

COUNSELING-CONSULTATION WITH
GIFTED ADOLESCENTS AND THEIR PARENTS:
EFFECTS ON SELF ACCEPTANCE AND ADJUSTMENT OF THE GIFTED

by

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(ABSTRACT)

The purpose of this study was to determine the effects of different counseling strategies on the self acceptance, personal adjustment, and social adjustment of gifted adolescents. Subjects, age 13 to 16, were identified as gifted based upon a performance of 120 IQ or above on the Raven Advanced Progressive Matrices. The 89 subjects were assigned to one of four groups and the groups were randomly assigned to treatments: counseling only, consultation only, counseling-consultation, or control. Counseling included 25 gifted adolescents in a 12-week group counseling program focusing on communication skills. Consultation included the parents of 21 gifted adolescents in a six-week program focusing on communication skills. Counseling-consultation included 23 subjects in a 12-week group counseling program and their parents in a six-week consultation program, both focusing on communication skills. The control group

included 20 subjects who received a standard developmental counseling program.

The design of the study was a multi-group pretest-posttest control group design. Scales of the California Psychological Inventory, Adjective Check List, and writing sample were determined in an a priori manner as being appropriate measures of the dependent variables. Data was analyzed by an analysis of variance, Bartlett's-Box F test of homogeneity of variance, and Scheffe's post hoc comparison test. Further analysis was performed when necessary by an analysis of covariance.

The results of the study indicated that there were significant differences among counseling strategies on self acceptance when measured by the writing sample and on personal adjustment when measured by the California Psychological Inventory and the writing sample. There were no significant differences among counseling strategies, however, on self acceptance when measured by the California Psychological Inventory and the Adjective Check List; on personal adjustment when measured by the Adjective Check List; and on social adjustment when measured by the California Psychological Inventory, Adjective Check List, and writing sample.

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Chapter 1

Counseling is the process of aiding or enabling normal people to increase their effectiveness and to achieve higher level adjustment skills that are manifested in increased maturity, independence, personal integration, and responsibility (Brammer & Shostrom, 1968). Hutchins (1979) defined counseling as a process in which a trained professional utilizes appropriate resources to assist in the client's development according to mutually agreeable guidelines.

John Gowan (1971) described the critical need for counseling intervention promoting societal mental health when he decried society's attitudes thus:

As the twenty-first century looks back on us, we may well be regarded, so far as mental health is concerned, with the same distaste with which we regard the physical health of the Middle Ages. While many of us are advocates of mental health, few of us are examples of it. Certainly, if society is to survive, man must come to better terms with himself and his environment and cease abusing both. (p. 265)

Gowan implied the need for mental health among all individuals in society.

Early counseling philosophy adhered to a medical model borrowed from the therapist, while current counseling philosophy embraces a developmental model. The medical model of the past focused treatment on persons who were "ill" and in need; the developmental model provides counseling for healthy individuals in a preventive mode. Counseling programs are designed to meet the developmental needs of all individuals in areas such as education, decision making, career choice, personal adjustment, and social adjustment.

The goals of a developmental counseling program are to develop in clients the capacities for self-appraisal and self-direction and to assist the client in developing his or her range of human potentialities (Mathewson, 1962). Dinkmeyer and Carlson (1975) described developmental guidance as an organized effort to personalize and humanize the educational process for all students. These authors further noted that the change from a medical model to a developmental model of counseling was a commitment to persons instead of crises.

Consultation is a developmental counseling strategy that enables the counselor to interact with significant others in the lives of the counselees for the greater good of the counselees (Myrick, 1977). In 1966 the Association of Counselor Education and Supervision and the American School Counselor Association jointly identified consultation as a process of sharing with another person or group of persons information and ideas, of combining knowledge into patterns, and of making mutually agreed upon decisions about the next step needed in the counseling process (Miles, 1979; Myrick, 1977). Consultation permits a more pervasive intervention in the environment of the counselee for his or her development. Miles (1979) stated that consultation was being viewed as the process with the greatest potential for realization of a developmental focus in counseling.

Problem

During the last decade counselors have become aware of special populations with their unique developmental counseling needs. With the introduction of and concentration on Public Law 94-142, counselors have begun to attend to the needs of the handicapped. Such attention to one special population logically leads to a concentration on

other special populations. Another such special group is the gifted.

Zaffrann and Colangelo (1979) proposed that there be a developmental guidance program for the gifted. Such a program should be organized around the unique needs and concerns of the gifted. While a developmental counseling program for the gifted might be the most vital service educators can provide the gifted population, still too few counseling programs specifically designed for the gifted exist. Surely, if our society is to survive, we as educators must come to understand Gowan's (1971) fundamental premise that "concern for the qualities of exceptional human beings arise out of an exceptional concern for the qualities of all human beings" (p. 13).

Gifted adolescents have unique needs for developmental counseling. Though they do not have a common personality, these gifted adolescents do have a common collection of problems (Allan, 1981). Among the needs of gifted adolescents are the intrapersonal needs for self acceptance and personal adjustment, including the recognition and acceptance of their differentness from and similarity to non-gifted adolescents (Allan & Fox, 1979; Colangelo & Zaffrann,

1975; Jordan & Keith, 1965). Interpersonal needs of gifted adolescents include social adjustment within and to a non-gifted world. This adjustment involves the enhancement of the interpersonal skills of the appreciation of the uniqueness of themselves and others and of the development of effective communication skills that facilitate involvement with, rather than isolation from, significant others such as peers, parents, and teachers (Allan, 1981; Allan & Fox, 1979; Colangelo & Zaffrann, 1975; Drews, 1961; Gowan, 1971; Ziv, 1977).

This study focused on a sample of gifted adolescents to determine if self acceptance, personal adjustment, and social adjustment were related to a counseling-consultation program in communication skills for gifted adolescents and their parents.

Research on counseling the gifted has lagged far behind research on educating the gifted. As early as 1954 Terman stated that much progress had been made in the identification of the gifted through the use of intelligence tests and achievement tests, but he indicated that identification and educational provisions alone would be inadequate. Terman cited evidence from historical and

contemporary studies demonstrating the importance of what he termed the "Zeitgeist" or the "Climate" (Gowan, 1971). Though the recognition of the need for guidance and counseling of the gifted began two decades ago (Drews, 1961), still the pupil personnel area was the last major educational area to develop maturity and status in the development of programs for the gifted (Gowan, 1972). In support of the limited research on counseling the gifted, an ERIC search on the topic of counseling the gifted in March 1983 revealed only 100 entries since 1961.

Gifted adolescents remain a rather neglected population in counseling and counseling research. Allan and Fox (1979) asserted that though the gifted neither have a set of common personality traits nor are they all anxious, neurotic, and isolated, yet, the gifted, like most other adolescents, have a need for counseling. Unfortunately, an assumption frequently preventing the development of counseling programs for gifted adolescents is the belief that either bright people are able to handle their own problems and developmental needs or that it is desirable for them independently to work through any problems they encounter (Allan, 1981; Gowan, 1972).

While research on counseling the gifted is growing, a virtual paucity of literature exists on consultation with parents of gifted adolescents. As early as 1965, Jordan and Keith noted the responsibility of counselors to work with parents of the gifted to help them understand the special needs of the gifted. Gallagher (1975) recommended group counseling for parents of the gifted because they appreciated and needed opportunities to share experiences with their peers and because they experienced reassurance in finding other parents encountering the same problems. Allan (1981) stated that she strongly supported interpersonal relations training for the parents of identified gifted.

Research indicates that the parents of gifted adolescents are actively involved in the lives of the gifted (Beals & Simmons, 1962; Dettman & Colangelo, 1980; Drews, 1961; Gallagher, 1975; Gensley, 1969; Gowan, 1971; Rothney & Sanborn, 1966; Sanborn, Pulvino, & Wunderlin, 1971; Schatz & Sanborn, 1980). Gallagher (1975) noted that as early as 1960 Shaw had initiated family counseling techniques on the hypothesis that the basic problem of underachievement in the gifted is a breakdown of communications

between parent and child. In 1968 McCowan studied the effects of group counseling with underachieving bright tenth grade boys and their parents. Yet there have been few investigations that have studied directly the impact on the adjustment of gifted adolescents of a consultation program which actively involves the parents of those adolescents.

Purpose

This study drew from the fields of educational theory, counseling theory, and communications theory. The purpose of the study was to test the effects of the intervention of a counseling program together with and separate from a consultation program on the self acceptance, personal adjustment, and social adjustment of gifted adolescents.

Within the context of the counseling-consultation program, the study focused on the following questions:

1. What is the effect of group counseling with gifted adolescents on their scores on self acceptance, personal adjustment, and social adjustment?

2. What is the effect of parent consultation on gifted adolescents' scores on self acceptance, personal adjustment, and social adjustment?

3. What is the effect of group counseling with gifted adolescents and consultation with their parents on the gifted adolescents' scores on self acceptance, personal adjustment, and social adjustment?

The findings of this study may contribute to the field of counseling-consultation of gifted adolescents, a minimally researched area. Additionally, knowledge of the impact of group counseling and parent consultation on the self acceptance, personal adjustment, and social adjustment of gifted adolescents may contribute to the practical application of counseling-consultation strategies for the gifted adolescents. Further, the findings of this study may contribute to the body of knowledge in the field of counseling, particularly in the field of consultation with the parents of adolescents, a sparsely researched area compared to the research on consultation with the parents of elementary children.

Limitations of the Study

Limitations of the study include the following:

1. All of the subjects in this study were gifted adolescents in one high school in one community. Thus,

generalizations of the findings are limited to those populations with similar socio-economic backgrounds.

2. All of the subjects in this study were gifted adolescents between the ages of 13 and 16. Thus, generalizations of the findings are limited to that age group.

3. It is possible that although subjects were selected and assigned randomly, their willingness to participate may have affected results.

4. The researcher participated as one of the counselor leaders in the program; consequently, there exists the possibility that experimenter effects may account for differences that might have been found.

Assumptions of the Study

Assumptions of the study include the following:

1. It was assumed that the professional behavior of the co-leaders in each of the treatment groups would not differ except in those areas that distinguish between treatments.

2. It was assumed that there were no extreme differences in personality in the groups being tested; therefore, any changes would be attributed to treatment.

Hypotheses

The following hypotheses are presented with theoretical and empirical support. Myrick (1977) noted that consultation is an appropriate and effective strategy within the tenets of a variety of counseling theories including Gestalt, Client-centered, Rational Emotive, Psychoanalytical, Adlerian, Behavioral, and Transactional Analysis. Empirical support of the effectiveness of counseling and consultation was drawn from relevant research reports.

H_{a1}: The means of the four treatment groups will be significantly different for the variable self acceptance as measured by the

- (a) California Psychological Inventory,
- (b) Adjective Check List, and
- (c) Writing Sample.

H_{a2}: The means of the four treatment groups will be significantly different for the variable personal adjustment as measured by the

- (a) California Psychological Inventory,
- (b) Adjective Check List, and
- (c) Writing Sample.

H_{a3}: The means of the four treatment groups will be significantly different for the variable social adjustment as measured by the

(a) California Psychological Inventory,

(b) Adjective Check List, and

(c) Writing Sample.

Research studies support the effectiveness of consultation with parents on the lives of children (Dee, 1970; Taylor & Hoedt, 1974). Though Myrick (1977) advocated the use of the strategy with adolescents, limited research exists in that area. McCowan (1968) demonstrated the advantage of consulting with the mothers of bright under-achievers, and Guzetta (1976) showed the effectiveness of consultation in communication skills with early adolescents and their parents. In spite of the demonstrated need for the involvement of parents of the gifted (Beals & Simmons, 1962; Dettman & Colangelo, 1980; Sanborn et al., 1971; Schatz & Sanborn, 1980), a virtual paucity of research exists on counseling and consultation with gifted adolescents and their parents.

Definition of Terms

The definitions of the following terms used in this study are:

Adjective Check List (ACL) refers to the personality test developed by Gough and Heilbrun that consists of 300 adjectives and adjectival phrases commonly used to describe a person's attributes or characteristics. The ACL yields a raw score that can be converted to a standard score for each of the 37 scales. The three scales used in this study are the self-confidence to measure self acceptance, personal adjustment to measure personal adjustment, and dominance to measure social adjustment.

California Psychological Inventory (CPI) refers to the personality test developed by Gough that addresses personality characteristics important for social living and social interaction. The CPI yields a raw score that can be converted to a standard score for each of the 18 scales. The three scales used in this study are the self acceptance to measure self acceptance, responsibility to measure personal adjustment, and social presence to measure social adjustment.

Gifted refers to those 13-to-16-year-old subjects who scored a 120 IQ or above on the Advanced Progressive Matrices of the Raven.

Personal adjustment refers to a positive attitude toward life and a confidence in one's ability to initiate activities and pursue them to conclusion. Personal adjustment is manifest by responsible, conscientious, and dependable behavior. Personal adjustment was measured by a score on the Responsibility scale on the CPI, by a score on the Personal Adjustment scale on the ACL, and by a personal adjustment score on the writing sample.

Raven's Progressive Matrices refers to the matrices of intelligence developed by J. C. Raven. Based upon Spearman's concept of the nature of intelligence, the tests are a non-verbal measure of ability. The Advanced Progressive Matrices used in this study was designed to measure the range of ability and intellectual efficiency of subjects with more than average intellectual capacity. The Advanced Progressive Matrices yields percentile scores that can be converted to IQ scores from 100 to 135 and above.

Self acceptance refers to a sense of personal self worth, a capacity of independent thinking and action, and

a sense of satisfaction with self. Self acceptance was measured by a score on the Self-acceptance scale of the CPI, by a score on the Self-confidence scale on the ACL, and by a score on self acceptance on the writing sample.

Social adjustment refers to a sense of poise, spontaneity, and self-confidence in personal and social interactions. Social adjustment was measured by a score on the Social Presence scale of the CPI, by a score on the Dominance scale of the ACL, and by a score on social adjustment on the writing sample.

The writing sample (WS) refers to the subject's written response to an assignment designed to elicit personal comments reflecting his or her self acceptance, personal adjustment, and social adjustment. Each variable was scored on a scale of one to three, with one being the lowest possible score and three being the highest possible score.

Chapter 2

Review of the Literature

The literature reviewed in this chapter includes six areas of background relevant to a study of counseling the gifted. The counseling focus includes topics on the medical model versus the developmental model in counseling and on consultation as a counseling strategy. Topics related to the gifted include the identification of the gifted, their personal and social needs, the counseling needs of the gifted, and the influence of parents in the lives of the gifted.

Gifted young people possess the highest intellectual abilities and the concomitant capacities for leadership potential and success in life. In order to achieve those potential successes, they must reach their developmental potential. Dabrowski (1967) described his concept of developmental potential in the theory of positive disintegration. Developmental potential describes the original endowment which determines the level of development an individual may reach under optimal conditions. Dabrowski (1967) identified the five channels, "overexcitabilities," or special talents an individual may have as follows: psychomotor,

sensual, intellectual, imaginal, and emotional (Dabrowski, 1967; Dabrowski & Piechowski, 1977; Piechowski, 1979). The gifted young person possesses superior intellectual and often imaginal abilities. Counseling can assist in the development of the affective or emotional area, thus enhancing the individual's opportunities for reaching his or her potential and success in life (Colangelo & Zaffrann, 1975; Drews, 1961; Gowan, 1966; Jordan & Keith, 1965; Torrance, 1972).

Medical Model versus Developmental Model in Counseling

Originally counseling theory had its foundations in the medical model of providing for the needs of the counsees whenever, wherever, and however those needs might occur. Counselors maintained a reactive posture. Mathewson (1962) attempted to redirect the thrust of counseling by identifying three themes or emphases of counseling:

1. Counseling should not be regarded as an exercise in which the counselor, like a doctor, "diagnoses" and "prescribes," but rather counseling should be regarded as a process in which the counselee learns about himself or herself, his or her situation, and his or her

relationships in order to better accommodate himself or herself in current and future situations.

2. Counseling should not be regarded as a one-shot affair at some crisis point but rather as an extended, continuous, and cumulative learning enterprise engaged in jointly by the counselor and counselee over a span of time so that the client becomes better prepared to meet his or her own problems as they arise.
3. Counseling should not be regarded as solely or mainly as concerned with short-term socio-economic requirements alone, but rather it should be regarded as a process concerned with both individual needs and satisfaction as well as social consequences and as a process concerned with long-term cultural consequences as well as short-term economic issues. (p. 312)

Counseling focuses on normal or "usual" persons rather than on those who exhibit abnormal or extreme modes of adjustment (McGowan & Schmidt, 1962). Other characteristics of counseling include terms such as supportive, situational, problem-solving, conscious awareness, short-term, educational, and vocational (Brammer & Shostrom, 1968).

Psychotherapy can be distinguished from counseling in terms of intentions. Therapy embodies the intention to establish a more intense and lengthy interaction for the purposes of major changes or alterations in the client's behavior or personality than does counseling (McGowan & Schmidt, 1962). Further, the terminology of psychotherapy, in contrast to counseling, includes terms such as analytical, depth emphasis, focus on the unconscious, reconstructive, emphasis on "neurotics" or other emotional disturbances, and long-term (Brammer & Shostrom, 1968).

In the past few decades in the history of counseling, philosophies and models have undergone dramatic changes. Current counseling philosophies and theoretical concepts are based on a holistic, developmental view of the individual. Counselors are assertive and proactive while concentrating on helping healthy individuals to become even more effective in their daily lives. Developmental counseling emphasizes programs that are designed to meet the developmental needs of all individuals in these areas: to develop social relationships and to belong; to develop independence through making choices and accepting responsibility for those choices; to appraise attitudes and interests

realistically; to learn to prepare for purposeful participation in educational and life tasks; and to be loved, accepted, secure and free from threat (Dinkmeyer, 1971).

Morrill, Oetting, and Hurst (1974) noted that development has the primary focus of promoting positive growth for all students, not only those identified as having or about to have a problem. The intent of a developmental program is to anticipate future problems and to move to prevent them by providing individuals or groups with needed skills or by creating changes in the environment so as to prevent the development of problems.

Consultation as a Counseling Strategy

An invaluable counseling tool in the developmental model is consultation. Pietrofesa and Pietrofesa (1976) described the consultant function when they stated that the counselor-consultant not only provides information, but uses group dynamics and processes to achieve cognitive, evaluative, and affective understanding. Consultation involves working with teachers, parents, administrators, and other systems that influence the students.

Though counseling and consultation share common features such as a foundation in counseling theory, the

adherence to a plan of action, and the goal of the eventual change in the client's behavior, the two processes can be differentiated. Miles (1979) clarified that counseling provides a direct approach to problem solving in which the client is intimately involved, while consultation is a more indirect approach involving significant others in the lives of the clients. These significant others are called consultees. Further, the relationship in counseling involves the counselor and client as they focus on the internal variables of the client whereas consultation focuses on variables of the client and his or her environment that are external to the relationship between the counselor and consultee (Miles, 1979). In contrast to the counseling relationship which involves a counselor and a counselee or client, the consultation relationship involves three or more people: the consultant, the consultee who identifies the problem, and the client for whose good the consultant and consultee are working.

Consultation provides a systematic approach that requires the same facilitative interpersonal skills as does counseling: empathy, respect, and open communication (Miles, 1979). The stages of the consultation plan involve

developing a sense of the need for change, initiation of a relationship, establishment of a helping relationship, conceptualization of the client's problem, examination of alternative solutions, determination of the "next step," implementation, and follow-up and evaluation (Miles, 1979; Myrick, 1977).

Consultation emphasizes an approach that is appropriate and effective within the tenets of a variety of counseling theories including Gestalt, Client-centered, Rational Emotive, Psychoanalytical, Adlerian, Behavioral, and Transactional Analysis (Myrick, 1977). The major types of consultation include crisis-consultation, preventive-consultation, and developmental-consultation. Crisis-consultation involves the consultee's having an urgent problem with the client, whereas in preventive-consultation the consultee may not be currently experiencing a crisis but rather senses that one could develop. Developmental-consultation, though also including a preventive component, focuses more on facilitating positive growth behaviors and positive learning conditions rather than on preventing something from happening. Examples of developmental-consultation include parent effectiveness training, child study groups,

and training groups that emphasize improving relationships, enhancing living patterns, and developing conditions which assist in family development (Myrick, 1977).

Dinkmeyer and Muro (1971) identified the need for consulting with parents when they stated that a major societal problem involves the fact that parents almost never have adequate experiences, training, and educational background to enable them to function effectively in child training. The authors reinforce the problem by indicating that as a result of such lack of background many parents are largely unequipped for the most significant role in the development of society - childrearing. Parent consultation is a vital component in the consultation process. Miles (1979) cited consultation with parents as third in the hierarchy of consultation needs in an educational setting, preceded only by teachers and students. She further affirmed that "without some support from the environment (home and community) in which children spend most of their time, much of what is done in the 'effective learning school climates' will be significantly wiped out" (Miles, 1979, p. 153). While parent counseling focuses on the parent with the counselor assisting the parent to change his or her own behavior,

consultation with parents focuses on the son or daughter with the consultant presenting to the parent information relevant to the young person's behavior.

As early as 1962, Mathewson defined parent education as discussion with parents of the common adjustment, orientational, and developmental problems of their youngsters. Myrick (1977) noted that child study or child education groups were relatively new phenomena in the counselor-consultant function. Results of research show that interaction with parents influences the self concept, attitudes, vocational choices, and other aspects of human behavior of children (Miles, 1979). Miles (1979) further suggested that parent discussion groups and child study groups provide opportunities for parents to explore specific issues or problems and to attain understanding of the developmental needs of children. Thomas Gordon (1970) developed the Parent Effectiveness Training model, a parent consultation program aimed at improving communications within families; he taught parents how to listen effectively and solve parent-child conflicts through the "no lose" method. Other in-depth and related parent education programs have emerged, including C-Groups and TA. Parent consultation emphasizes

a developmental approach and involves a teaching process. Parents are taught about behavior, relationships, and communication skills that make effective family groups. The responsibility of the school, especially the school counselor, to provide parent education and consultation has been suggested by many authors in the past few years (Kelly, 1976). The counselor, possessing both the ability to listen and to attend to the feelings and behavior of others and the ability to teach the skills fundamental to human interaction, becomes an agent most capable of aiding and supporting parents in the quest for more effective parenting skills at every age level.

In addition to the effectiveness of consultation in a preventive, developmental model, it is also an effective strategy in remediation. Warner (1974) stated that while consulting with parents is generally viewed in a developmental strategy, much of the research has focused on the effects of parent consultation from a standpoint of remediation. Gilmore (1971) agreed that parent counseling is an effective remedial method, whether used for individual pairs of parents or for groups of parents within limits.

In further support of the efficacy of working with parents for remedial purposes, Taylor and Hoedt (1974) studied the effect of counseling with parents, teachers, and children on classroom-related behavior problems. After studying 372 children of average socio-economic background during a ten-week period, the authors noted that Adlerian group counseling with the significant adults, parents, or teachers was more effective in reducing behavior problems than eclectic group counseling directly with the children regardless of grade level.

Dee (1970) reinforced the positive effect of parent involvement in group counseling on children with school adjustment problems. The author studied the effects of involving children only, parents only, and parents and children in group counseling on school adjustment. The children were given the Wide Range Achievement Test, Children's Personality Questionnaire Factor scores for anxiety versus adjustment and extroversion versus introversion, and the Behavior Rating Scale for classroom and for home. Groups met for ninety minutes once a week for six months. Results indicated that when both parent and child were

involved in treatment, improvement was statistically significant.

Perkins and Wicas (1971) supported the effectiveness of parents in group counseling as a remedial tool. They involved bright underachieving ninth-grade boys and their mothers in various group counseling combinations in order to assess the effect of the group work on the underachievers' school attendance, study habits, anxiety levels, and teacher ratings. The authors established four groups in the following pattern: (1) group one included six boys meeting in group counseling sessions for one hour in each of twelve successive weeks, (2) group two included six boys meeting in one-hour group sessions for each of twelve successive weeks and the mothers of the six boys meeting in a separate one-hour group session for twelve weeks, (3) group three included only the six boys' mothers meeting in one-hour group sessions for twelve successive weeks, and (4) group four was the control group with no counseling provided either for the boys or their mothers. The results indicated that group counseling brought about significant changes in grade point average and self acceptance. Additionally, when counselors worked only with the mothers,

the effect on grade point average was as great as when they worked with the boys alone or with boys and mothers. The mothers' involvement had a greater impact on self acceptance, even to the point of being a determining influence rather than a supplementary one. This study illustrates the effectiveness of mother involvement as a tool of remediation for bright underachieving ninth-grade boys.

Implications of the research on consulting with parents are clear. Even self reports by students such as the Virginia Survey of Seniors for 1981 reveal that seniors in high school rate their parents as the most important influence in their educational decision making. Though the literature notes significant positive opportunities for counselors to be involved in consulting with parents, a virtual paucity of research exists on consulting with the parents of adolescents. Myrick (1977) described both the impact of consultation and its current status when he stated:

A computer search of the ERIC system on the subject of consultation clearly reveals the impact that elementary school counselors have had on consultation and the paucity of research and position papers on

consultation at other levels. The lack of research at other levels may suggest that consultation is not viewed as a primary function of counselors at those levels and that few attempts are being made to evaluate the process. Yet, based on the evidence currently available at the elementary school level, it seems that consultation can make a difference and that many of the same procedures and models will also be effective at other levels. (p. 95-96)

Identification of the Gifted

The gifted, a special population in the schools, have experienced ambivalent reactions from both educators and the general population. Whitmore (1980) traced the history of attention to the gifted to Plato, who was perhaps the first person to advocate selecting potentially gifted children in early childhood, testing them, and preparing them for leadership education. Though interest in the gifted began exceedingly early, the American attitude toward the gifted has appeared to fluctuate with the needs of the nation. In times of prosperity, success, and rapid advancement, the gifted are virtually ignored, while in times of national need, they are courted, cherished, and

even revered. During America's period of beginning as a nation, the gifted were highly valued because leadership was imperative for survival. When the nation was in the "melting pot" era with its emphasis on the equality of all men and the reverence for the common man, there was something of a negative sentiment toward the concept of "elitism" that seemed to be associated with the gifted. The rise of the industrial era brought a time of moderate but ambivalent interest in the gifted in America. Maintenance of the "status quo" and its emphasis on equality and conformity were in direct conflict with the American values of excellence and innovation. With the onset of the second major war in less than three decades, the era of World War II brought greater openness about the need to develop giftedness because of the nation's need to develop leaders. The time of peak American interest in the gifted began in the late 1950's in the Sputnik era. This Golden Age for the Gifted brought renewed political and educational interest. Only about five years later, though, public support lessened and shifted to concerns for civil rights. America entered a ten-year period of apathy toward the gifted. Again, in the mid 1970's, in a time of national need, America

experienced a revival of awareness of the social value of the gifted. Once again the need for leadership was great, and the search became diligent (Whitmore, 1980).

Newland (1976) indicated that the emphasis in literature and research on the gifted reflected the nation's regard for the gifted when he said that "Since 1927 technical literature reflecting consideration of the gifted and related groups has varied from the infinitesimal to the minute" (p. 30). In a 1969 study, Albett found that psychological abstracts referring to the topics of "giftedness," "gifted children," "genius," "creative ability," "distinction," and "eminence" over a 38-year period from 1927 to 1965 included only 1318 references. Ninety percent of those formally published articles, chapters, or books occurred after 1950. After 1965 to 1970 the frequency of scientific, professional, and even lay publications decreased again (Newland, 1976).

Not only has interest in the gifted fluctuated, but also reactions to and attitudes toward the gifted have fluctuated. Terman and Oden (1947) stated that prior to 1850 youthful prodigies were regarded with a mixture of admiration, awe, and hopeful expectations. Parents of the

gifted were envied. After 1850 an increasing number of doctors and educational theorists began to classify the "precocious" with the abnormals. The precocious were depicted as neurotic and alleged to be doomed to insanity if they survived adolescence (Terman & Oden, 1947).

One problem in research related to the gifted is the determination of who the gifted are and what they are like. In his 1922 studies, Terman described the gifted as superior intellectually, physically, educationally, emotionally, aesthetically, and socially. He stated that they are the product of superior parentage both educationally and economically. The gifted experience a wide range of interests, read inveterately, exhibited enjoyment of playing alone, and were more enthusiastic. In traits of character as rated by teachers, Terman found his 10- and 11-year-old subjects to be above the control group on general intelligence, desire for knowledge, originality, common sense, perseverance and will power, desire to excel, self confidence, prudence and forethought, sense of humor, optimism, stability of mood, leadership, sensitivity to approval, popularity, freedom from vanity, and fondness for large groups. In general, deviation of gifted subjects from the

control group was in an upward direction for nearly all traits (Terman & Oden, 1947).

There seem to be as many definitions as there are authors of books, articles, papers, and addresses. William Durr (1960) indicated the complexity of the problem when he noted that definitions abound with some researchers defining gifted by scores on IQ tests and some by scores on achievement tests. The Report to the Congress by Commissioner of Education Marland (1972) identified the gifted as those children with demonstrated achievement and/or potential ability in any one or more of the following areas: general intellectual ability, specific academic ability, creative or productive thinking, leadership ability, visual and performing arts, and psycho-motor ability. While some researchers defined gifted by the identification of IQ levels (Gallagher, 1975), others prefer to define gifted by noting the characteristics of a gifted child (Kincaid, 1971; Perrone & Pulvino, 1979; Ziv, 1977).

Authors who identify the gifted by describing their characteristics state that they are physically slightly larger in both height and weight, enjoy good health, and learn to talk and walk earlier than average youngsters.

They are intellectually and mentally precocious, are insatiably curious, have retentive memories, possess the capacity for abstract thinking, and have creative imaginations. They are personally and socially trustworthy, courteous, cooperative, and self critical; have high principles and values; possess a keen sense of humor; and prefer mental age mates to chronological age mates (Colangelo & Zaffrann, 1975; Drews, 1961; Durr, 1960; Jordan & Keith, 1965; Kaplan, 1983; Terman & Oden, 1947; Ziv, 1977).

Perhaps Ziv (1977) summarized the myriad of definitions and characteristics used for the identification of the gifted when he described three general approaches to the concept of giftedness that have flourished through the years: the psychopathological concept which views intellectual superiority as a form of mental disorder; the social-historical concept which defines giftedness by the enduring impact of contributions to society; and the statistical approach which defines giftedness in terms of mental ability in relation to the total population.

Personal and Social Needs of the Gifted

Beals and Simmons (1962) stated that studies of the gifted had been more concerned with the curricular needs

than with the personal needs of the gifted. A common misconception about the gifted seems to have been that because they are highly intelligent and creative they have everything positive in life (Allan, 1981; Gowan, 1968; Impelizzeri, Farrell, & Melville, 1976; Kaplan, 1983). Such intellectual attributes seem to preclude any possibility of needs or problems.

Yet the gifted do experience needs and problems. Though they do not have a common personality, they do have a common collection of problems (Allan, 1981). Personally, the gifted have needs to understand and accept their giftedness: they need to develop realistic expectations for themselves; they need to learn to cope with tension and stress; they have a need for self acceptance and the development of a realistic self concept; they need to learn to confront and cope with the fear of failure; and they need to learn to tap their greatest potential (Allan & Fox, 1979; Jordan & Keith, 1965; Kaplan, 1983). Socially, the gifted experience common needs. They have the need to experience social adjustment by understanding and accepting the non-gifted who compose the majority of their world; they must learn to communicate with others in their world;

and they need to feel comfortable in their social interactions (Allan, 1981; Jordan & Keith, 1965; Kaplan, 1983; Ziv, 1977). Ziv (1977) noted that when one looks at gifted children they seem well adjusted and normal; yet when one looks at the way a gifted adult describes his childhood he appears to have been lonely, isolated, shy, and maladjusted.

Adolescence adds another dimension to the social adjustment of the gifted. Ziv (1977) stated that social relationships of children deteriorate as they grow older and that as they pass from childhood to adolescence they may begin to feel more estranged. A study of social adjustment of the gifted in grades 4 to 12 in Palo Alto, California, in 1957 revealed that while the self acceptance scores of children were significantly greater than those of the control group, the mean self acceptance scores of junior high and high school students were not significantly higher than those of their average classmates (Gallagher, 1975). Adolescence and its inherent feelings of differentness seem to enhance the feelings of estrangement, isolation, or loneliness of the gifted. The usual conflicts and confusions of adolescence, coupled with the differences

between the gifted individual and his or her peers, can exacerbate difficulties with self acceptance (Allan, 1981; Allan & Fox, 1979).

The gifted themselves addressed the personal difficulties they experience when they recorded these impressions in On Being Gifted:

Although it has taken quite a few years I have begun to understand how to treat people. Being one of the "smarties" isn't easy. Actually it's on the same wave length to some people as a man with only one leg. (p. 23)

Sometimes being a gifted kid is embarrassing. (p. 23)

I hated being at the head of the class. Naturally, my peers hated me too. But the self-hatred was more intense. (p. 27)

I have found peace in the knowledge that I am not the only person in the world in this situation. (p. 30)

Allan (1981) offered an intervention strategy for these difficulties during adolescence: a counseling and interpersonal relations program for the gifted that focuses on

understanding the feelings and communications of oneself and others.

Counseling the Gifted

Research on the gifted has concentrated primarily on the identification of the gifted or the design of curricula appropriate for the gifted. Little research exists on counseling of the gifted. The Report to the Congress by the Commissioner of Education (1972) indicated that over 90% of respondents to a questionnaire noted the need of the gifted for psychological services and guidance counseling. The report further stated that research studies reveal that the gifted have been found to require expert psychological assistance in adapting to environmental frustrations and in understanding themselves and their relationships with others. The gifted also require special help with the problems of coping with attitudes and misunderstandings of others, frequent feelings of being different and of being inferior, frustrations in learning, educational choices, and the development of tolerance and understanding (Allan & Fox, 1979; Colangelo & Zaffrann, 1975; Kaplan, 1981; Kaplan, 1983). Writers agree that the lack of implemented counseling programs and research on counseling

relate to the assumptions that the gifted do not need the intervention of adults (Allan, 1981; Beals & Simmons, 1962; Gowan, 1972). Impellizzeri, Farrell, and Melville (1976) believed that the gifted child is too often erroneously seen as a totally self-starting, self-motivating, and self-assured individual. These authors further noted that because of the superior gifts and talents endowed upon these young persons they are frequently deprived of the support, the counseling, and the guidance that every child needs for the development of a full life. Gowan (1971) not only recognized the counseling needs of the gifted but succinctly stated the rationale for meeting those needs with his belief that "concern for the qualities of exceptional human beings arise out of an exceptional concern for the qualities of all human beings" (p. 13).

Parents and the Gifted

Drews in Guidance for the Academically Talented Student in 1961 emphasized the impact of parents in the lives of the gifted. She noted that parents significantly influence the goal setting behavior of their children. Beals and Simmons (1962) reported that data collected on the counseling needs and counseling services rendered to gifted

high school students in Orange County, California, indicated that counselors should work more closely with the home because parents of the gifted exercise much influence in educational and vocational decisions. Beals and Simmons further stated that counselors "might profitably spend one-fourth to one-third of their time in individual and group contacts with parents" (Beals & Simmons, 1962, p. 53).

While consultation with the parents of all adolescents can be an effective strategy, consultation with the parents of gifted adolescents becomes a critical component of an effective counseling program. Jackson, Krinsky, and Robinson (1977) suggested that adequate counseling may ultimately be the key to accommodating the intellectually advanced children within the public school system. These researchers further asserted that when the school system provides the parents of the intellectually advanced children with ready access to counselors who are sensitive to the needs of such children, who are informed about the options available in the district, and who are committed to making the system work for the child, there should be no need for an independent counseling service (Jackson et al., 1977).

The parents of the gifted experience particular needs. Among these needs is the need for the acceptance of the giftedness of their child. Ziv indicated that the acceptance of the giftedness of their child is not always easy for parents (1977). Dettman and Colangelo (1980) in agreement with Ross (1979) found that when parents are told that their child is gifted they react similarly to parents who are told that their child has a learning disability. Parents appear to react to the fact that their child is different, rather than to the fact that their child is gifted; consequently, they become concerned about the social adjustment and happiness of their child. Further, Dettman and Colangelo (1980) identified four specific issues surrounding the needs of the parents: parents are confused about their role in identifying gifted children; parents have a deep concern for and anxiety about the gifted child's achievement; parents are concerned about family relationships and the gifted child; and parents are confused about their relationship with the school.

Through the past two decades researchers have catalogued the successes in working with the parents of the gifted. Wyne and Skjei (1970) enumerated the results of

researchers such as Mink who in 1964 studied the effects of group counseling sessions with the parents of seventh and eighth grade bright underachievers. Mink found that the most progress was made when the parents were involved. Ohlsen and Gazda in 1964 found that underachieving bright fifth graders experienced greater acceptance by peers when parents were involved in group counseling. In 1960 Broedel, Ohlen, Proff, and Southard reported gains in achievement test scores, self acceptance, and the ability to relate to family and peers when parents were involved in counseling. In 1963 Hall found positive changes in self concept, and Finney and VanDalsam in 1969 noted improvement in teacher ratings of the student's cooperation. They further noted the increase of the gifted student's scores on several scales of the California Psychological Inventory when parents were also involved in counseling. Guzetta (1976) studied the effects on empathy of a three-week mini-course entitled "Communication with Your Teenager" for gifted sixth through eighth graders and their mothers. The three treatment groups included one in which the young people participated with their parents, and one in which they did not participate. All three treatment groups scored

significantly higher than the control group on two measures of empathy.

In an attempt to involve the parents of the gifted, Dettman and Colangelo (1980) developed "A Functional Model for Counseling Parents of Gifted Students." They described three approaches: the Parent-Centered Approach, the School-Centered Approach, and the Partnership Approach. They subscribed to the Partnership Approach as the most effective and promising because it synthesizes the influence of both home and school and it requires the active participation of both parents and counselors. In the Partnership Approach counselors have the expertise that can be beneficial to parents while parents have the knowledge and experience that counselors and the school need to understand. Parents become partners with educators in meeting the educational and affective needs of their gifted children.

No matter which approach counselors pursue in consulting with parents of the gifted, the importance of direct work with the parents cannot be overestimated. In evaluating the effectiveness of consulting with parents of the gifted, Rothney and Sanborn (1966) and Sanborn, Pulvino, and Wunderlin (1971) advised that parents took a more

active role in the guidance of their gifted children when regular contacts with the counselor occurred and that parents were more likely to follow through with positive action when the counseling was more concrete.

The gifted remain a relatively new challenge for counselors. Consultation with their parents remains an even more rarely charted frontier. Minimal research exists; yet that research which does exist carefully admonishes, directs, and challenges counselors to attend to the needs of the gifted and to develop programs and intervention strategies to help them cope with and meet those needs.

In summary, the literature reviewed reveals that current philosophies and models support the adherence to a developmental view of counseling. Consultation is a significant component in a developmental model of counseling (Dinkmeyer & Muro, 1971; Miles, 1979; Myrick, 1977). The gifted, whether identified by scores on intelligence tests or achievement tests or by a listing of characteristics (Gallagher, 1975; Kincaid, 1971; Perrone & Pulvino, 1979; Ziv, 1977), possess a common set of needs for self acceptance and personal and social adjustment (Allan, 1981; Allan & Fox, 1979; Jordan & Keith, 1965; Kaplan, 1983;

Ziv, 1977). Counseling programs specifically designed to meet the personal and social needs of the gifted for acceptance of self and others and the development of tolerance and understanding of others can create positive interventions in the lives of gifted adolescents (Allan & Fox, 1979; Colangelo & Zaffrann, 1975; Kaplan, 1981; Kaplan, 1983). Further, since parents exercise a significant influence in the lives of the gifted (Drews, 1961), consultation with the parents of the gifted becomes an important strategy (Beals & Simmons, 1962; Dettman & Colangelo, 1980; Jackson et al., 1977).

Chapter 3

Method

The purpose of this study was to investigate the effects of different counseling strategies for gifted adolescents and their parents on the self acceptance, personal adjustment, and social adjustment of the gifted adolescents.

Subjects

The subjects were 89 ninth and tenth grade gifted males and females in one high school in suburban Northern Virginia. The 38 males and 51 females ranged in age from 13 to 16 years. Their IQ scores ranged from 121 to the maximum test scores on the Advanced Progressive Matrices of the Raven.

A population of 120 students in ninth and tenth grades had been identified by the school system as gifted based upon their having achieved an IQ score of 120 or above on the Wechsler Intelligence Scale for Children, the Stanford-Binet, the Slosson Intelligence Test, or the Otis-Lennon Mental Ability Test. Parents of the 120 students were invited to an introductory meeting two months prior to the beginning of treatment. Eighty-seven percent of the invited parents attended the meeting; another 3% called in

advance to learn about the program since they would be unable to attend the meeting. When the program was described, parents who were willing to have their son or daughter participate signed and returned a permission form (Appendix A). Parents of 108 of the possible 120 students returned permission forms. In addition to giving their son or daughter permission to participate, parents were asked to indicate a willingness to participate also. Ninety-nine of the possible 108 families volunteered for one or both parents to participate. The nine families unable to participate expressed the desire to be included in future opportunities and voluntarily cited family obligations and business travel as reasons for their inability to participate at this time.

Design of the Study

The design of the study was a multi-group pretest-posttest control group design. Ten of the subjects were randomly assigned to the pilot group. The remaining 89 subjects were assigned randomly to one of the four groups. The groups were then assigned randomly to one of the treatment groups: counseling only, consultation only, counseling-consultation, or control group. Parents of the gifted adolescents were assigned to a treatment group based upon

their gifted adolescent's assignment to that group. The multi-group pretest-posttest control group design has the advantage of controlling for the threats to the internal validity of history, selection, maturation, statistical regression, testing, instrumentation, and mortality.

The independent variable was the different types of counseling strategies: group counseling with gifted adolescents, consultation with the parents of gifted adolescents, and group counseling with gifted adolescents and consultation with the parents of gifted adolescents. The control group received the standard developmental counseling program designed for all students in the school and delivered by eight counselors. The developmental counseling program focused on the personal, social, and educational needs of the population. In developmental counseling, educational, life planning, and career counseling were provided for all students. Parents may have been involved in conferences with the counselor when a specific educational, personal, or social need arose for their son or daughter in the standard developmental program.

The dependent variables were self acceptance, personal adjustment, and social adjustment of the gifted

adolescents as measured by the mean scores on the California Psychological Inventory, the Adjective Check List, and the writing sample.

Setting

The setting was a high school of 2549 students in a suburban Northern Virginia community serving a population that in 1980 had a median family income of \$39,500 and a median educational background of 16 years, with 94.4% of the residents being high school graduates and 50.5% being college graduates (Characteristics of Fairfax County, 1981). Pretests, posttests, and experimental groups for both students and parents were conducted in the lecture study hall of that school. The lecture study hall is a large, versatile room which can accommodate 120 people in a lecture setting and 70 in a classroom setting. The room contained folding chairs, a blackboard, an overhead projector, and a screen. Such equipment permitted the flexibility for both didactic sessions and group counseling sessions.

Instrumentation

The instruments used were the Raven Advanced Progressive Matrices Sets I and II, the California Psychological Inventory, the Adjective Check List, and the writing sample.

Raven Advanced Progressive Matrices. The Raven Advanced Progressive Matrices Sets I and II, developed in 1943 by J. C. Raven, J. H. Court, and J. Raven, is a perceptual, non-verbal intelligence test for ages 11 to adult. Test design is based upon Spearman's investigations into the nature of intelligence. Spearman's use of wall charts of geometric figures from which individuals were to describe the concepts which governed the relationships in the figures became the basis for the development of the Raven Matrices which were designed to provide measures of the ability to deduce relationships and correlates.

The Raven Matrices include the Standard Progressive Matrices (SPM) designed to measure the general range of ability; the Coloured Progressive Matrices (CPM) designed for use with young children, older adults, people with lower range intellectual ability, or those whose intellectual capacity has deteriorated; and the Advanced Progressive Matrices (APM) designed to measure upper ranges of intellectual ability and to discriminate clearly between persons of such superior intellectual ability. The 1962 edition of the APM includes Sets I and II. Set I contains 12 practice problems covering all the intellectual processes

needed for success in Set II. In Set II there are 36 problems arranged in ascending order of difficulty and complexity designed to assess all the analytical and integral operations involved in higher thought processes. Sets I and II can be administered timed to measure intellectual efficiency or untimed to measure intellectual capacity. For this study Sets I and II were administered untimed to measure intellectual capacity. The 1943 edition of the APM was normed on a population of 109 children 10 1/2 years old, 92 children 12 1/2 years old, and 243 adults. Re-test reliability over a period of six to eight weeks yielded a reliability coefficient of .76 for 10 1/2-year-olds, .86 for 12 1/2-year-olds, and .91 for adults (Raven, J. C., Court, & Raven, J., 1977). In 1961 extensive item analysis studies were done on the 1943 edition, resulting in the elimination of problems that did not contribute to the total score, thus bringing the number of problems to 36 for the 1962 edition. In 1965 standardized studies of the 1962 edition of the APM were completed in Australia (Raven et al., 1977).

California Psychological Inventory. The California Psychological Inventory (CPI), developed by Harrison G.

Gough, is a personality test that was designed for use with normal or non-deviant populations from age 13 to adult. The CPI consists of 480 true or false questions. The CPI reports scores on 18 scales, three of which are designed to assess test-taking attitudes. The scales used in this study are Self-acceptance, Responsibility, and Social Presence.

Scores for the CPI are reported in terms of a standard score scale with a mean of 50 and a standard deviation of 10. The CPI was normed on a sample of 6000 males and 7150 females who were widely distributed in age, socioeconomic level, and geographic area (Gough, 1975). The CPI reports a median test-retest reliability coefficient of .80 for adults over a one- to three-week interval and a median reliability coefficient of .65 for males and .68 for females for high school students after a one-year interval (Gough, 1975).

Edwin Megaree (1972) in The California Psychological Handbook cited the merits of the CPI as a personality instrument. He noted that in 1967 Kleinmutz identified the CPI as becoming one of the best, if not the best, personality-measuring instruments of its kind, while in 1968

Anastasi heralded the CPI as one of the best personality inventories available, noting the high order of its technical development and its subjection to extensive research and continuous development (Megaree, 1972).

Researchers have used the CPI with gifted populations: Holland in 1959 and Gough in 1963 studied the personality characteristics of National Merit Scholars in relation to achievement, and Finney and VanDalsam in 1969 assessed cooperativeness with teachers (Megaree, 1972). Akins (1980) studied personality characteristics of 96 tenth grade students. Julian Stanley, director of the Study of Mathematically Precocious Youth at Johns Hopkins University, has used the CPI with gifted students (1976). Throughout his research using the CPI, Stanley has found that the profiles of gifted students on the CPI show that they are more like bright persons several years older than themselves than they are like their own age mates (Stanley, 1976).

Research also indicates that specific scales of the CPI may be administered to subjects instead of administering the complete test. Megaree (1972) cited three studies in which subjects were administered only certain scales of the CPI. In 1963 Capretta, Jones, Siegel, and Siegel

administered four scales of the CPI to three groups of students who had been invited to participate in honors programs. The scales used were self acceptance, achievement via independence, psychological-mindedness, and flexibility. In 1966 Hill performed a follow-up study on 62 high aptitude students who had taken six scales of the CPI as part of a freshman orientation program; the scales were dominance, responsibility, socialization, achievement via conformance, achievement via independence, and intellectual efficiency. The same year Demos and Weijola used the responsibility, sociability, good impression, achievement via conformance, achievement via independence, and intellectual efficiency scales to compare 42 college freshman honors participants with 44 students who declined honors invitations (Megaree, 1972).

For this study the scales selected in an a priori manner as being likely to be related to one's self acceptance, personal adjustment, and social adjustment were, respectively, Self Acceptance, Responsibility, and Social Presence. The Self Acceptance scale assesses factors such as a sense of personal worth, self acceptance, and capacity for independent thinking. Responsibility identifies

responsible, planful, thorough, capable, progressive individuals who are resourceful, efficient, conscientious, and independent. Social Presence assesses factors such as poise, spontaneity, and confidence in social interactions.

Test-retest coefficients for 125 high school females and 101 high school males after a one-year interval on the scales to be used are, respectively: Self-acceptance .71 for females and .67 for males; Responsibility .73 for females and .65 for males; Social Presence .63 for females and .60 for males (Gough, 1975). Reliability scores for the use of single scales were not available. A copy of the CPI items used is included in Appendix B.

Adjective Check List. The Adjective Check List, developed by Harrison G. Gough and Alfred B. Heilbrun, Jr., is a personality assessment in which subjects are asked to indicate as many adjectives as apply to them. The ACL contains 37 scales. The scales selected in an a priori manner as being likely to be related to one's self acceptance, personal adjustment, and social adjustment were, respectively, Self Confidence, Personal Adjustment and Dominance. The Self Confidence scale describes one who

feels a high aspiration for self. The Personal Adjustment scale describes one who is personally productive and one who is turned to for advice and reassurance. The Dominance scale describes one who has social poise and presence and one who appears socially at ease.

Test-retest coefficients for the ACL were computed for 199 males and 45 females. Males were retested six months after the initial testing, and females were retested one year after the initial testing. The median test-retest coefficient was .65 and the test-retest coefficients for the scales to be used in this study are listed respectively: Self-Confidence for males .68 and for females .78; Dominance .74 for males and .78 for females; and Personal Adjustment .65 for males and .55 for females (Gough & Heilbrun, 1980). A copy of the ACL appears in Appendix C.

A validity study showed the correlation between the scales of the CPI and the scales of the ACL. The correlation coefficients for the scales to be used in this study were, respectively: Self-acceptance scale of the CPI with the Self-Confidence scale of the ACL was .45 for males and .36 for females; Social Presence scale of the CPI with the Dominance scale of the ACL was .30 for males and .30 for

females; and the Responsibility scale of the CPI with the Personal Adjustment scale of the ACL was .25 for males and .17 for females. The following chart notes the significant correlations at the .05 and at the .01 level for males and females:

Males $r \geq .11, p < .05$ $r \geq .15, p < .01$

Females $r \geq .15, p < .05$ $r \geq .20, p < .01$

The chart indicates that a correlation of .11 to .14 for males and .15 to .19 for females is significant at the .05 level. Further, a correlation of .15 and above for males and .20 and above for females is significant at the .01 level. A review of the correlations for the scales of the ACL and CPI being used in this study reveals that all correlations are significant at the .05 level.

Though the scales of the CPI and ACL have different titles in some cases, they were selected because the definitions of the scales correspond; therefore, consistent labels of self acceptance, personal adjustment and social adjustment were used to identify the variables.

Writing Sample. Among the characteristics of the gifted are their superior vocabulary and use of original and complex expression (Gowan, 1971; Jordan & Keith, 1965;

Ziv, 1977). Counseling programs can utilize this skill by providing opportunities for personal writing. Zaffrann and Colangelo (1979) described the use of open-ended personal essay in both individual and group counseling on personal and social issues.

The writing sample (WS) is a written assignment designed to elicit responses that reflect the subject's self acceptance, personal adjustment, and social adjustment (Appendix D). Specific criteria were established for rating the writing sample; the criteria established a rating of one to three for each of the variables, with three being the highest score and denoting the highest level of self acceptance, personal adjustment, and social adjustment (Appendix D). A panel of four raters included a counselor, psychologist, social worker, and teacher who were trained in a one and one-half hour session in the rating criteria. In this session the criteria for each variable were established and analyzed, and the panel was given three prepared examples of writing samples in which each variable and the criteria for a one-to-three scoring were discussed. The raters were then given ten examples of writing samples to rate on each variable. The ten samples were analyzed and

compared in committee and consensus on rating was reached on the sixth example and continued through the succeeding examples; consequently, consistency in rating was assumed at the end of the training session.

Pilot Group

One month prior to the beginning of the communication program a pilot group of 10 randomly selected subjects from the sample of 99 were selected. These subjects were administered the Raven Advanced Progressive Matrices, the CPI, the ACL, and the WS. The two purposes of the pilot group were (1) to establish a mean performance on the CPI and ACL for this population of gifted adolescents and (2) to provide examples of the WS for validation in the rater training session.

Treatment

The 89 remaining gifted adolescents were assigned to one of four groups by partial randomization. Eighty subjects were randomly assigned. The remaining nine subjects were assigned to three groups because of the possibility of subject mortality. The groups were then assigned randomly to one of four treatment groups. Two subjects had to be moved in groups because of parental inability to

participate after assignments to groups were made. Treatment 1 included 25 subjects who received student group counseling only; Treatment 2 included 21 subjects whose parents received parent consultation only; Treatment 3 included 23 subjects who received both student group counseling and parent consultation; and the control group included 20 subjects who received the standard developmental counseling program described earlier. Parents of gifted adolescents were assigned randomly to group and randomly to treatment in accordance with their gifted adolescent's assignment. For example, if a gifted adolescent was randomly assigned to a group and then that group was randomly assigned to Treatment 1, the parent of the gifted adolescent was automatically assigned to Treatment 1 also.

Treatment groups were co-led by two female licensed professional counselors who had been trained as co-instructors in the Alive and Aware model of communication skills. These counselors represented the expertise on the counseling staff in both skill and experience in communication training. Their experience included nine years of working together on the same counseling staff; participation in communication workshops both independently and

jointly; training as co-instructors in the Alive and Aware communication workshops; and co-leadership of five communication workshops with adults.

One week prior to the beginning of the communication program all subjects were administered the Raven Advanced Progressive Matrices Sets I and II. Subjects were read the specific instructions for administration printed in the test manual. They were instructed that Set I was composed of practice problems and that when they completed Set I they could continue immediately with Set II. They were further informed that there was no time limit to either Set I or Set II. Test-taking time for the subjects ranged from 45 minutes to one hour and 15 minutes.

The treatments included Treatment 1, group counseling only with gifted adolescents; Treatment 2, consultation only with the parents of the gifted adolescents; Treatment 3, group counseling with gifted adolescents and consultation with their parents; and Treatment 4, the control or no-treatment group. Materials for the gifted adolescent counseling treatment were adapted from the Alive and Aware communications model. Materials for the parent consultation group were adapted from the Alive and Aware model and from

Gordon's parent effectiveness training model. The Alive and Aware communications model focuses on improving communication in relationships through enhancing skills in self awareness, awareness of others, styles of communication, and patterns of communication (Miller, Nunnally, & Wackman, 1976).

Treatment 1: Counseling Only. Treatment 1 included group counseling with 25 gifted adolescents, 11 males and 14 females ranging in age from 13 to 16. The group met one hour each week on Thursdays for twelve weeks; meeting time was on a rotating class period basis in a six-period day so that subjects would be absent from class only twice, six weeks apart, during the twelve-week program. Seventy-five percent attendance was established as the requirement for subject data to be included in the final data analysis. Despite a winter season of flu, colds, and pneumonia, 21 of the subjects met attendance requirements. Unfortunately, 7 of the 21 subjects were eliminated from the data analysis because of having to miss the posttest session due to final quarterly examinations or final preparation for a band concert; consequently, data were analyzed for 14 subjects in the counseling-only group. Topics for the student group

counseling-only program included the following: self awareness, self acceptance, awareness of others, acceptance of others, and effective intrapersonal and interpersonal communication skills.

Treatment by Session for Treatment 1: Student Counseling Only Group. Session 1: Awareness of Self. Subjects were told by the group leaders that the sessions would begin with a focus on self awareness and that to help them begin to think about themselves they would respond to some test items. Subjects were then administered the pretests, the three scales of the California Psychological Inventory, the Adjective Check List, and the writing sample. Tests were administered to all subjects in the following order: CPI, ACL, and WS. Subjects were read the instructions for responding to the CPI; they were further instructed to answer only those questions circled in red and to mark their responses in the appropriately numbered space on the answer sheet. Test-taking time was approximately 20 minutes for all subjects. The ACL was administered by reading the written instructions printed on the test blank. Test-taking time was approximately 15 minutes. The WS was administered by reading the written instructions at the top

of the page. Writing time for subjects was a maximum of fifteen minutes.

Subjects were informed that the counseling program would emphasize communication skills and interpersonal relations. They were asked to think about their goals in communication and interaction with others. They were then given an opportunity to write their goals in the "Time Capsule" Contract, seal them, and return them to the leaders, who would return them during the last session for review and evaluation of achievement of goals. (See Appendix E for "Time Capsule.")

Session 2: Awareness Wheel. This session focused on self awareness as fundamental to effective communication. The leaders introduced the dimensions of the Awareness Wheel: sensing, thinking, feeling, wanting, and doing (see Appendix E for Awareness Wheel). Subjects participated in an Awareness Wheel exercise that permitted them to explore the dimensions of their own self awareness (Appendix E). The group then discussed the ease or difficulty in specific dimensions of awareness and possible causes for the difficulties. The leaders described and illustrated the effects of incongruent or incomplete awareness on communication

with others. Subjects were then instructed to utilize the dimensions of their Awareness Wheels in completing the Coat of Arms exercise (Appendix E). Subjects were instructed to review their Awareness Wheels by relating their awareness to their experiences during the week.

Session 3: Self Acceptance. This session began with a review of the subjects' experiences in attempting to focus on their Awareness Wheels during the week. They discussed their successes, failures, and observations about their experiences. To reinforce the fact that the self changes even during a day, the subjects were read a passage from Alice in Wonderland. They then participated in a discussion on the different "selves" one might experience in a day. Subjects were led to consider how awareness of one's different selves can prepare one for acceptance of one's self. As practice in self acceptance, the subjects were given the "You Mirror" exercise (Appendix E). After completing the written exercise individually, the group discussed their responses and the reasons for their choices. This exercise provided an opportunity for subjects to recognize and accept personal characteristics.

Session 4: Awareness and Acceptance of Others. Subjects were reminded that effective communication is based fundamentally upon awareness and acceptance of oneself and also upon awareness and acceptance of others. Subjects were asked to respond orally to the "Twenty Questions" exercise (Appendix E). When each question was asked, every subject responded to that question; however, they could not comment on the responses of others. The leaders participated in the exercise with the group members. When all questions were completed, the leaders led the group in a discussion of what the subjects had discovered about themselves and then what they had discovered about others in the group. Subjects were given an opportunity to begin to focus on the awareness and acceptance of others through this exercise.

Session 5: Effective Listening. Subjects were instructed that once one is practicing self awareness and acceptance, and awareness and acceptance of others, the next step in effective communications is the building of listening skills. Effective listening skills include passive listening, acknowledgment responses, "door openers" or invitations, and active listening. The leaders described

these skills, and then they role-played incidents to illustrate the technique. Subjects were voluntarily involved in role-playing so that they could experience the different techniques. During the role-playing of the listening techniques, the leaders shadowed the participants to help them effectively employ the skills. After each role-playing episode group members discussed how they felt and reacted as they vicariously experienced the listening techniques. The skills of active listening, including the development of the language of active listening, was reviewed and reinforced. Subjects were asked to attempt effective listening skills during the week and to be prepared to describe an experience in which they attempted the specific skill of active listening.

Session 6: "I Count" Messages. Effective listening was reviewed. Subjects were invited to share experiences in attempting active listening. After experiences were shared, the group offered some troubleshooting suggestions for troubleshooting problems group members had experienced in attempting the technique. The next skill in communication was the delivery of "I Count Me" and "I Count You" messages. "I Count" messages were used to demonstrate

valuing and the expression of valuing in a communication. The leaders used role-playing to demonstrate the skills. Subjects were given experience in the skill by volunteers role-playing a situation in which they attempted to deliver "I Count" messages. At the end of each situation the group brainstormed alternative responses for the role-players. Then two other subjects were asked to volunteer to role-play a family issue. They were instructed to play the issue without attention to "I Count" messages. The group evaluated the communication and made suggestions for opportunities to use "I Count" messages and/or effective listening. At the conclusion of the discussion the role-players replayed the scene, attempting to include suggestions from the group. Role-players were asked to express any differences they felt in the communication when using "I Count" messages and/or effective listening, and then group members were encouraged to discuss the differences they perceived in the communication. Subjects were asked to begin to include "I Count" messages in their repertoire of communication skills for practice during the week.

Session 7: Styles I and II. Experiences in the delivery of "I Count" messages were reviewed. Subjects were

asked to discuss their experiences in practicing the communications skills learned. This session then focused on an introduction and demonstration of the styles of communication. The styles represent the ways people talk to each other. Style I, the style of routine conversation or chit-chat, was described and demonstrated. Subjects were divided into dyads, given a topic of peer interest, and instructed to practice Style I. They were given a one-minute practice time to experience the style. Style II, the style of rules, laws, and commands, was described and demonstrated. Subjects were asked to choose another partner to work in dyads. They were given a family situation to practice. At the end of the one-minute practice time, they were instructed to switch roles and given another issue so that both partners could experience delivering and receiving a Style II message. At the conclusion of the practices the group discussed how it felt to be involved in a Style II communication. Subjects were instructed to attend to the kinds of communications they entered during the week and to try to be aware of their feelings during Style I and Style II communications.

Session 8: Styles III and IV. Communication Styles I and II were reviewed. Subjects were led in a discussion of their experiences with the styles during the week. Style III, the style of intellectual exploration of an issue, was described and demonstrated. Subjects were asked to choose a partner to practice the style in dyads. Peer problems were given and dyads were asked to practice reflection and exploration in a Style III communication. Partners were instructed to change roles so that each person could experience both the presentation of an issue and the reflection on the issue. At the end of practice the group discussed their experiences during the exercises and their reactions to Style III. Style IV, the style of open, honest communication of feelings and resolution of issues, was described and demonstrated. Subjects were again divided into dyads, given an issue, and asked to practice. Partners were instructed to change roles and asked to practice briefly Style IV again. After the practice session the group discussed their reactions and feelings when involved in a Style IV communication. Subjects were reminded that the styles represent the ways people talk to each other and that one style is not superior to another, but

rather the key is the appropriateness of the style. Subjects were asked to be aware of the kinds of communications in which they engaged during the week and to try to recognize their feelings and reactions during Style III and Style IV communications.

Session 9: Roadblocks to Communication. Styles I, II, III, and IV were reviewed. Subjects were invited to discuss experiences in the use of styles during the week. Roadblocks to communication were introduced. The leaders explained that often two people are not functioning in the same style of communication. Mixed messages and the pull of styles were described and demonstrated. Subjects were invited to volunteer for role-playing mixed messages and the pull of styles. Volunteers were given a situation designed to evoke mixed messages and the pull of styles. After role-playing, the volunteers were asked if they would share reactions and feelings during the communications. The group brainstormed suggestions for troubleshooting by utilizing all of the communication skills learned. The role-players were asked to repeat the scene while trying to incorporate group suggestions. Finally, the role-players were asked to share any differences in their

feelings or reactions when they used the communication skills. The group then discussed any differences they felt in observing the interchanges. Subjects were asked to add troubleshooting techniques to their practice of skills in communication and to be prepared to discuss their experiences next week.

Session 10: Small Group Communication. Roadblocks to communication and troubleshooting techniques were reviewed. Subjects were reminded that thus far communication skills had focused on one-to-one communication and that now attention would focus on group communication. Techniques were reviewed briefly. Subjects were divided into groups of four to five members each. They were given the NASA exercise and instructed to use appropriate communication skills as a group member to solve the problem (see Appendix E for NASA exercise). After completing the exercise and reporting in the small group, the entire group discussed the increased complexity of small group communications over one-to-one communication. The group brainstormed communication techniques that could be used to enhance small group communications. Subjects were asked to be aware of the use of communication skills in groups during the week.

Session 11: Large Group Communication. Subjects were asked to share experiences in the use of communication skills in small groups. The major communication skills of awareness of self and others, effective listening, delivery of "I Count" messages, styles of communication, and troubleshooting roadblocks to communication were reviewed. Subjects were instructed to attempt to practice their use of these communication skills in a large group setting when given a prescribed task. The group was given the Murder Mystery exercise to solve (Appendix E). In this exercise each person held one or more clues vital to the solution of the mystery. The group had to elicit information from every member in an effective manner. At the conclusion of the exercise the group discussed the increased complexities of large group discussion. Then they evaluated their effectiveness in large group communication skills. They brainstormed suggestions and listed recommendations or reminders to themselves for future opportunities. Subjects were asked to be aware of the communication skills when involved in large group communication.

Session 12: Evaluation -- How Well Did I Do? At the beginning of this session, subjects were administered the

posttests of the California Psychological Inventory, the Adjective Check List, and the writing sample. The same order of test administration was observed as in the pretests, and all directions for administration were given specifically as written. Administration time for the posttests was as follows: CPI, approximately 20 minutes, ACL, approximately 15 minutes; and WS, approximately 10 minutes. At the conclusion of the posttests, subjects were reminded that it was also a time of personal review. The sealed "Time Capsule" Contract was distributed and subjects were asked to review them and evaluate their personal achievement of the goals they had set for themselves 12 weeks ago. The group concluded with a discussion of their achievements, their lack of success, and their recommendations for future programs in communication skills.

Treatment 2: Consultation Only. Treatment 2 was consultation with the parents of 21 gifted adolescents, 10 males and 11 females. The parent group included 28 members: 14 subjects were represented by one parent, and seven subjects were represented by both parents. The group included 17 mothers and 11 fathers. They met for one and one-half hours each week on Thursday evenings from 8:00

to 9:30 P.M. for six weeks. A ten-minute break was included in each session. Make-up sessions due to inclement weather or extraordinary circumstances were scheduled for the following Thursday; thus inclement weather would have extended the program. However, interruptions by weather or extraordinary circumstances did not occur, and each of the six group meetings was held on the regularly scheduled date. Seventy-five percent attendance was established as the requirement for subject data to be included in the final data analysis. Seven subjects were eliminated from the data analysis because of lack of parental attendance at 75% of the group meetings. Parental reasons for lack of attendance were as follows: three because of business travel; two because of family reasons; one because of personal illness; and one because of unknown reasons.

Topics for the parent consultation groups included the following: understanding and accepting the gifted adolescent, self awareness, awareness of others, and effective intrapersonal and interpersonal communication skills.

Treatment by Session for Treatment 2: Parent Consultation Only Group. Session 1: Understanding the Gifted Adolescent. This session focused on the awareness and

understanding of the gifted adolescent. Outlines of topics for the six sessions were distributed and the procedural format was established (See Appendix F for outline). Parents were strongly encouraged to train their adolescents in the communication skills and to practice the skills with them weekly. They were encouraged to interact in the parent group and to ask questions. The rule was established that all questions must remain general in nature and not specific to a parent's son or daughter. Parents were informed that opportunities would exist for them to address specific questions or issues in writing that would then be anonymously presented to the group by the leaders for discussion.

A brief historical overview of attention accorded the gifted since the Sputnik era was given. To illustrate the educational dilemma in identifying the gifted, parents were administered the Mary and Mona exercise (Appendix F). Parents were then asked to brainstorm the characteristics of gifted adolescents (Appendix F). Parent-identified characteristics were then compared to a list of common myths about the gifted (Appendix F). These myths were discussed for their effects on the gifted personally and educationally. Parents were given a 3-by-5 index card and asked to

list anonymously the single greatest need of their gifted adolescent (Appendix F). Cards were collected and needs were listed on the blackboard for review. Parents discussed the similarities and differences compared to the needs of all adolescents.

Parents were reminded of the vital role they play in the lives of their sons and daughters. To help them identify their own values, they were given the Coat of Arms exercise (Appendix E). They were asked to review the exercise in view of the possible impact of their values on their hopes, goals, and expectations for their sons and daughters. Parents were then asked to complete a "Time Capsule" Contract in which they listed communication goals for themselves and their sons and daughters during the program. The contracts were sealed, to be returned to them during the last session for review.

Session 2: Prelude to Effective Communication. This session focused on the importance of self awareness and of effective listening in communication. Parents were trained in the dimensions of the Awareness Wheel: sensing, thinking, feeling, wanting, and doing. They performed an Awareness Wheel exercise and discussed the difficulties experienced

in the dimensions (Appendix E). The effects of incongruent awareness on communication were discussed. Parents were introduced to the dimensions of the Awareness Wheel that gifted adolescents found difficult. The awareness of the differences between the dimensions of the Awareness Wheel for gifted adolescents and for parents permitted the parents to reflect on and discuss potential difficulties in communication for them and their sons and daughters.

Effective listening was introduced as the first communication skill. Passive listening, acknowledgment responses, "door openers" invitations to communication, and active listening were explained and demonstrated through role-playing. Parents were divided into dyads and given a family situation in which they were to attempt active listening. After a two-minute practice period, the group discussed reactions, difficulties, and observations about the skill. Parents were asked to attend to their awareness during communications with their adolescents and to attempt to practice each of the effective listening skills during the week.

Session 3: Communication Skills. Effective listening skills were reviewed, and parents were asked to evaluate

their effectiveness in practicing active listening during the preceding week. This session then focused on the understanding of communication skills. The concept of responsibility in communication was introduced through the teaching of the art of speaking for oneself. Parents were taught to deliver "I Count" messages. The dangers of over-responsible and under-responsible communication were defined and illustrated. Parents were taught to deliver "I Count" messages with the "I Count Me" and "I Count You" components. The advantages and goals of the "I Count" messages were outlined. Role-playing was used by the leaders to illustrate the delivery of the "I Count" messages. Modeling of the communication skills by the leaders continued throughout the entire workshop.

Parents were divided into dyads and given situations in which they were to attempt to deliver "I Count" messages. After two brief practice periods, the group discussed their observations, difficulties, and questions about the skill. Parents were asked to attempt to deliver "I Count" messages, especially to their sons or daughters, during the week. They were asked further to observe reactions to the "I Count" messages and to evaluate their progress in the skill.

Session 4: Communication Styles I and II. "I Count"

messages were reviewed. Parents were able to discuss any difficulties with the skill and to ask clarifying questions. The concept of styles of communication was introduced. The styles of communication describe how people talk to each other. Style I, a friendly, sociable style that passes time and fills social voids, was defined and illustrated. Style II, the style of rules, regulations, and orders, was defined and demonstrated through role-playing. Parents were divided into dyads and given a situation in which they were to deliver a Style I communication. The group discussed the easy flow of conversation which included little or no emotional impact. The dyads were then given a parent/adolescent situation in which the parent was to deliver a Style II communication. At the end of the brief practice session, the partners were asked to change roles without discussion; the adolescent in the dyad became the parent and the parent became the adolescent. The dyads were given a different parent/adolescent issue and the parent was instructed to deliver a Style II communication. After a brief practice period, the group discussed their observations and reactions to Style II. They had an opportunity

to share their feelings when receiving a Style II communication. Parents were instructed to attend to their communications during the week and to note the impact of Style I and II communications on themselves and their sons and daughters.

Session 5: Communication Styles III and IV. The impact of Style I and II communication was reviewed and parents discussed awareness of and reaction to Style II communications in particular. Questions and comments regarding the styles were explored. Styles III and IV were introduced. Style III, an intellectual, exploring style used for reflection, was described and illustrated through role-playing. Parents were divided into dyads and given an opportunity to practice Style III. Dyads were given a family issue and asked to explore or reflect upon it using a Style III communication. After a brief practice period, the group discussed their reactions to the style. Style IV, the style of direct, open communication of one's thoughts and feelings, was described and illustrated through role-playing. Parents were divided again into dyads and given a parent/parent issue in which the parents were to attempt to discuss the issue in a Style IV communication. Next, the

parents were given a parent/adolescent situation and asked to attempt to discuss it in a Style IV communication.

After the practice sessions the group discussed the Style IV and the ease or difficulty experienced in staying in a Style IV communication. Parents were instructed to attempt to practice Styles III and IV during the week and to evaluate their effectiveness with these styles.

Parents were reminded that the last session would include time for family coping skills and that they were invited to submit anonymously any questions or concerns regarding communication with their sons or daughters with which they would like help. They were given a blank 3-by-5 index card and asked to indicate the issue or situation that concerned them. Cards were collected and reviewed for the next session.

Session 6: Troubleshooting Roadblocks to Communication. Styles III and IV were reviewed and questions or comments entertained regarding the attempted use of the styles during the week. The communications roadblocks of mixed messages and the pull of styles were described and illustrated through role-playing. Parents were divided into dyads and given a situation for practice in which they

could experience the pull of styles. In this exercise one partner was instructed to stay in a Style I communication while the other attempted to move to a Style II. Another experience was to have one partner stay in a Style II while the other attempted to stay in a Style IV. A variety of such combinations of styles were given. Parents had an opportunity to experience the pull of styles. They were then able to discuss the impact of Style II and their reactions to its strength. Troubleshooting techniques were introduced through role-playing. Parents were given another situation and told to stay in specific styles. This time, the partner who wanted to move to another style besides II was to use troubleshooting techniques to move the other partner. After the practice session, the group discussed the effects of the troubleshooting techniques.

Parent issues submitted anonymously the previous week were used for discussion and illustration of coping skills with gifted adolescents. Parents were able to share coping strategies and their effectiveness in specific situations. In concluding the program, parents were reminded that the workshop had been only an introduction in communication skills, strategies, and styles. They were asked to continue

to incorporate the skills and styles into their patterns of communication through awareness and practice. "Time Capsule" Contracts were returned for personal review and evaluation. Finally, parents were asked to give anonymously a written evaluation of the program as it had affected them and their families (Appendix F).

Treatment 3: Counseling-Consultation Group. Treatment 3 included group counseling with 23 gifted adolescents, 11 males and 12 females, and consultation with their parents. The student groups met for one hour each week on Tuesdays for twelve weeks; meeting time was on a rotating class period basis in a six-period day so that subjects would be absent from class only twice, six weeks apart, during the twelve-week program. Seventy-five percent attendance was established as the requirement for subject data to be included in final data analysis. Despite a winter season of flu, colds, and pneumonia, 20 of the subjects met the 75% requirement for attendance. Unfortunately, four were eliminated from the data analysis because of having to miss the posttest session for final quarterly examinations. One subject was eliminated because of parent failure to meet the required 75% attendance;

consequently, data analysis was analyzed for 15 subjects in the counseling-consultation group. Topics for the group counseling were those specific topics used in Treatment 1: Counseling Only Group. The topics were self awareness, self acceptance, awareness and acceptance of others, and effective intrapersonal and interpersonal communication skills.

Treatment 3 also included consultation with the parents of the 23 gifted adolescents. The parent group contained 34 members; 12 subjects were represented by one parent, and 11 subjects were represented by both parents. There were 16 mothers and 18 fathers in the group. They met for one and one-half hours each week on Tuesday evenings from 8:00 to 9:30 P.M. for six weeks. A ten-minute break was included in each session. Make-up sessions because of inclement weather or extraordinary circumstances would have been made up the following Tuesday evening; consequently, inclement weather would have extended the program. However, such interruptions by weather or extraordinary circumstances did not occur, and each of the six group meetings was held on the regularly scheduled night. Seventy-five percent attendance for parents was established

as the requirement for subject data to be included in final data analysis. Thirty-two parents met the attendance requirement. The reasons voluntarily given for the lack of parental attendance were business travel and family illness. Topics for parent consultation were those topics for Treatment 2: Consultation Only Group. The topics were understanding and accepting the gifted adolescent, self awareness, awareness of others, and effective intrapersonal and interpersonal communication skills.

Treatment 4: Control Group. The control group contained 20 subjects, 11 males and 9 females, who received the standard developmental counseling program, offered by eight counselors. These subjects were administered the pretest and posttest in the same specific order and with the same specific instructions as the other treatment groups. Only two subjects were eliminated for non-attendance at the posttest session; consequently, data analysis was done on 18 subjects.

Data Analysis

The major purpose of this study was (1) to investigate the effect of a group counseling program for gifted adolescents on the self awareness, personal adjustment, and social

adjustment of those gifted adolescents, (2) to investigate the effect of a consultation program for the parents of gifted adolescents on the self awareness, personal adjustment, and social adjustment of the gifted adolescents, and (3) to investigate the effect of a counseling-consultation program for gifted adolescents and their parents on the self awareness, personal adjustment, and social adjustment of those gifted adolescents. These questions were tested in group counseling sessions for gifted adolescents and in consultation sessions for the parents of gifted adolescents as described in the Method section.

The basic design of this study was a multi-group pre-test-posttest control group design. Mean and standard deviations for groups are reported for all variables. In order to test the hypotheses concerned with the effects of treatment on the mean scores of gifted adolescents on the scales of the California Psychological Inventory, the Adjective Check List, and the writing sample measuring self awareness, personal adjustment, and social adjustment, either an analysis of variance or multivariate analysis of variance was considered. Though multivariate analysis of variance was considered, a rule for using it requires

that there should be as many dependent variables as there are treatment groups being compared; consequently, the use of multivariate analysis had to be rejected since this study included four treatment groups and three dependent variables. Therefore, separate analyses of variance were performed. Bartlett's-Box F test of homogeneity of variance was also performed for each ANOVA, and Scheffe's procedure was used to test the differences among groups when a significant F ratio was found through the analysis of variance. Further, should the pretest on a variable show significance, an analysis of covariance was also performed on the posttest data holding the pretest as covariate. The alpha level was set at .05 for all tests of significance.

Chapter 4

Results

The purpose of this study was to investigate the effects of different counseling strategies with gifted adolescents and their parents on the self acceptance, personal adjustment, and social adjustment of those gifted adolescents. The independent variable was the type of counseling strategy; the four levels of the independent variable were the counseling only, consultation only, counseling-consultation, and control. The counseling-only group included the gifted adolescents in a twelve-week group counseling program. The consultation-only group included the parents of the gifted adolescents in a six-week consultation program. The counseling-consultation group included the gifted adolescents in a twelve-week group counseling program and the parents of those gifted adolescents in a six-week consultation program. The control group received the standard developmental counseling program delivered by eight counselors in the high school.

The dependent variables were self acceptance, personal adjustment, and social adjustment. These variables were

measured by scales on the California Psychological Inventory, the Adjective Check List, and the writing sample; the scales of the CPI, ACL, and WS were chosen in an a priori manner as being appropriate measures of the dependent variables. These different instruments were selected to measure the dependent variables because of the differences in design of the instruments and also because a single instrument may not measure all of the dimensions of the variable. The CPI is a 480-item forced-choice true or false test, whereas the ACL lists 300 adjectives from which subjects can select those adjectives that best describe them. The writing sample consists of a description of a situation to which subjects respond by writing a short composition.

The design of the study was a multi-group pretest-posttest control group design. A pilot group of 10 randomly selected subjects were administered the Raven, CPI, ACL, and WS. The purpose of the pilot group was to establish a mean performance on the CPI and ACL and to provide samples for validation of the WS. The results of the administration of the CPI and ACL to the pilot group appear in Appendix G. The results illustrate the fact that the

mean scores of gifted adolescents on the scales measuring self acceptance, personal adjustment, and social adjustment on the CPI and ACL are more like the mean scores of college students than like the scores of high school students in the norming samples for both the CPI and ACL. Mean scores for the pilot group on the WS are presented also in Appendix G.

Prior to the beginning of treatment, the 89 subjects were randomly assigned to groups, and groups were randomly assigned to one of the four treatments. All subjects were administered the Raven, CPI, ACL, and WS. The counseling-only group included 25 gifted adolescents who participated in a 12-week group counseling program focusing on communication skills. The consultation-only group included 21 subjects whose parents participated in a six-week consultation program focusing on communication skills. The counseling-consultation group included 23 subjects who participated in a 12-week group counseling program and whose parents participated in a six-week consultation program, both groups focusing on communication skills. The control group included 20 subjects who received no formal program; instead, they participated routinely in the

standard developmental counseling program. At the end of treatment all subjects were administered the CPI, ACL, and WS as posttests.

Analyses of variance were performed to determine whether the differences among group means on the pretests and posttests were significant on each of the dependent variables: self acceptance, personal adjustment, and social adjustment as measured by the CPI, ACL, and WS. Bartlett's-Box F test for homogeneity of variance was performed to test the assumption of equal variances.

Scheffe's multiple comparison procedure was performed when a significant F ratio was found on the analysis of variance of a dependent variable. Scheffe's test showed no significant differences among group means except those specifically reported later in this chapter. Finally, if the pretest indicated a significant difference among the means of the different counseling groups, the posttest measures were analyzed by a one-way analysis of covariance with the pretest functioning as the covariate.

Correlations of Scores on Dependent Variables

Pearson Product-Moment correlation coefficients were computed to determine the relationship of scores on the

CPI, ACL, and WS for each of the dependent variables on both pretest and posttest. Table 1 shows that on the dependent variable self acceptance, the CPI and ACL are significantly correlated ($p < .001$) on both the pretest ($r = .42$) and posttest measures ($r = .45$). On the dependent variable personal adjustment, Table 2 shows a significant correlation between the CPI and the WS ($p < .05$) on both the pretest ($r = .27$) and posttest ($r = .26$). On the dependent variable social adjustment, Table 3 indicates a significant correlation between the CPI and ACL ($p < .001$) on both the pretest ($r = .45$) and posttest ($r = .54$); further, on the variable social adjustment, the ACL and WS show a significant correlation ($p < .05$) on the posttest ($r = .29$).

Review of Tables 1, 2, and 3 reveals that pretest and posttest correlations were consistent. For example, on the variable self acceptance the CPI and ACL were significantly correlated at the .001 level on both the pretest and posttest. The only exception was that the ACL and WS were significantly correlated on the posttest at the .05 level; yet they were not significantly correlated on the pretest.

Table 1
 Correlation of Scores on
 California Psychological Inventory,
 Adjective Check List, and Writing Sample
 on Self Acceptance

Test	CPI		ACL		WS	
	Pre (N=60)	Post (N=61)	Pre (N=60)	Post (N=61)	Pre (N=55)	Post (N=58)
CPI	1.00	1.00	0.42***	0.45***	0.16	-0.01
ACL			1.00	1.00	0.13	0.06
WS					1.00	1.00

*** $p < .001$

Table 2
 Correlation of Scores on
 California Psychological Inventory,
 Adjective Check List, and Writing Sample
 on Personal Adjustment

Test	CPI		ACL		WS	
	Pre (N=60)	Post (N=61)	Pre (N=60)	Post (N=61)	Pre (N=55)	Post (N=58)
CPI	1.00	1.00	-0.08	-0.06	0.27*	0.26*
ACL			1.00	1.00	-0.15	-0.00
WS					1.00	1.00

* $p < .05$

Table 3
 Correlation of Scores on
 California Psychological Inventory,
 Adjective Check List, and Writing Sample
 on Social Adjustment

Test	CPI		ACL		WS	
	Pre (N=60)	Post (N=61)	Pre (N=60)	Post (N=61)	Pre (N=55)	Post (N=58)
CPI	1.00	1.00	0.45***	0.54***	0.23	0.19
ACL			1.00	1.00	0.05	0.29*
WS					1.00	1.00

* $p < .05$

*** $p < .001$

Hypothesis Testing

Analyses of variance were performed first on the pretest measures of the dependent variables to determine whether there were any significant differences among group means. When a significant difference was found on the analysis of variance on a pretest measure, then the posttest measure was analyzed by an analysis of covariance. Appendix H includes tables that show the analyses of variance on the pretest measures of the dependent variables.

Posttest measures of the dependent variables self acceptance, personal adjustment, and social adjustment for the different treatment groups revealed significant differences among groups on two of the variables measured by three tests. Table 4 shows that there were significant differences among groups on self acceptance as measured by the WS and on personal adjustment as measured by the CPI and WS. All other measures of the dependent variables revealed no significant differences among groups. Appendix I includes ANOVA summary tables for all posttest measures of the dependent variables.

Table 4
 Summary Table of Significant Results
 of Testing of Hypotheses

Hypothesis	CPI		ACL		WS	
	M	SD	M	SD	M	SD
	(N=61)		(N=61)		(N=58)	
Self Acceptance					1.98**	0.48
Personal Adjustment	27.13***	4.33			1.78**	0.50
Social Adjustment						

** $p < .01$

*** $p < .001$

Hypothesis I

Hypothesis I stated that the means of the four treatment groups would be significantly different on the variable self acceptance as measured by the

- (a) California Psychological Inventory,
- (b) Adjective Check List, and
- (c) Writing Sample.

Analyses of variance performed on the posttest measures of self acceptance revealed that there were no significant differences among groups as measured by the CPI and ACL; consequently, Hypothesis I (a) and I (b) could not be accepted. Since the WS pretest of self acceptance revealed a significant difference among groups, the posttest measure was analyzed by an analysis of covariance. Examination of Table 5 reveals that there was a significant difference for the different counseling groups on the variable self acceptance as measured by the WS posttest ($F=4.40$, $p<.01$). A multiple classification analysis performed to determine how the means of the groups differed appears in Table 6 and indicates that while the adjusted mean of the counseling-consultation group was below the grand mean, the adjusted means for the counseling-only,

Table 5
 ANCOVA Summary Table
 For Self Acceptance for
 Different Counseling Groups
 on Writing Sample Posttest

Source	SS	df	MS	F
Covariate (WS Pretest)	1.06	1	1.06	6.25
Treatment	1.93	3	0.64	3.79
Between	2.99	4	0.75	4.40**
Within-Groups	7.99	47	0.17	
Total	10.98	51	0.22	

** $p < .01$

Table 6

Multiple Classification Analysis
 For Self Acceptance on Writing Sample Posttest
 By Counseling Groups with Self Acceptance
 on Writing Sample Pretest as Covariate

Grand Mean=2.02

Group	N	Unadjusted Mean	Mean Adjusted for Covariate
Counseling	9	2.00	2.10
Consultation	13	2.31	2.24
Counseling-Consultation	13	1.69	1.71
Control	17	2.06	2.05

Multiple R=0.52, R²=0.27

consultation only, and control groups were above the grand mean. The consultation-only group showed the greatest adjusted mean score of 2.24 or .22 above the grand mean of 2.02.

Review of the analysis of covariance performed on the dependent variable self acceptance as measured by the WS posttest reveals that Hypothesis I (c) that the means of the four treatment groups would be significantly different on the variable self acceptance as measured by the WS was accepted.

Hypothesis II

Hypothesis II stated that the means of the four treatment groups would be significantly different on the variable personal adjustment as measured by the

- (a) California Psychological Inventory,
- (b) Adjective Check List, and
- (c) Writing Sample.

Analyses of variance performed on the posttest measures of personal adjustment revealed that there were no significant differences among groups as measured by the ACL; therefore Hypothesis II (b) could not be accepted.

Since the analysis of variance of the variable personal adjustment as measured by the CPI pretest had shown a significant difference between means, this variable was separately analyzed using an analysis of covariance. Table 7 indicates that the results of this analysis of covariance revealed that there was a significant difference among counseling groups ($F=17.70$, $p<.001$). A multiple classification analysis performed to determine how the means of the different counseling groups differed appears in Table 8 and shows that the adjusted mean for both the consultation-only group and the counseling-consultation group are below the grand mean. The control group showed the greatest adjusted mean above the grand mean while the counseling-only group posted an adjusted mean above the grand mean. Hypothesis II (a) that the means of the four treatment groups would be significantly different on the variable personal adjustment as measured by the California Psychological Inventory was accepted.

Since the analysis of variance of the variable personal adjustment as measured by the WS pretest had shown a significant difference in group means, this variable was analyzed by an analysis of covariance. Examination of

Table 7
 ANCOVA Summary Table
 For Personal Adjustment for
 Different Counseling Groups on
 California Psychological Inventory

Source	SS	df	MS	F
Covariate (CPI Pretest)	589.64	1	589.64	65.89
Treatment	43.83	3	14.61	1.63
Between	633.47	4	158.37	17.70***
Within-Groups	492.18	55	8.95	
Total	1125.65	59	19.00	

*** $p < .001$

Table 8
 Multiple Classification Analysis
 For Personal Adjustment on
 California Psychological Inventory Posttest
 By Counseling Groups with Personal Adjustment on
 California Psychological Inventory as Covariate

Groups	N	Unadjusted Mean	Mean Adjusted for Covariate
Counseling	14	28.86	27.66
Consultation	13	25.23	25.57
Counseling-Consultation	15	25.53	27.23
Control	18	28.56	27.83

Grand Mean=27.15

Multiple R=0.75, R²=0.56

Table 9 reveals that there was a significant difference for the counseling groups on the variable personal adjustment as measured by the WS posttest ($F=4.44$, $p<.003$). A multiple classification analysis appears in Table 10 and shows that the adjusted mean of both the counseling-consultation group and the control group fell below the grand mean, while the adjusted mean of the counseling-only and the consultation-only groups were above the grand mean. The consultation-only group showed the greatest adjusted mean of 2.04. Hypothesis II (c) that the means of the four treatment groups would be significantly different on the dependent variable personal adjustment as measured by the WS was accepted.

Hypothesis III

Hypothesis III stated that the mean of the four treatment groups would be significantly different on the variable social adjustment as measured by the

- (a) California Psychological Inventory,
- (b) Adjective Check List, and
- (c) Writing Sample.

Analyses of variance performed on the CPI, ACL, and WS posttest measures of social adjustment revealed that

Table 9
 ANCOVA Summary Table
 For Personal Adjustment for
 Different Counseling Groups on
 Writing Sample Posttest

Source	SS	df	MS	F
Covariate (WS Pretest)	0.37	1	0.37	1.79
Treatment	3.26	3	1.09	5.32
Between	3.63	4	0.91	4.44**
Within-Groups	9.60	47	0.20	
Total	13.23	51	0.26	

** $p < .01$

Table 10

Multiple Classification Analysis

For Personal Adjustment on Writing Sample Posttest

By Counseling Groups with Personal Adjustment on

Writing Sample Pretest as Covariate

Grand Mean=1.77

Groups	N	Unadjusted Mean	Mean Adjusted for Covariate
Counseling	9	1.89	1.96
Consultation	13	2.08	2.04
Counseling-Consultation	13	1.39	1.38
Control	17	1.77	1.75

Multiple R=0.52, R²=0.27

there were no significant differences among groups. Consequently, Hypotheses III could not be accepted.

Summary of Testing of Hypotheses

There were no significant differences among counseling groups on the variable self acceptance as measured by the CPI and ACL; on the variable personal adjustment as measured by the ACL; and on the variable social adjustment as measured by the CPI, ACL, and WS. Treatment did make a significant difference on the variable self acceptance as measured by the WS ($p < .01$), and on the variable personal adjustment as measured by the CPI ($p < .001$) and the WS ($p < .01$). Therefore, Hypothesis I (c), Hypothesis II (a), and Hypothesis II (c) were accepted in this study. All other hypotheses were rejected.

Chapter 5

Summary, Discussion, Conclusions, and Implications of Results

The purpose of this study was to investigate the effects of counseling and consultation with gifted adolescents and their parents on the self acceptance, personal adjustment, and social adjustment of the gifted adolescents. Further, the purpose was to determine whether there were significant differences among groups on self acceptance, personal adjustment, and social adjustment when communication skills were presented in a counseling-only, consultation-only, counseling-consultation, or control group.

Summary of Results

Though research has indicated the importance of addressing specific counseling needs of the gifted, few counseling programs have been developed for the gifted. Additionally, proponents of consultation as a counseling strategy have noted the need to include consultation in the high school counseling program. In particular, authors have cited the influence parents exert in the lives of the gifted. Consequently, the purpose of this study was to determine the effects on the self acceptance,

personal adjustment, and social adjustment of gifted adolescents of a counseling program which included the presentation of communication skills by four different counseling strategies: counseling only, consultation only, counseling-consultation, and control.

The purpose of this study was to determine whether counseling intervention would make a significant difference in the self acceptance, personal adjustment, and social adjustment of gifted adolescents. Additionally, the study attempted to determine whether counseling only, consultation only, or a combination of counseling-consultation would make a significant difference in the self acceptance, personal adjustment, and social adjustment of the gifted adolescents. It was hypothesized that the means of the four treatment groups would be significantly different on the variables self acceptance, personal adjustment, and social adjustment as measured by the California Psychological Inventory, Adjective Check List, and writing sample.

The study included 99 gifted 13-to-16-year-olds from one large suburban high school. Ten of the subjects were randomly selected as the pilot group. They were administered the Raven Progressive Matrices, CPI, ACL, and WS.

The purpose of the pilot group was (1) to determine a mean performance on the CPI and ACL for this population of gifted adolescents, and (2) to provide samples of the WS for validation in the rater training sessions.

The remaining 89 subjects were randomly assigned to groups which were then randomly assigned to treatment: counseling only, consultation only, counseling-consultation, or control. The counseling-only group participated in group counseling for one hour each of 12 successive weeks. The focus of the group counseling was the acceptance of self and others and the development of effective communication skills and styles by the gifted adolescents in the groups. The consultation-only group did not participate directly in a counseling program, though their parents participated for six successive weeks in one and one-half hour sessions in which they concentrated on the understanding and acceptance of the gifted and the development of effective communication skills and styles. As a function of the consultation process, parents were to train their gifted adolescents in the skills learned. The counseling-consultation group included gifted adolescents in a 12-week counseling program identical to the program presented to

the counseling-only group; additionally, the parents of these subjects were involved in a six-week parent consultation program identical to the one presented to the consultation-only group. The control group included subjects who were administered the pretests and posttests, but neither they nor their parents received a specific counseling program. Pretest and posttest scores on the CPI, ACL, and WS were collected and analyzed for subjects in each of the four groups.

The analyses of the CPI, ACL, and WS pretests for the variable self acceptance indicated that the effect of pretest was not a significant factor for the CPI and ACL; therefore, it could be assumed that any differences in self acceptance were the result of treatment. Because there was a significant effect on the WS pretest, the variable self acceptance as measured by the WS was analyzed by an analysis of covariance which used the WS pretest as covariate.

The analyses of the CPI, ACL, and WS pretests for the variable personal adjustment indicated that the effect of the pretest was significant for the CPI and WS; therefore, the variable personal adjustment measured by the CPI and

WS was analyzed by an analysis of covariance. Since the effect of pretest was not significant for the ACL, it could be assumed that any difference would be due to treatment; therefore, a one-way analysis of variance was performed. The analysis of the ACL posttest results indicated that treatment did not have a significant effect on personal adjustment. However, analysis of the CPI and WS posttests did indicate that treatment had a significant effect on personal adjustment as measured by those tests.

Pretest analyses for the CPI, ACL, and WS on the variable social adjustment indicated that the effect of pretest was not significant; therefore, it could be assumed that any difference on social adjustment was the result of treatment. Analyses of CPI, ACL, and WS posttests indicated that treatment did not have a significant effect on any measure of the variable.

In this study, the dependent variable self acceptance was significantly affected by treatment when measured by the WS. Personal adjustment was significantly affected by treatment when measured by the CPI and WS. Social adjustment was not significantly affected by treatment when measured by either instrument. Further, the variables of

self acceptance and personal adjustment as measured by the WS showed the greatest increases in the consultation-only group.

Discussion of Results

The results of the study were that there was a significant difference in the counseling strategies as they affected self acceptance measured by the writing sample, and personal adjustment measured by the California Psychological Inventory and the writing sample. There were no significant differences among the counseling strategies as they affected self acceptance measured by the California Psychological Inventory and the Adjective Check List; personal adjustment measured by the Adjective Check List; and social adjustment measured by any of the three instruments.

Self acceptance of gifted adolescents. Allan (1981), Allan and Fox (1979), Jordan and Keith (1965), and Kaplan (1983) established the need for self acceptance as one of the common problems experienced by gifted adolescents. Hypothesis I predicted that the means of the four treatment groups would be significantly different on the variable self acceptance as measured by the California Psychological Inventory, Adjective Check List, and writing sample.

Posttest results indicated that the means of the different counseling groups on the WS were significantly different. The consultation-only group showed a significant difference from the other groups on the WS. The results of the consultation-only group demonstrating a significant difference from the other groups on the WS measure of self acceptance supports the statement of Miles (1979) that the interaction with parents influences the self concept of young people.

The variable self acceptance was measured by three different instruments: the California Psychological Inventory, Adjective Check List, and writing sample. The test design and subject response was different for each test. On the CPI, the subjects made a forced-choice true or false response. On the ACL, subjects could mark as many adjectives as they thought applied to them. Though they were not limited by the number of responses they could give, they were limited by the specific adjectives available. In the WS, subjects were asked to write a brief composition in response to a designed situation. Perhaps the design of the WS that permitted the use of skills in

communication may have had an impact on the significantly different scores on two of the variables measured by the WS.

The three different instruments may, in fact, have measured different aspects of the variables. Though the definitions of the variables that the scales of the CPI, ACL, and WS were measuring corresponded, perhaps the emphasis may have been slightly different. For example, while the CPI scale measures self acceptance by a sense of personal worth and self acceptance, the ACL scale measures self acceptance by one who feels a sense of personal worth and high aspiration for self. Perhaps the ACL scale might place greater emphasis in measurement on the outcome or results of self acceptance as represented by "high aspiration for self," while the CPI may place greater emphasis in measurement on the state of being of self acceptance. Such slight variations in emphasis in measurement could also affect the results that are significant as measured by one instrument and not significant as measured by another instrument.

Personal adjustment of gifted adolescents. Ziv (1977) noted that when one views gifted children they appear well adjusted, but when one looks at the way gifted adults

describe their childhood, they appear to have been lonely, isolated, shy, and maladjusted. Allan and Fox (1979), Jordan and Keith (1965), and Kaplan (1983) stressed further the need of the gifted to learn to tap their greatest potential as well as to learn to cope with stress, tension, and fear of failure. Hypothesis II predicted that the means of the four treatment groups would be significantly different on the variable personal adjustment as measured by the California Psychological Inventory, Adjective Check List, and writing sample. Significantly different scores were found on the CPI and WS. The CPI reported the counseling-only group the highest experimental group, with the control group having only a slightly higher adjusted mean, though the counseling-only group reported a greater unadjusted mean. The WS revealed significant differences in scores, with the consultation-only group reporting the greatest increases in scores.

In the measurement of personal adjustment, both the CPI and WS showed significant differences, while the ACL did not reveal similar results. In the correlation of scores there was a significant positive correlation between the CPI and WS on both the pretest and posttest for

this population. While the norming sample for the high school and college samples reported in the technical manuals for both the CPI and ACL showed a positive correlation between the scales of the CPI and ACL used to measure personal adjustment, the population of this study did not report a significant positive correlation between the two scales. Perhaps the scales of the CPI and ACL are emphasizing different factors. Further, the use of the ACL scale for this population might be questioned. The use of this scale of the ACL with an average population could be helpful in determining its effectiveness in measuring personal adjustment for adolescents in general.

Social adjustment of gifted adolescents. Allan (1981), Jordan and Keith (1965), Kaplan (1983), and Ziv (1977) reinforced the need of the gifted for social adjustment for feeling comfortable in their social interactions. Hypothesis III predicted significantly different means for the different counseling groups on social adjustment as measured by the CPI, ACL, and WS. None of the measures of the variable social adjustment reported significantly different scores.

Since the variable social adjustment seems to require the integration of communication skills into social experience, perhaps length of treatment could have affected the lack of significantly different means on social adjustment. Further studies might extend treatment to include increased opportunities for the practice of social interaction. Additionally, the variable social adjustment may be significantly affected by time; consequently, studies that employ repeated measures over time might contribute to the understanding of this variable. Change in psychological variables can be slow, especially in a relatively well adjusted population. Consequently, the length of treatment might have been a factor in this study. Perhaps treatment should be increased in order to test the possibility of change over time in the variables self acceptance, personal adjustment, and social adjustment.

Effects of counseling, consultation, and counseling-consultation. Myrick (1977) called for research in consultation with students at the intermediate and high school levels. Miles (1979) recognized the decreasing involvement of parents in schools when students reached the junior high school level. She encouraged counselors to help parents

recognize their influence in the lives of their adolescents and to assist them in the constructive development of their supporting roles. Dettman and Colangelo (1980) declared the need for working with parents of the gifted because of the significant influence they exert upon their sons and daughters. In this study the consultation-only group revealed significantly different means on the WS measure of self acceptance and personal adjustment. These results were revealed on self acceptance and personal adjustment as measured only by the WS, an instrument for which reliability and validity have not been established; yet, the results do suggest the effectiveness of consultation with the parents of gifted adolescents. Additional research could have a significant impact on the use of counselor time and effectiveness in counseling the gifted.

This study focused on the objective measurement of change in self acceptance, personal adjustment, and social adjustment of gifted adolescents. No measurement of perceived change either by the adolescents or by their parents was attempted in this study. Yet, adolescent and parent participants expressed positive feelings about the experience. Parent comments ranged from "After the program

I was able to identify behavior patterns and, therefore, positively to direct my actions," to "We, as a family, have grown and stretched and enjoyed from these classes and opportunities to share with you, each other, and classmates" (Appendix F for other comments). Some adolescents verbalized directly their reactions to the program in such comments as "This has helped me a lot," or "I think I feel more comfortable in saying what I think in a group." Perhaps even more indicative of their reactions were their subtle questions or their behavior at the final session. Though they set about the task of taking the posttests, they offered only an interlude in their questions, "What will we do on Tuesday (Thursday) now?" "Can't we continue just another week?" or "When will we meet again?" Perhaps the effects of such a program continue over time and, as one parent suggested, ". . . long term results can't be determined at this point."

Conclusions

The counseling implications of this study include (1) the effectiveness of counseling and consultation with the gifted and (2) the impact of consultation on an adolescent population. Consultation is a counseling strategy

that utilizes efficiently the skills of the counselor. When parents were involved in consultation, the gifted adolescent showed significant differences in scores on self acceptance and personal adjustment as measured by the WS. Parents cannot be assumed to have lost their influence with adolescents. This study tends to support the findings of Perkins and Wicas (1971) that the involvement of parents in consultation can have a significant impact on the self acceptance of bright adolescents. Counselors are well advised to allocate a measure of counseling time to consultation with parents.

Counselors today find themselves in the midst of incredible time demands. This study indicated that the groups demonstrating a significant difference on the variables were the consultation-only and counseling-only groups. On none of the nine measurements of the dependent variables did the counseling-consultation group score highest among the treatment groups. Perhaps this result was affected by the intensity of involvement with both gifted adolescents participating in group counseling and their parents participating in consultation. This study did not support the research of Dee (1970) which found that when

parents and children were involved in counseling, changes in school adjustment were significantly different. These results impact on use of counselor time. Direct counseling of students or consultation with parents seemed more effective than both counseling with gifted adolescents and consultation with their parents; consequently, counselors can recognize the increased advantages in working directly with students or with their parents but not with both in simultaneous groups. Efficient use of counselor time occurs when engaging in group counseling or parent consultation because more students can be positively affected in the same amount of time.

Recommendations and Implications

This study raises issues to be explored further with gifted adolescents. Future studies might include replication of the current study, or focus on a different group of significant others as consultees, or use of different dependent variables. Research could be undertaken with gifted adolescents to determine if such a counseling-consultation program has an impact on their academic achievement or career decision making. Another possibility for study might include teachers of gifted

adolescents as consultees in consultation instead of parents to determine the effects on self acceptance, personal adjustment, and social adjustment. Replication of this study to another gifted population could enhance the generalizability of the findings.

In addition to the implications for further research with gifted adolescents, this study involves considerations for research with an average adolescent population. Replication of the current study could be undertaken with an average population to determine the effectiveness of the program with average adolescents. Another possibility might be to research the effects of the counseling-consultation program on other dependent variables such as academic achievement or behavior with a population of average adolescents.

This study seems to indicate that counseling with gifted adolescents and consultation with their parents may make a difference in the lives of the gifted adolescents. A recommendation from this research is that counselors design, implement, research, and evaluate further the effects of such a counseling and consultation program with gifted adolescents.

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Appendix A
Parent Correspondence

Dear

Your son/daughter _____ has been found eligible to participate in a counseling program for gifted ninth and tenth grade students at _____ High School. This program will offer an opportunity for him/her to enhance communications and decision making skills. As a special feature of the program, some parents will be trained in communications skills as a means of facilitating their son's/daughter's own growth in effective communications.

In order to explain the program to you more completely, we are inviting parents to meet with us on Tuesday, November 30, 1982, at 7:45 P.M. in the _____ High School Cafeteria.

We are very excited about offering this new opportunity to both you and your student. Should you be unable to attend the meeting, please contact Jan Clark at 281-4900 extension 30 for additional information.

We look forward to meeting each of you on November 30th at 7:45 P.M.

Sincerely,

In order for your son/daughter to participate in the counseling program for gifted adolescents, we must have written permission. Further we need to know of your commitment to participate in a parent group.

Please check the appropriate information below and return this form to us at the end of the meeting.

Student Participation

I give permission for _____ to participate in the counseling program for gifted adolescents as indicated below:
Student Name

_____ Student may be tested only

_____ Student may be tested and participate in the 12 week group counseling program

Parent Signature

Parent Participation

_____ I will participate in the parent consultation program for gifted adolescents.

_____ My spouse and I will both participate in the parent consultation program for gifted adolescents.

Signature

Dear _____ and _____:

We have been delighted at the response to the communications program from both parents and students. Now that we have had an opportunity to meet with all students and gather their input, we have completed the random selection of groups.

_____ will be participating in the program which involves parents only in the group consultation. Though we are disappointed at being unable to involve all interested students at this time, we do promise that they will have the first opportunity to participate in a later program.

So that you can plan your calendar, the schedule of parent meetings is as follows:

January	6
	13
	20
	27
February	3
	10

All parent meetings will be held in _____ Hall from 8:00 to 9:30 P.M.

Again thank you for your interest and participation. We look forward to seeing you on Thursday, January 6th at 8:00 P.M.

Sincerely,

Dear

The Communications Workshop with Parents was a most exciting experience, both personally and professionally. Thank you for your commitment of time and dedicated involvement which made these sessions possible for all of us. Thank you, too, for the opportunity to share the enthusiasm, pride, and love you have for your young people.

Our time together has been a learning and growing experience for us; we hope that it has been also for you. We look forward to our follow-up meeting in May (if all goes well) to share with you the research results.

Again our deepest gratitude!

Appendix B
California Psychological Inventory

1. The only interesting part of the newspaper is the "funnies."
2. I looked up to my father as an ideal man.
3. A person needs to "show off" a little now and then.
4. Our thinking would be a lot better off if we would just forget about words like "probably," "approximately," and "perhaps."
5. When in a group of people I usually do what the others want rather than make suggestions.
6. Some people exaggerate their troubles in order to get sympathy.
7. I always follow the rule: business before pleasure.
8. There's no use in doing things for people; you only find that you get it in the neck in the long run.
9. A person who doesn't vote is not a good citizen.
10. I have had very peculiar and strange experiences.
11. My daily life is full of things that keep me interested.
12. When a person "pads" his income tax report so as to get out of some of his taxes, it is just as bad as stealing money from the government.
13. In most ways the poor man is better off than the rich man.
14. Clever, sarcastic people make me feel very uncomfortable.
15. It's a good thing to know people in the right places so you can get traffic tags, and such things, taken care of.

16. I gossip a little at times.
17. I doubt whether I would make a good leader.
18. When I was going to school I played hooky quite often.
19. It is hard for me to start a conversation with strangers.
20. I sometimes pretend to know more than I really do.
21. It's no use worrying my head about public affairs; I can't do anything about them anyhow.
22. Women should not be allowed to drink in cocktail bars.
23. When someone does me a wrong I feel I should pay him back if I can, just for the principle of the thing.
24. I seem to be about as capable and smart as most others around me.
25. Every family owes it to the city to keep their sidewalks cleared in the winter and their lawn mowed in the summer.
26. I find it hard to keep my mind on a task or job.
27. I get very tense and anxious when I think other people are disapproving of me.
28. I liked school.
29. I am embarrassed by dirty stories.
30. I would disapprove of anyone's drinking to the point of intoxication at a party.
31. Maybe some minority groups do get rough treatment, but it's no business of mine.
32. It is very hard for me to tell anyone about myself.

33. We ought to worry about our own country and let the rest of the world take care of itself.
34. I often feel as if the world was just passing me by.
35. When I get bored I like to stir up some excitement.
36. There have been times when I have been very angry.
37. I usually feel nervous and ill at east at a formal dance or party.
38. Most of the arguments or quarrels I get into are over matters or principle.
39. As long as a person votes every four years, he has done his duty as a citizen.
40. People often expect too much of me.
41. I would do almost anything on a dare.
42. I take a rather serious attitude toward ethical and moral issues.
43. I would like the job of a foreign correspondent for a newspaper.
44. People today have forgotten how to feel properly ashamed of themselves.
45. I must admit that I often do as little work as I can get by with.
46. I like to be the center of attention.
47. I would like to see a bullfight in Spain.
48. I am fascinated by fire.
49. I have no dread of going into a room by myself where other people have already gathered and are talking.

50. When in a group of people I have trouble thinking of the right things to talk about.
51. I set a high standard for myself and I feel others should do the same.
52. School teachers complain a lot about their pay, but it seems to me that they get as much as they deserve.
53. I believe we are made better by the trials and hardships of life.
54. I was a slow learner in school.
55. I think I am stricter about right and wrong than most people.
56. I do not dread seeing a doctor about a sickness or injury.
57. I think I would like to drive a racing car.
58. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of thing.
59. I wish I were not bothered by thoughts about sex.
60. I seldom or never have dizzy spells.
61. It is all right to get around the law if you don't actually break it.
62. I would like to wear expensive clothes.
63. I believe women should have as much sexual freedom as men.
64. Criticism or scolding makes me very uncomfortable.
65. I read at least ten books a year.
66. I hardly ever get excited or thrilled.

67. Every citizen should take the time to find out about national affairs, even if it means giving up some personal pleasures.
68. My parents have often disapproved of my friends.
69. I often act on the spur of the moment without stopping to think.
70. I never make judgments about people until I am sure of the facts.
71. I am certainly lacking in self-confidence.
72. When I work on a committee I like to take charge of things.
73. My parents have generally let me make my own decisions.
74. I would rather go without something than ask for a favor.
75. I often do whatever makes me feel cheerful here and now, even at the cost of some distant goal.
76. I am inclined to take things hard.
77. In school my marks in deportment were quite regularly bad.
78. When I meet a stranger I often think that he is better than I am.
79. I would be ashamed not to use my privilege of voting.
80. Once in a while I laugh at a dirty joke.
81. Before I do something I try to consider how my friends will react to it.
82. In a group of people I would not be embarrassed to be called upon to start a discussion or give an opinion about something I know well.

83. I enjoy a race or game better when I bet on it.
84. I have often found people jealous of my good ideas, just because they had not thought of them first.
85. I like to go to parties and other affairs where there is lots of loud fun.
86. I very much like hunting.
87. I have frequently found myself, when alone, pondering such abstract problems as freewill, evil, etc.
88. I have never been in trouble with the law.
89. It makes me angry when I hear of someone who has been wrongly prevented from voting.
90. At times I have worn myself out by undertaking too much.
91. People have a real duty to take care of their aged parents, even if it means making some pretty big sacrifices.
92. I usually expect to succeed in things I do.
93. Most people worry too much about sex.
94. It is hard for me to find anything to talk about when I meet a new person.
95. I much prefer symmetry to asymmetry.
96. I am apt to show off in some way if I get the chance.
97. A person does not need to worry about other people if only he looks after himself.
98. We ought to pay our elected officials better than we do.

99. I can honestly say that I do not really mind paying my taxes because I feel that's one of the things I can do for what I get from the community.
100. Most of the time I feel happy.
101. When a man is with a woman he is usually thinking about things related to her sex.
102. I like large, noisy parties.
103. When prices are high you can't blame a person for getting all he can while the getting is good.
104. In school I found it very hard to talk before the class.
105. I usually feel that life is worthwhile.
106. We ought to let Europe get out of its own mess; it made its bed, let it lie in it.
107. Sometimes I rather enjoy going against the rules and doing things I'm not supposed to.
108. If I get too much change in a store, I always give it back.
109. I enjoy many different kinds of play and recreation.
110. A large number of people are guilty of bad sexual conduct.
111. I like to read about science.
112. It is hard for me to act natural when I am with new people.
113. I refuse to play some games because I am not good at them.

- 114. I have never done anything dangerous for the thrill of it.
- 115. As a youngster I was suspended from school one or more times for cutting up.
- 116. I think I would like to belong to a motorcycle club.
- 117. I feel that I have often been punished without cause.
- 118. I would like to be an actor on the stage or in the movies.
- 119. Police cars should be especially marked so that you can always see them coming.

Questions from three scales of the
California Psychological Inventory
Harrison G. Gough
Consulting Psychologists Press, Inc.

Appendix C
Adjective Check List

absent-minded	conscientious	fearful
active	conservative	feminine
adaptable	considerate	fickle
adventurous	contented	flirtatious
affected	conventional	foolish
affectionate	cool	forceful
aggressive	cooperative	foresighted
alert	courageous	forgetful
aloof	cowardly	forgiving
ambitious	cruel	formal
anxious	curious	frank
apathetic	cynical	friendly
appreciative	daring	frivolous
argumentative	deceitful	fussy
arrogant	defensive	generous
artistic	deliberate	gentle
assertive	demanding	gloomy
attractive	dependable	good-looking
autocratic	dependent	good-natured
awkward	despondent	greedy
bitter	determined	handsome
blustery	dignified	hard-headed
boastful	discreet	hard-hearted
bossy	disorderly	hasty
calm	dissatisfied	headstrong
capable	distractible	healthy
careless	distrustful	helpful
cautious	dominant	high-strung
changeable	dreamy	honest
charming	dull	hostile
cheerful	easy going	humorous
civilized	effeminate	hurried
clear-thinking	efficient	idealistic
clever	egotistical	imaginative
coarse	emotional	immature
cold	energetic	impatient
commonplace	enterprising	impulsive
complaining	enthusiastic	independent
complicated	evasive	indifferent
conceited	excitable	individualistic
confident	fair-minded	industrious
confused	fault-finding	infantile

informal	painstaking	sarcastic
ingenious	patient	self-centered
inhibited	peaceable	self-confident
initiative	peculiar	self-controlled
insightful	persevering	self-denying
intelligent	persistent	self-pitying
interests narrow	pessimistic	self-punishing
interests wide	planful	self-seeking
intolerant	pleasant	selfish
inventive	pleasure-seeking	sensitive
irresponsible	poised	sentimental
irritable	polished	serious
jolly	practical	severe
kind	praising	sexy
lazy	precise	shallow
leisurely	prejudiced	sharp-witted
logical	preoccupied	shiftless
loud	progressive	show-off
loyal	prudish	shrewd
mannerly	quarrelsome	shy
masculine	queer	silent
mature	quick	simple
meek	quiet	sincere
methodical	quitting	slipshod
mild	rational	slow
mischievous	rattlebrained	sly
moderate	realistic	smug
modest	reasonable	snobbish
moody	rebellious	sociable
nagging	reckless	soft-hearted
natural	reflective	sophisticated
nervous	relaxed	spendthrift
noisy	reliable	spineless
obliging	resentful	spontaneous
obnoxious	reserved	spunky
opinionated	resourceful	stable
opportunistic	responsible	steady
optimistic	restless	stern
organized	retiring	stingy
original	rigid	stolid
outgoing	robust	strong
outspoken	rude	stubborn

submissive	tolerant	unrealistic
suggestible	touchy	unscrupulous
sulky	tough	unselfish
superstitious	trusting	unstable
suspicious	unaffected	vindictive
sympathetic	unambitious	versatile
tactful	unassuming	warm
tactless	unconventional	wary
talkative	undependable	weak
temperamental	understanding	whiny
tense	unemotional	wholesome
thankless	unexcitable	wise
thorough	unfriendly	withdrawn
thoughtful	uninhibited	witty
thrifty	unintelligent	worrying
timid	unkind	zany

Ajective Check List

H. G. Gough

Consulting Psychologists Press, Inc.

Appendix D
Writing Sample

Personal Writing Sample

You have 30 minutes to write about the following experience:

You are attending a month long summer seminar in an academic area of your interest at the University of Virginia. Each day you will attend lectures, lab sessions, and discussion groups. During the afternoon and on weekends you will have time for sports and recreational activities.

You are meeting your seminar roommate for the first time. Since you will be spending much time together, it is important that you know as much as possible about each other. Please introduce yourself by telling your new roommate about you as a person, about your interests, and about the outcomes you desire from the seminar.

Personal Writing Sample Rating Scale

Identification # _____

Self Acceptance Scale

1	2	3
<u>No Indica- tion of Self Acceptance</u>	<u>Moderate Indi- cation of Self Acceptance</u>	<u>Very High Indi- cation of Self Acceptance</u>
Speaks about another topic, rather than self	Talks of intellec- tual or educational self	Talks of per- sonal feelings

Personal Adjustment Scale

1	2	3
<u>Little Personal Adjustment</u>	<u>Moderate Personal Adjustment</u>	<u>Very High Per- sonal Adjustment</u>
Lack of ease in presenting self	Comfortable and at ease presenting self	Poised, confident in presenting self

Social Adjustment Scale

1	2	3
<u>Little Social Adjustment</u>	<u>Moderate Social Adjustment</u>	<u>Very High Social Adjustment</u>
Indicates no experience with or interest in personal inter- action	Indicates desire for intellectual interaction with others	Indicates comfort and confidence in all interactions with others

Appendix E
Exercises and Information Sheets

"Time Capsule" Contract

"The only thing that one really knows about human nature is that it changes. Change is the only quality we can predicate on it. The systems that fail are those that rely on permanency of human nature, and not on its growth and development."

--Oscar Wilde

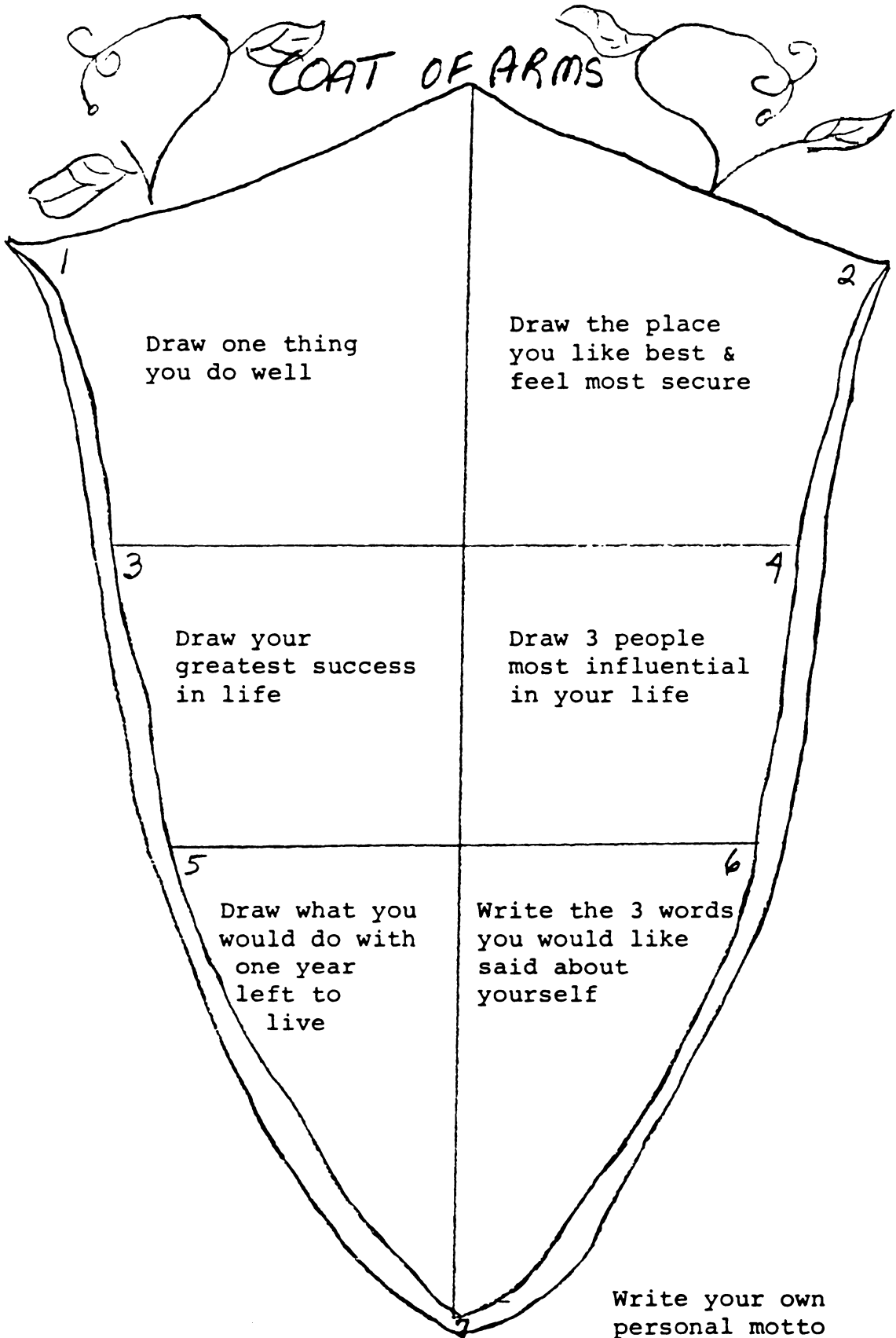
What changes will take place in you and in your son or daughter as you grow as people?

"Some of the changes I would like to make in myself are..."

"Some of the changes I would like to see in my son or daughter are..."

Date _____

Cromwell, Chester et al. Becoming: A Course in Human Relations



COAT OF ARMS

1
Draw one thing
you do well

2
Draw the place
you like best &
feel most secure

3
Draw your
greatest success
in life

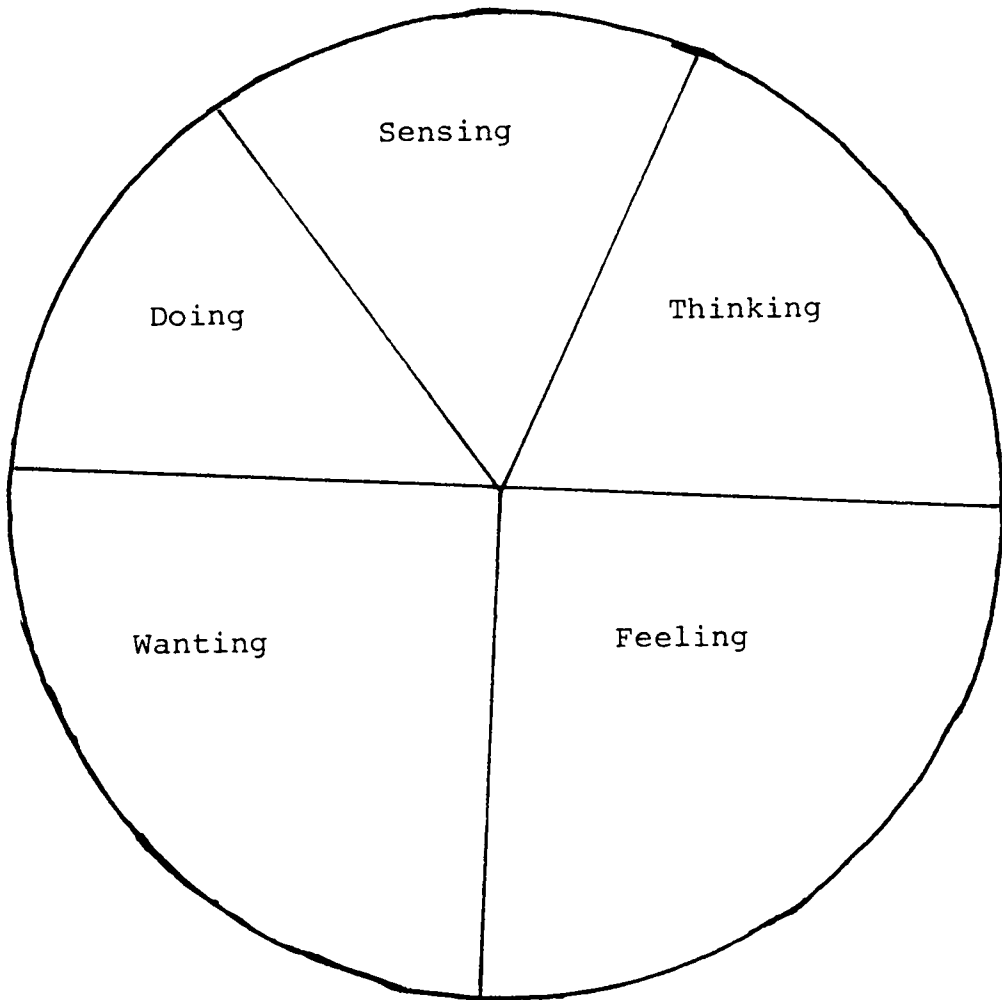
4
Draw 3 people
most influential
in your life

5
Draw what you
would do with
one year
left to
live

6
Write the 3 words
you would like
said about
yourself

7
Write your own
personal motto

T H E A W A R E N E S S W H E E L



Where am I coming from?

Motivations

Purposes

Goals

THE YOU MIRROR

What kind of number is like you? _____

Why? _____

What kind of animal are you like? _____

Why? _____

What kind of weather is most like you? Why? _____

What kind of fruit are you like and why? _____

What kind of flower is like you and why? _____

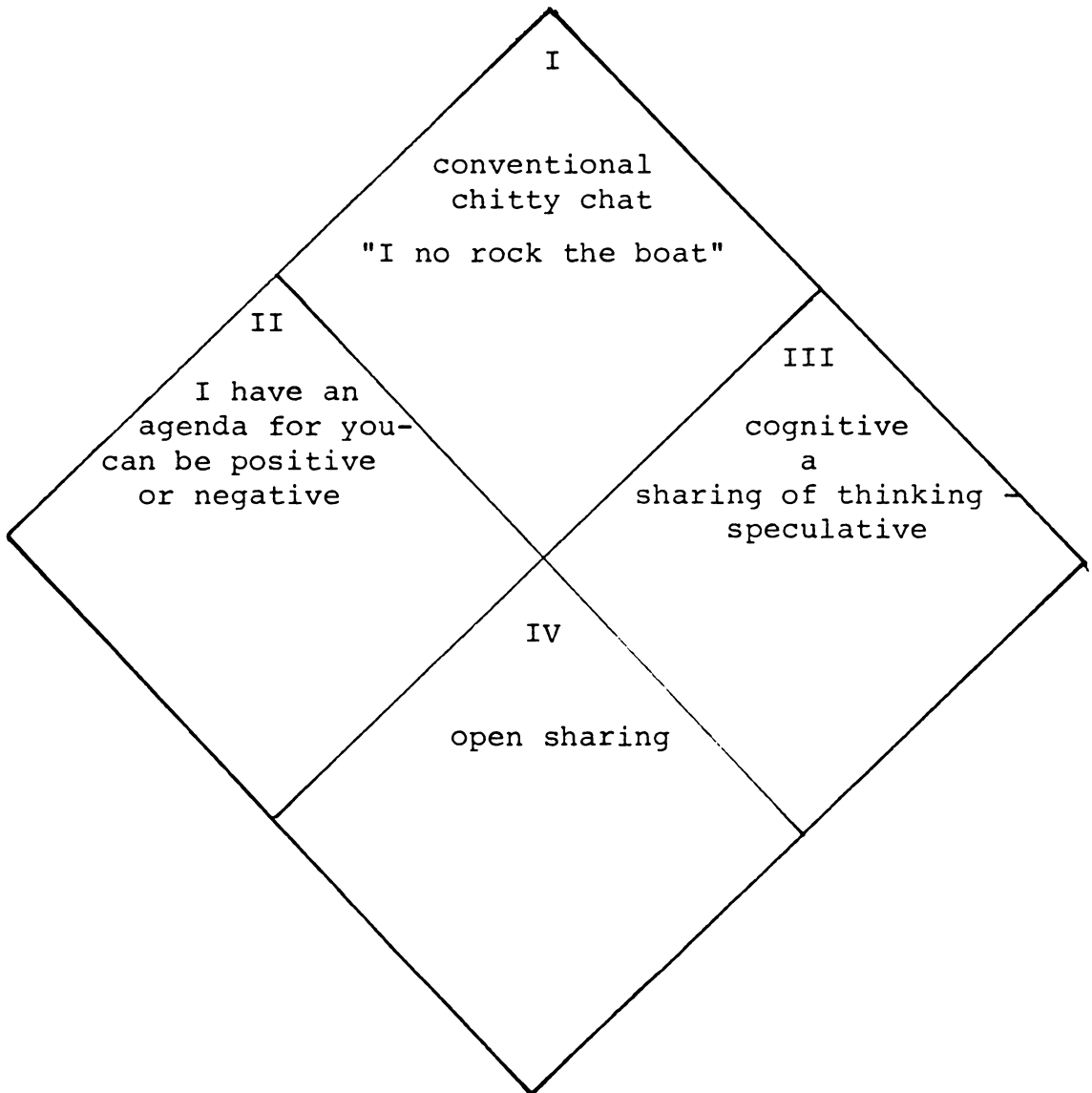
NOW, put together parts of the number, the animal, the fruit, the weather and the flower that are like you to come up with a new and interesting picture of yourself. Be creative!

TWENTY QUESTIONS

1. What is the title for the last book you read?
2. What is the best movie that you have ever seen?
3. What is the ugliest thing you know?
4. On what basis do you select your friends?
5. What is the greatest value that guides your life?
6. If you could smash one thing and only one thing, what would you smash?
7. If you could be any animal other than man, what would you be?
8. What do you want to be doing ten years from now?
9. If you were making a phonograph record and you wanted to put the sounds of violence on that record, what sound would you use?
10. What sound would you put on that record for beauty?
11. If you could travel to any place in the world, where would you go first?
12. What is the most beautiful thing you have ever seen?
13. What do you think people like in you the most?
14. What do you think people like in you the least?
15. Select one word that best describes a sunset?
16. When do you feel the most lonely?
17. What is the biggest waste you know of, in terms of a product?

18. When you think of children under the age of three, what comes to your mind?
19. What color is love?
20. If you could spend a half hour talking to a famous person, who would you like to talk to?

C O M M U N I C A T I O N S S T Y L E S



NASA EXERCISE INDIVIDUAL WORKSHEET

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance to your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on, through number 15, the least important. You have 15 minutes to complete this phase of the exercise.

- _____ Box of matches
- _____ Food concentrate
- _____ 50 feet of nylon rope
- _____ Parachute silk
- _____ Portable heating unit
- _____ Two .45 calibre pistols
- _____ One case dehydrated Pet milk
- _____ Two 100-lb. tanks of oxygen
- _____ Stellar map (of the moon's constellation)
- _____ Life raft
- _____ Magnetic compass
- _____ 5 gallons of water
- _____ Signal flares
- _____ First aid kit containing injection needles
- _____ Solar-powered FM receiver-transmitter

MURDER MYSTERY EXERCISE

The following exercise is a mystery situation that can be used to study the way in which information is communicated in problem-solving groups. Each clue should be written on a separate card, and the cards should be passed out randomly to the group members. Groups of any size can be used. The same basic procedures used in the previous exercises should be used, along with the same observation forms and discussion questions.

The task of the group is to solve a murder mystery by finding the murderer, the weapon, the time of the murder, the place of the murder, and the motive. Each member has some clues that will help solve the mystery. These clues may be communicated verbally, but the cards may not be shown to any other group members. The clues are:

When he was discovered dead, Mr. Thompson had a bullet wound in his calf and a knife wound in his back.

Mr. Barton shot at an intruder in his apartment building at midnight.

Mr. Thompson had virtually wiped out Mr. Barton's business by stealing his customers.

The elevator operator reported to police that he saw Mr. Thompson at 12:15 a.m.

The bullet taken from Mr. Thompson's calf matched the gun owned by Mr. Barton.

Only one bullet had been fired from Mr. Barton's gun.

The elevator man said Mr. Thompson did not seem too badly hurt.

A knife found in the parking garage had been wiped clean of fingerprints.

Mrs. Scott had been waiting in the lobby for her husband to get off work.

The elevator man went off duty at 12:30 a.m.

Mr. Thompson's body was found in the park.

Mr. Thompson's body was found at 1:20 a.m.

Mr. Thompson had been dead for about an hour when his body was found, according to the medical examiner.

Mrs. Scott did not see Mr. Thompson leave through the lobby while she was waiting.

Bloodstains corresponding to Mr. Thompson's blood type were found in the basement parking garage.

Police were unable to locate Mr. Barton after the murder.

Mr. Thompson's blood type was found on the carpet outside Mr. Barton's apartment.

There were bloodstains in the elevator.

Mrs. Scott had been a good friend of Mr. Thompson and had often visited his apartment.

Mrs. Scott's husband had been jealous of the friendship.

Mrs. Scott's husband did not appear in the lobby at 12:30 a.m., the end of his normal working hours. She had to return home alone and he arrived later.

At 12:45 a.m. Mrs. Scott could not find her husband or the family car in the basement parking lot of the apartment building where he worked.

MURDER MYSTERY EXERCISE SOLUTION

After receiving a superficial gunshot wound from Mr. Barton, Mr. Thompson stepped on the elevator and was killed by Mr. Scott (the elevator man) with a knife at 12:30 a.m. because Mr. Scott was jealous.

Appendix F
Parent Information Sheets

Outline of Communications Program for Parents

- Session 1 Understanding and Accepting the Gifted Adolescent
Identification of Gifted
Characteristics of Gifted
Myths about Gifted
Needs of Gifted Adolescents
Role of Parents in the Lives of Gifted Adolescents
- Session 2 Prelude to Effective Communications
Self Awareness
Effective Listening
I Count Messages
- Session 3 Styles of Communication
Style I Dinner Table Conversation
Style II Communication of Rules
- Session 4 Styles of Communication
Style III Communication of Intellectualizations
Style IV Communication of Feelings
- Session 5 Overcoming Roadblocks to Communication
Hidden Agendas
Pull of Styles
Checking Out
- Session 6 Coping Skills for Families of Gifted Adolescents
Topics Selected by Participants
Possibilities include
educational and career planning,
sibling rivalry, personal
responsibility and self discipline

Excerpts from Sentence Completion Test
from Gallagher, Teaching the Gifted Child

Mary

Our family is very big.
My mother is sweet and understanding.
Secretly I wish everybody was well fed and taken care of.
I cannot understand what makes me so awfull (sic).
My father is very mean at times but very nice at other times.
My worst subject in school is Social Studies.
I envy people who play golf.
My looks are fair.
My chief worry is how we can help poor people.
I am sorry for the death of people.
At home I have a wonderful time.
I am ashamed of my manners.

Mona

Our family is close.
My mother is pretty.
Secretly I wish I was pretty.
I cannot understand what makes me so ugly.
My father is strong.
My worst trouble is beuty (sic).
I envy pretty girls.
My looks are bad.
My chief worry is looks.
I am sorry I was born ugly.
At home I am nothing.
I am ashamed of my looks.

If I could have any 3 wishes, I would wish for:

- | | |
|--|--|
| 1. All the people in the world to be well fed, cared for, and happy. | 1. I would wish for beuty (sic). |
| 2. Not to let anyone die. It just brings sorrow to others. | 2. For a billion dollars to give to charity. |
| 3. I'd wish to stay just the way I am happy and content not rich not real poor just happy and content. | 3. Everyone in the world would be happy. |

Characteristics of Gifted Adolescents

Mentally precocious
Intellectually curious
Originality
Imagination
Creativity
Initiative
Rapid learning
Superior vocabulary
Wide breadth of knowledge and information
Broad attention span
Keen sense of humor
Wide range of interests
Preference for complicated problems
Rapid recognition of relationships and meanings
Reads incessantly
Spends much time on own projects
Impatient with routine procedure and drill
Sensitive to values
Highly critical of self and others
Self confident/Lacking self confidence
Responsible/Irresponsible
Many friends/Few friends

CHART 1

SOME COMMON MYTHS ABOUT THE GIFTED¹

1. They can leap buildings at a single bound. A gifted student will be outstanding at everything s/he does. (Most commonly expressed by the statement, "If s/he is so gifted, how come s/he is so bad at _____"
a. spelling. b. math computation. c. other)
2. Gifted children are more prone to emotional disturbance or to have adjustment problems.
3. They are apt to be physically inept. (The 90 lbs. weakling--if you break my glasses, I'll hit you with my violin case--syndrome.)
4. Gifted students don't need help. If they are really gifted they can manage on their own.
5. A person's emotional maturity should be as advanced as his/her intellectual maturity.
6. Gifted underachievers need to be pushed to try harder-- a "get in there and fight, fellows" approach.
7. They are socially isolated from other children.
8. The gifted are self-confident to the point of conceit.

Please do not be concerned that some of the myths contradict others. Myths are not rational.

¹developed by Susan D. Allan

Sample of Parent Evaluations
of Communications Program

All evaluations were anonymously written.

I really enjoyed the communications program. By learning the mechanics and styles of communications, it made one think more about the transactions that take place with our adolescent. By analyzing the communication it helped me to communicate more effectively with my children.

We found the course to provide a very good formalization of basic communication concepts and techniques. It has already proved useful in analyzing our interactions with other people. The course was a positive reinforcement of the techniques we have developed specifically to interact with our children. The formalization has allowed us to generalize.

The material helped me to reflect on my own actions. I was able to identify behavior patterns and, therefore, positively direct my actions.

Group sessions regarding communicating with adolescents have been very enlightening to both of us. We learned that some of the tactics we used in our dealing with our student are the ones we learned in class.

We also could identify some of our mistakes and these sessions have taught us probable remedies. We appreciate taking us along as your students.

I have taken several courses in communication techniques. These sessions which you gave presented the material in a slightly different way, which was very interesting for me.

I think keeping the exercises to a few minutes was excellent. It made practicing fun and still gave you a chance to experience the communication.

I enjoyed the six week series and it would have been great if there would have been more time to spend on many of the things we discussed. It did "spark me" to read I'm OK-You're OK.

Classes were well prepared and presented. One and one-half hours weren't really enough time to cover planned material and allow for question and answer periods and exercises. Some outside reading assignments may have been helpful.

This course in communication has been very helpful in giving tools and positive direction to me to become more effective in expressing myself in all relationships -- it will require constant effort to change old habits, so long term results can't be determined at this point.

We thank you heartily and sincerely for these delightful and informative communications classes. We, as a family, have grown and stretched and enjoyed from these classes and opportunities to share - with you, each other, and classmates.

The skills and strategies have been helpful; the examples and structures/format have become a part of our "tool kit"/resources, and we appreciate your involving us and our family as part of the active school-home team.

Needs of Gifted: Identified
and Ranked by Sixty-eight Parents
of Gifted Adolescents

Self Acceptance

Self Confidence

Self Discipline

Love/Understanding/Acceptance by Others

Acceptance by Peers

Communication of Ideas/Feelings

Development of Self Directed Interests Outside
of Academics

Ability To Cope with Frustration and Stress

Acceptance and Understanding of Others

Learning Patience

Appendix G
Means and Standard Deviations
for Pilot Group

Means and Standard Deviations
for Pilot Group on
California Psychological Inventory,
Adjective Check List, and Writing Sample

Variable	CPI		ACL		WS	
	M	SD	M	SD	M	SD
Self Acceptance	22.70	5.81	49.00	7.99	2.20	0.42
Personal Adjustment	28.10	4.84	47.90	5.61	2.10	0.73
Social Adjustment	35.50	4.81	48.70	6.85	2.20	0.63

Appendix H
ANOVA Summary Tables of Pretest Measures
Of Dependent Variables

Table 11
ANOVA Summary Table
For Different Counseling Groups
On Self Acceptance as Measured by
California Psychological Inventory Pretest

ANOVA Summary

Source	SS	df	MS	F
Groups	29.01	3	9.67	0.61
Within-Groups	891.97	56	15.93	
Total	920.98	59		

Means and Standard Deviations on CPI Pretest
of Self Acceptance

Group	N	M	SD
Counseling	14	23.43	3.27
Consultation	13	21.77	3.70
Counseling-Consultation	15	23.53	3.34
Control	18	22.50	5.04

Table 12
ANOVA Summary Table
For Different Counseling Groups
On Self Acceptance as Measured by
Adjective Check List Pretest

ANOVA Summary

Source	SS	df	MS	F
Groups	127.16	3	42.39	0.78
Within-Groups	3105.03	57	54.47	
Total	3232.19	60		

Means and Standard Deviations on ACL Pretest
of Self Acceptance

Group	N	M	SD
Counseling	14	51.00	8.10
Consultation	14	53.71	7.04
Counseling-Consultation	15	53.53	6.81
Control	18	50.56	7.50

Table 13
ANOVA Summary Table
For Different Counseling Groups
On Self Acceptance as Measured by
Writing Sample Pretest

ANOVA Summary

Source	SS	df	MS	F
Groups	3.56	3	1.19	5.37**
Within-Groups	11.28	51	0.22	
Total	14.84	54		

** $p < .01$

Means and Standard Deviations on WS Pretest
of Self Acceptance

Group	N	M	SD
Counseling	9	1.67	0.50
Consultation	13	2.46*	0.66
Counseling-Consultation	15	2.07	0.26
Control	18	2.22*	0.43

* $p < .05$ on Scheffe's Multiple Comparison Test

Table 14
ANOVA Summary Table
For Different Counseling Groups
On Personal Adjustment as Measured by
California Psychological Inventory Pretest

ANOVA Summary				
Source	SS	df	MS	F
Groups	146.35	3	48.78	2.94*
Within-Groups	928.63	56	16.58	
Total	1074.98	59		

* $p < .05$

Means and Standard Deviations on CPI Pretest
of Personal Adjustment

Group	N	M	SD
Counseling	14	29.00	3.16
Consultation	13	26.85	5.01
Counseling-Consultation	15	24.93	4.08
Control	18	28.33	3.94

Table 15
ANOVA Summary Table
For Different Counseling Groups
On Personal Adjustment as Measured by
Adjective Check List Pretest

ANOVA Summary

Source	SS	df	MS	F
Groups	24.25	3	8.08	0.16
Within-Groups	2835.69	57	49.75	
Total	2859.94	60		

Means and Standard Deviations on ACL Pretest
of Personal Adjustment

Group	N	M	SD
Counseling	14	51.50	6.85
Consultation	14	51.29	5.97
Counseling-Consultation	15	51.33	8.34
Control	18	50.00	6.82

Table 16
ANOVA Summary Table
For Different Counseling Groups
On Personal Adjustment as Measured by
Writing Sample Pretest

ANOVA Summary

Source	SS	df	MS	F
Groups	3.69	3	1.23	3.43*
Within-Groups	18.31	51	0.36	
Total	22.00	54		

* $p < .05$

Means and Standard Deviations on WS Pretest
of Personal Adjustment

Group	N	M	SD
Counseling	9	1.44	0.53
Consultation	13	2.23*	0.73
Counseling-Consultation	15	2.00	0.38
Control	18	2.11	0.68

* $p < .05$ on Scheffe's Multiple Comparison Test

Table 17

ANOVA Summary Table

For Different Counseling Groups

On Social Adjustment as Measured by

California Psychological Inventory Pretest

ANOVA Summary

Source	SS	df	MS	F
Groups	8.79	3	2.93	0.09
Within-Groups	1890.61	56	33.76	
Total	1899.40	59		

Means and Standard Deviations on CPI Pretest
of Social Adjustment

Group	N	M	SD
Counseling	14	36.21	3.98
Consultation	13	35.92	6.01
Counseling-Consultation	15	36.67	6.79
Control	18	35.67	5.97

Table 18
ANOVA Summary Table
For Different Counseling Groups
On Social Adjustment as Measured by
Adjective Check List Pretest

ANOVA Summary

Source	SS	df	MS	F
Groups	143.32	3	47.77	1.07
Within-Groups	2538.41	57	44.53	
Total	2681.73	60		

Means and Standard Deviations on ACL Pretest
of Social Adjustment

Group	N	M	SD
Counseling	14	52.36	7.71
Consultation	14	53.21	6.27
Counseling-Consultation	15	53.47	5.71
Control	18	49.78	6.86

Table 19
ANOVA Summary Table
For Different Counseling Groups
On Social Adjustment as Measured by
Writing Sample Pretest

ANOVA Summary				
Source	SS	df	MS	F
Groups	2.76	3	0.92	2.37
Within-Groups	19.79	51	0.39	
Total	22.55	54		

Means and Standard Deviations on WS Pretest
of Social Adjustment

Group	N	M	SD
Counseling	9	1.67	0.50
Consultation	13	2.38	0.65
Counseling-Consultation	15	2.07	0.59
Control	18	2.11	0.68

Appendix I
ANOVA Summary Tables of Posttest Measures
Of Dependent Variables

Table 20

ANOVA Summary Table

For Different Counseling Groups

On Self Acceptance as Measured by

California Psychological Inventory Posttest

ANOVA Summary

Source	SS	df	MS	F
Groups	66.31	3	22.10	1.44
Within-Groups	876.02	57	15.37	
Total	942.33	60		

Means and Standard Deviations on CPI Posttest
of Self Acceptance

Group	N	M	SD
Counseling	14	25.07	3.65
Consultation	14	23.71	3.71
Counseling-Consultation	15	22.53	4.16
Control	18	22.50	4.08

Table 21

ANOVA Summary Table
 For Different Counseling Groups
 On Self Acceptance as Measured by
 Adjective Check List Posttest

ANOVA Summary

Source	SS	df	MS	F
Groups	126.98	3	42.33	0.66
Within-Groups	3665.76	57	64.31	
Total	3792.74	60		

Means and Standard Deviations for ACL Posttest
 of Self Acceptance

Group	N	M	SD
Counseling	14	52.00	9.47
Consultation	14	55.86	6.43
Counseling-Consultation	15	52.40	6.06
Control	18	53.44	9.23

Table 22
ANOVA Summary Table
For Different Counseling Groups
On Self Acceptance as Measured by
Writing Sample Posttest

ANOVA Summary

Source	SS	df	MS	F
Groups	2.70	3	0.90	4.73**
Within-Groups	10.28	54	0.19	
Total	12.98	57		

** $p < .01$

Means and Standard Deviations for WS Posttest
of Self Acceptance

Group	N	M	SD
Counseling	14	1.86	0.36
Consultation	14	2.29*	0.47
Counseling-Consultation	13	1.69	0.48
Control	17	2.06	0.43

* $p < .05$ on Scheffe's Multiple Comparison Test

Table 23

ANOVA Summary Table

For Different Counseling Groups

On Personal Adjustment as Measured by

California Psychological Inventory Posttest

ANOVA Summary

Source	SS	df	MS	F
Groups	164.21	3	54.74	3.24*
Within-Groups	962.75	57	16.89	
Total	1126.96	60		

* $p < .05$

Means and Standard Deviations on CPI Posttest

of Personal Adjustment

Group	N	M	SD
Counseling	14	28.86	3.80
Consultation	14	25.29	5.04
Counseling-Consultation	15	25.53	3.98
Control	18	28.56	3.62

Table 24
ANOVA Summary Table
For Different Counseling Groups
On Personal Adjustment as Measured by
Adjective Check List Posttest

ANOVA Summary

Source	SS	df	MS	F
Groups	99.73	3	33.24	0.61
Within-Groups	3096.09	57	54.32	
Total	3195.82	60		

Means and Standard Deviations on ACL Posttest
of Personal Adjustment

Group	N	M	SD
Counseling	14	49.50	7.73
Consultation	14	51.79	7.26
Counseling-Consultation	15	50.33	9.10
Control	18	52.83	5.28

Table 25
ANOVA Summary Table
For Different Counseling Groups
On Personal Adjustment as Measured by
Writing Sample Posttest

ANOVA Summary				
Source	SS	df	MS	F
Groups	3.31	3	1.10	5.52**
Within-Groups	10.78	54	0.20	
Total	14.09	57		

** $p < .01$

Means and Standard Deviations on WS Posttest
of Personal Adjustment

Group	N	M	SD
Counseling	14	1.86	0.36
Consultation	14	2.07*	0.47
Counseling-Consultation	13	1.38	0.51
Control	17	1.76	0.44

* $p < .05$ on Scheffe's Multiple Comparison Test

Table 26

ANOVA Summary Table

For Different Counseling Groups

On Social Adjustment as Measured by

California Psychological Inventory Posttest

ANOVA Summary

Source	SS	df	MS	F
Groups	53.52	3	17.84	0.53
Within-Groups	1933.74	57	33.93	
Total	1987.26	60		

Means and Standard Deviations on CPI Posttest

of Social Adjustment

Group	N	M	SD
Counseling	14	37.64	5.24
Consultation	14	38.93	5.85
Counseling-Consultation	15	37.40	6.57
Control	18	36.33	5.57

Table 27
ANOVA Summary Table
For Different Counseling Groups
On Social Adjustment as Measured by
Adjective Check List Posttest

ANOVA Summary

Source	SS	df	MS	F
Groups	236.76	3	78.92	1.53
Within-Groups	2949.22	57	51.74	
Total	3185.98	60		

Means and Standard Deviations on ACL Posttest
of Social Adjustment

Group	N	M	SD
Counseling	14	52.00	8.26
Consultation	14	56.14	4.15
Counseling-Consultation	15	53.53	5.62
Control	18	50.89	9.07

Table 28
ANOVA Summary Table
For Different Counseling Groups
On Social Adjustment as Measured by
Writing Sample Posttest

ANOVA Summary

Source	SS	df	MS	F
Groups	1.92	3	0.64	1.96
Within-Groups	17.60	54	0.33	
Total	19.52	57		

Means and Standard Deviations on WS Posttest
of Social Adjustment

Group	N	M	SD
Counseling	14	1.86	0.36
Consultation	14	2.07	0.73
Counseling-Consultation	13	1.62	0.51
Control	17	1.65	0.61

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