary Sheet

30

Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

| | | |
|--|--------|-----|
| Name | Date | |
| School | Grade | Age |
| Teacher or person completing this form | | |
| How long have you known the child? | Months | |

Directions. These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, activity, leadership, art, music, drama, communication and planning. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found in this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the 10 dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

- 1 if you have seldom or never observed this characteristic.
- 2 if you have observed this characteristic occasionally.
- 3 if you have observed this characteristic to a considerable degree.
- 4 if you have observed this characteristic almost all of the time.

Space has been provided following each item for your comments.

Scoring. Separate scores for each of the ten dimensions may be obtained as follows:

- Add the total number of X's in each column to obtain the "Column Total."
- Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
- Sum the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.
- Enter the Scores below.

- I Learning Characteristics
- II Motivational Characteristics
- III Creativity Characteristics
- IV Leadership Characteristics
- V Artistic Characteristics
- VI Musical Characteristics
- VII Dramatics Characteristics
- VIII Communication Characteristics — Precision
- IX Communication Characteristics — Expressiveness
- X Planning Characteristics



Scales for the Rating Behavioral Characteristics of Superior Students

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Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months.

| | <i>- Seldom or never</i> | <i>- Occasionally</i> | <i>- Considerably</i> | <i>- Almost always</i> |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| 1: Learning Characteristics | | | | |
| Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Has quick mastery and recall of factual information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick." | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Add Column Total | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Multiply by Weight | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | > <input type="checkbox"/> | > <input type="checkbox"/> | > <input type="checkbox"/> |
| Add Weighted Column Totals | <input type="text"/> | | | |
| Total | <input type="text"/> | | | |



Scales for the Rating Behavioral Characteristics of Superior Students

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Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

| | | |
|--|-------------|---------------|
| Name _____ | Date _____ | |
| School _____ | Grade _____ | Age _____ |
| Teacher or person completing this form _____ | | |
| How long have you known the child? _____ | | Months. _____ |

Part II: Motivational Characteristics

| | — Seldom or never | — Occasionally | — Considerably | — Almost always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is easily bored with routine tasks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Needs little external motivation to follow through in work that initially excites him. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Strives toward perfection; is self critical; is not easily satisfied with his own speed or products. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Prefers to work independently; requires little direction from teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Is interested in many "adult" problems such as religion, politics, sex, race — more than usual for age level. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Often is self assertive (sometimes even aggressive); stubborn in his beliefs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Likes to organize and bring structure to things, people, and situations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Add Column Total | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Multiply by Weight | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Add Weighted Column Totals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Total | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Scales for the Rating Behavioral Characteristics of Superior Students

33

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

| | | | |
|--|-------|-----|---------|
| Name | Date | | |
| School | Grade | Age | |
| Teacher or person completing this form | | | |
| How long have you known the child? | | | Months. |

Part III: Creativity Characteristics

| | Seldom or never | Occasionally | Considerably | Almost |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is a high risk taker; is adventurous and speculative. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if . . ."); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects, and systems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Displays a keep sense of humor and sees humor in situations that may not appear to be humorous to others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Is sensitive to beauty; attends to aesthetic characteristics of things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Add Column Total | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Multiply by Weight | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Add Weighted Column Totals | <input type="checkbox"/> | > <input type="checkbox"/> | > <input type="checkbox"/> | > <input type="checkbox"/> |
| Total | <input type="checkbox"/> | | | |



Scales for the Rating Behavioral Characteristics of Superior Students

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Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

| | |
|--|-----------------------|
| Name _____ | Date _____ |
| School _____ | Grade _____ Age _____ |
| Teacher or person completing this form _____ | |
| How long have you known the child? _____ | Months. _____ |

Part IV: Leadership Characteristics

| | — Seldom or never | — Occasionally | — Considerably | — Almost always |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Carries responsibility well; can be counted on to do what he has promised and usually does it well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Seems to be well liked by his classmates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Can express himself well; has good verbal facility and is usually well understood. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Seems to enjoy being around other people; is sociable and prefers not to be alone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Tends to dominate others when they are around; generally directs the activity in which he is involved. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Participates in most social activities connected with the school; can be counted on to be there if anyone is. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Add Column Total | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Multiply by Weight | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Add Weighted Column Totals | <input type="checkbox"/> | > <input type="checkbox"/> | > <input type="checkbox"/> | > <input type="checkbox"/> |

Total



Scales for Rating Behavioral Characteristics of
Superior Students (Renzulli, et al, 1971)

RAW SCORES

I. Learning Characteristics

| | <u>Teachers</u> | <u>Parents</u> |
|-----|-----------------|----------------|
| 1. | 27 | 24 |
| 2. | 29 | 24 |
| 3. | 27 | 21 |
| 4. | 22 | 28 |
| 5. | 29 | 29 |
| 6. | 26 | 22 |
| 7. | 24 | 28 |
| 8. | 23 | 27 |
| 9. | 33 | 28 |
| 10. | 26 | 26 |
| 11. | 22 | 26 |
| 12. | 27 | 28 |
| 13. | 21 | 21 |
| 14. | 26 | 25 |
| 15. | 29 | 21 |
| 16. | 28 | 29 |
| 17. | 26 | 28 |
| 18. | 31 | 28 |
| 19. | 22 | 28 |
| 20. | 24 | 24 |
| 21. | 19 | 30 |
| 22. | 25 | 24 |
| 23. | 29 | 31 |
| 24. | 32 | 29 |
| 25. | 25 | 23 |
| 26. | 32 | 25 |
| 27. | 30 | 27 |
| 28. | 32 | 31 |
| 29. | 32 | 28 |
| 30. | 27 | 29 |

II. Motivational Characteristics

| | <u>Teachers</u> | <u>Parents</u> |
|-----|-----------------|----------------|
| 1. | 32 | 29 |
| 2. | 28 | 23 |
| 3. | 30 | 36 |
| 4. | 26 | 28 |
| 5. | 34 | 29 |
| 6. | 28 | 31 |
| 7. | 20 | 29 |
| 8. | 27 | 31 |
| 9. | 27 | 34 |
| 10. | 29 | 28 |
| 11. | 23 | 29 |
| 12. | 29 | 29 |
| 13. | 21 | 31 |
| 14. | 29 | 30 |
| 15. | 21 | 25 |
| 16. | 22 | 31 |
| 17. | 32 | 32 |
| 18. | 28 | 32 |
| 19. | 24 | 28 |
| 20. | 18 | 27 |
| 21. | 29 | 33 |
| 22. | 29 | 24 |
| 23. | 32 | 33 |
| 24. | 33 | 27 |
| 25. | 29 | 24 |
| 26. | 35 | 26 |
| 27. | 33 | 29 |
| 28. | 38 | 28 |
| 29. | 36 | 30 |
| 30. | 24 | 30 |

III. Creativity Characteristics

| | <u>Teachers</u> | <u>Parents</u> |
|-----|-----------------|----------------|
| 1. | 31 | 25 |
| 2. | 21 | 24 |
| 3. | 37 | 30 |
| 4. | 30 | 28 |
| 5. | 37 | 33 |
| 6. | 32 | 34 |
| 7. | 17 | 24 |
| 8. | 23 | 30 |
| 9. | 35 | 38 |
| 10. | 28 | 30 |
| 11. | 25 | 31 |
| 12. | 29 | 26 |
| 13. | 10 | 31 |
| 14. | 33 | 32 |
| 15. | 18 | 34 |
| 16. | 24 | 26 |
| 17. | 30 | 34 |
| 18. | 34 | 23 |
| 19. | 27 | 30 |
| 20. | 10 | 23 |
| 21. | 18 | 36 |
| 22. | 33 | 32 |
| 23. | 34 | 38 |
| 24. | 36 | 29 |
| 25. | 31 | 24 |
| 26. | 38 | 25 |
| 27. | 37 | 32 |
| 28. | 24 | 29 |
| 29. | 38 | 36 |
| 30. | 28 | 24 |

IV. Leadership Characteristics

| | <u>Teachers</u> | <u>Parents</u> |
|-----|-----------------|----------------|
| 1. | 38 | 29 |
| 2. | 24 | 26 |
| 3. | 39 | 36 |
| 4. | 33 | 38 |
| 5. | 34 | 36 |
| 6. | 24 | 36 |
| 7. | 30 | 39 |
| 8. | 34 | 33 |
| 9. | 35 | 36 |
| 10. | 32 | 32 |
| 11. | 31 | 37 |
| 12. | 38 | 36 |
| 13. | 24 | 37 |
| 14. | 40 | 40 |
| 15. | 39 | 29 |
| 16. | 33 | 24 |
| 17. | 22 | 35 |
| 18. | 36 | 16 |
| 19. | 37 | 36 |
| 20. | 35 | 29 |
| 21. | 26 | 30 |
| 22. | 40 | 34 |
| 23. | 34 | 23 |
| 24. | 40 | 34 |
| 25. | 34 | 32 |
| 26. | 40 | 36 |
| 27. | 38 | 38 |
| 28. | 27 | 34 |
| 29. | 40 | 33 |
| 30. | 39 | 36 |

APPENDIX B

July 16, 1984

Mr. Johnny Miller, Director
Clarksville-Montgomery County Schools
501 Franklin Street
Clarksville, TN 37040

Dear Mr. Miller:

I am completing a field study as part of the requirements for an Education Specialist degree. This field study has been approved by the Austin Peay Graduate Council.

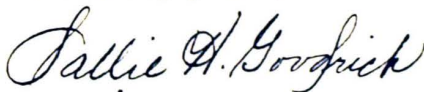
A random selection was made of 40 elementary and middle school aged children enrolled in the Program for Academically Superior Students (PASS) in the Clarksville-Montgomery County School System.

I will be sending a copy of the Scales for Rating Behavioral Characteristics of Superior Students to the teachers and parents of these students.

Enclosed is a copy of the Informed Consent Statement and cover letter sent to each parent and teacher. I have requested that each participant return the completed rating scale and signed Informed Consent Statement in the enclosed self-addressed stamped envelope also mailed to them.

If you have any questions or would like to be informed of the results of this study, please contact me at 645-4400 or Route 1, Box 132, Clarksville, Tennessee.

Sincerely yours,

A handwritten signature in cursive script that reads "Sallie H. Goodrich".

Sallie H. Goodrich

SHG:1b

Enc.

cc: Mr. Peter Kyriakos
Dr. Harry Repsher

July 16, 1984

RE: ENCLOSED INFORMED CONSENT STATEMENT

Dear (Parent or Teacher's Name):

The purpose of this investigation is to compare parent and teacher ratings of characteristics in the identification of academically gifted elementary and middle school-aged children. Your responses are confidential. At no time will you be identified nor will anyone other than the investigators have access to your responses. The demographic information collected will be used only for purposes of analysis. Your participation is completely voluntary, and you are free to terminate your participation at any time without any penalty. The potential hazards which may occur from participation in the investigation are non-existent.

The benefits of this study were pointed out by J. S. Renzulli and others in 1971, when their research pointed out the value in obtaining rating forms from several teachers, counselors and others who are familiar with the students' performance. The area of identification is a potential for involvement of parents in the educational process.

All rating forms and the signed consent form should be enclosed in the self-addressed, stamped envelope which is included and should be post-marked no later than midnight Friday, July 20. Please answer all questions. If you're not certain about a rating, give your best estimate.

This research is being performed as part of Austin Peay's Education 699 course. The scope of the project will be explained fully upon completion, if you so desire. Thank you for your cooperation.

Yours truly,


Sallie Hampton Goodrich

SHG:lb

Enc.

CLARKSVILLE, TENNESSEE

INFORMED CONSENT STATEMENT

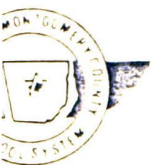
I agree to participate in the present study being conducted under the supervision of a faculty member of the Department of Education at Austin Peay State University. I have been informed, either orally or in writing or both, about the procedures to be followed. The investigator has offered to answer any further inquiries as I may have regarding the procedures. I understand that I am free to terminate my participation at any time without penalty or prejudice and to have all data obtained from me withdrawn from the study and destroyed. I have also been told of any benefits that may result from my participation.

Name (Please print)

Signature

Date

Do you want to know the results of this study? Yes _____ No _____



CLARKSVILLE-MONTGOMERY COUNTY
SCHOOL SYSTEM



P.O. BOX 867 • 501 FRANKLIN ST. • CLARKSVILLE, TENNESSEE 37041-0867 • PHONE (615) 647-5681

Johnny Miller
Director of Schools

August 3, 1984

Mrs. Sallie Goodrich
Route 1, Box 132
Clarksville, TN 37040

Dear Mrs. Goodrich:

This letter is in reference to your letter of July 16, 1984, concerning a field study that you are completing as a part of the requirements for an Education Specialist degree at Austin Peay State University. I have reviewed the material enclosed with your letter.

Please send me a copy of the results of the study.

Sincerely,

Johnny Miller
Johnny Miller

JM:ah

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