

Enrichment Seminar and the Socio-Emotional Needs of Adolescents

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Abstract

The purpose of this qualitative case study is to explore gifted alumni perceptions of how participating in an Enrichment Seminar course met their socio-emotional needs as they relate to identity formation, and whether or not their academic achievement was influenced. The researcher used interviews, narrative questions, and surveys to gather data. The sample consisted of 30 participants who were surveyed using The Gifted Program Evaluation survey, which included narrative questions. The interview sample came from the population of 30, and included 15 participants. The participants for this study were from both genders, between the ages of 19 and 23 years old, and were of various ethnicities. The results reflect that participants perceived the Enrichment Seminar positively influenced their identity formation through self-knowledge provided by the curriculum, and relationship building. The participants also perceived that participation in the Enrichment Seminar course positively influenced their academic achievement through college and career preparation.

Keywords: Gifted, Socio-Emotional, Case Study, Academic Achievement

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Introduction

This qualitative case study explored the socio-emotional needs of gifted students, as it relates to identity formation, and the efficacy of a secondary school gifted program in meeting those needs. More specifically, this study focused on one course, Enrichment Seminar, and how participants who took that course in high school perceived their identity formation and academic achievement were influenced. Enrichment Seminars offer projects and special activities that are geared towards gifted and talented youth and provide intervention opportunities for gifted students who are dealing with social, behavioral, or emotional issues (Gifted Students, 2004). Students are allowed to pursue a topic of their choice and to facilitate their own learning. The teacher acts as a guide, providing opportunities for guest speakers and field trips related to the students' individual interests. In addition, the teacher gives lessons on peer leadership and coping skills to help deal with the repercussions of receiving the gifted label.

It is important to note that Enrichment Seminar curriculum is written for gifted students; however, at the particular campus used for this study, high achieving students who have not received the gifted label are able to take the course with counselor, teacher, or parent recommendation. Intrinsically motivated students who persistently work hard and achieve top grades may not qualify as gifted (Phillips, 2008). However, they may suffer the same social stigma as gifted students, and they would benefit from academically rigorous coursework, which explains why they would be candidates for the Enrichment Seminar. In order to narrow the focus of this study to a particular group, only those students who have received the gifted label were recruited as participants.

Using the Gifted Program Evaluation Survey (Lahey, 1991) and interview data, this researcher sought to increase the understanding of student perceptions regarding how Enrichment Seminar met the socio-emotional needs of gifted students as they relate to identity formation, as perceived by alumni of an inner-city school in the southwestern United States. This type of research was necessary because this type of information has not been obtained before. There is a gap in the literature on what affect the Enrichment Seminar may have

on the identity of gifted students, and how those students perceive their academic achievement was influenced. Gifted programs, taught by a gifted endorsed teacher, are not required at the secondary level. Current legislation requires that schools must employ gifted programs to qualify for funding, but does not require that the programs be in existence (US Department of Education, 2009).

This research was guided by the theoretical perspective that gifted students need assistance with identity formation in order to prevent underachievement. Vialle, Heaven, and Ciarrochi (2007) present prior research on the socio-emotional needs of gifted students and how important it is for those needs to be met in any comprehensive gifted program. Gifted adolescents go through a period where their cognitive development is dynamic, which allows them to understand the world in a more sophisticated manner (Keating, 2004). This rapid cognitive development also allows them to understand that their intellectual ability differentiates them from their peers. Some gifted students find that drawing attention to this difference in intellect can be problematic and can be associated with a negative social stigma. Gifted students who find that they have negative social consequences attached to being gifted may deny their giftedness, hide it, or mask it in order to conform (Vialle et al., 2007). Providing these students with additional coping strategies, in the form of a gifted program such as the Enrichment Seminar, may be one way to keep these students from intentionally underachieving. This research seeks to fill the gap in that area. More specifically, this case study explored student perception on whether or not the Enrichment Seminar aided in identity formation, and how they perceived that participation in this course affected their academic achievement. What follows is a presentation of the conclusions, recommendations, and implications from this study.

Summary of the Study

The purpose of this qualitative case study was to explore student perceptions of how participating in an Enrichment Seminar course met their socio-emotional needs as they relate to identity formation, and what influence being enrolled in the course may have had on their academic achievement. Gifted alumni from an inner-city school in the southwestern United States who took the Enrichment course were recruited to participate in the study. There were 30 participants of various ethnicities and both genders, and who were between the ages of 19 and 23 years old. The Gifted Program Evaluation Survey (Lahey, 1991) and student interviews were used to collect data. The focus of this study was on a particular gifted program in one particular school. The social phenomenon studied was gifted student perceptions of how the Enrichment Seminar met their socio-emotional needs and helped mold their identity, as well as how they perceived the course influenced their academic achievement. This study contributed to the body of knowledge by advancing the research on whether or not gifted students need a particular course taught by a gifted endorsed teacher to meet their socio-emotional needs as related to identity formation, and how this course influenced their academic achievement. This would be important for schools to consider when implementing a gifted program. Since the study reflected that the socio-emotional needs of gifted students are being adequately addressed in an Enrichment Seminar, schools may choose to implement this program in combination with their advanced courses.

The reason this study was conducted was that it was not known what the perceptions of gifted students are regarding how participation in Enrichment Seminar meets their socio-emotional needs, as it relates to identity formation and academic achievement. Identity formation occurs during adolescence and reflects a person's view of self, as affected by social maturity and societal expectations (Identity Formation, 2004). It is important for this identity formation to be healthy, which requires more positive than negative social experiences.

The following research questions guided the data collection in this study:

R1: What are the perspectives of gifted students regarding how Enrichment Seminar courses during high school met their socio-emotional needs in relation to identity formation?

R2: What are the perspectives of gifted students on whether or not the Enrichment Seminar course positively or negatively affected their academic achievement?

This research was guided by the researcher's theoretical perspective that gifted students need assistance with identity formation in order to prevent underachievement. According to Social Identity Theory, one has multiple social identities, related to the various groups in which one has perceived group membership (Brown, 2000). Various social situations trigger different social identities, that is, ways of thinking, feeling, and acting, based on the most prominent perceived group membership(s) at the time. It is proposed here that gifted students need assistance with this by helping to guide whom they socialize.

A thematic analysis of the data was conducted using the constant comparative analysis method. The data from the interviews, narrative responses, and survey was triangulated, to add strength to the study and to provide insight into those themes that most commonly reoccurred in the data. What follows is a summary of the findings from that analysis.

Summary of Findings and Conclusions

The phenomenon that was studied is gifted student perception of their socio-emotional needs, as related to identity formation and academic achievement, being met in an Enrichment Seminar course. Considering that healthy identity formation is affected by positive social experiences, the social identity theory fits with this case study, which seeks to explore the socio-emotional phenomenon of identity formation. Adolescence is a time when identity development and relationship building are critical (Moon & Dixon, 2006). This is just as true for gifted adolescents as it is for their non-gifted peers. Gifted students are under added stress, however, because of the conflicting societal expectations (Vialle et al., 2007). Gifted students are expected to achieve in all curricular areas, although they may only be gifted in one particular area. This expectation is held by parents, teachers, administrators, and peers, and is something that gifted students encounter on a daily basis. From this study, "We banded together, the Mexicans, because as gifted students everyone expected us to be geniuses in everything we did. We helped each other in seminar. I made my best friends there [Enrichment Seminar]" (Simpson, 2012).

In addition, gifted students exhibit certain socio-emotional characteristics such as perfectionism, lack of self-confidence, difficulty forming relationships, disorganization, isolation, and narcissism (Pratt, 2009). The way that many gifted adolescents cope with these socio-emotional traits is to allow their peers to help form their identity. They simply live up or down to the expectations of those around them, because it is easier than dealing with the socio-emotional issues that they are suffering from (He'bert & Kelly, 2006; Pratt, 2009). As one of the participants from this study stated:

I think it [Enrichment Seminar] helped me to figure out who I am and what I want to be. Before seminar, it was really easy to just do what is expected of me so that I don't stand out. My parents expected good grades and my friends were all C students so I got Bs. I didn't really know what I wanted to do with my career and didn't much care, although I'm sure that is pretty common before high school anyway. But, in seminar, we explored career options and were encouraged to be ourselves. I was encouraged to participate in extracurricular activities and so I got involved in drama and band. It helped me figure out what I liked, rather than what everyone else liked for me (Simpson, 2012).

The Enrichment Seminar course is one way that secondary schools can help to combat the socio-emotional issues that gifted students are suffering from. The results in this study reflected that participants perceived their identity formation and academic achievement were both positively influenced by their participation in Enrichment Seminar. In alignment with Social Identity Theory, participants were encouraged to explore themselves and their peers, and were given strategies to both strengthen their relationships and manage their emotions. In addition, they were provided support with organizing their academics so that they could focus their

interests on what would assist them in pursuit of their career or higher education choice. Ultimately, the participants perceived that participation in Enrichment Seminar guided who they were to become as adults.

The data analysis and findings are organized by the research questions that were used to guide this study.

R1: What are the perspectives of gifted students regarding how Enrichment Seminar courses during high school met their socio-emotional needs in relation to identity formation?

After conducting a constant comparative analysis of the interviews and narrative questions related to satisfying research question 1, the following themes emerged bullying, Suicide/Death, Culture, Self-Awareness, Relationships, and Coping Strategies. Participants perceived that bullying, the suicide of one of their peers, and their cultural restrictions/expectations influenced their identity formation. They perceived that Enrichment Seminar aided in forming their identity by offering coping strategies to deal with these issues, as well as teaching self-awareness through curriculum aimed at identifying types of giftedness. In addition, participants described how the curriculum and the instructor encouraged relationship building both with gifted and non-gifted peers. Both interview and narrative data reflected results that suggesting that participants perceived that the Enrichment Seminar course positively influenced their identity by meeting their socio-emotional needs.

After reviewing the responses to the survey questions that pertained to research question one, the data from the interviews and narratives was triangulated. Participants responded positively to questions regarding self-awareness and relationships. They felt that the Enrichment Seminar course had a positive impact on their identity formation.

Research question one was satisfied. The subjects in this case study perceived that their participation in the Enrichment Seminar course met their socio-emotional needs, and positively influenced their identity formation. They cited the curriculum, the gifted endorsed instructor, and the ability to socialize with gifted peers as reasons for these needs being met.

This is a particularly important finding in regard to adolescents because puberty disrupts the predictability and understandings an individual has developed as a child, creating "role confusion", and the search for identity is the paramount psychosocial experience for the adolescent (Erikson, 1963). The formation of cliques and other types of exclusionary behavior are common during adolescence, which again, ties back to the Social Identity Theory. Adolescents are constructing their identity through social experiences (Bandura, 1986; Cross & Frazier, 2010; Erikson, 1963). This compulsive "over identification" with the group we desire to identify with is actually "a defense against a sense of identity confusion" (p. 262). Adolescents are searching for who they are, a determination made by attempting to integrate what they believed themselves to be as children, their newly discovered libido, and their vision of their future selves (Cross & Frazier, 2010).

The adolescent mind is essentially a mind of the moratorium, a psychosocial stage between childhood and adulthood, and between the morality learned by the child, and the ethics to be developed by the adult. It is an ideological mind - and, indeed, it is the ideological outlook of a society that speaks most clearly to the adolescent who is eager to be affirmed by his peers, and is ready to be confirmed by rituals, creeds, and programs which at the same time define what is evil, uncanny, and inimical, (Erikson, p 262-263, 1963).

The second research question that guided this study was, R2 - What are the perspectives of gifted students on whether or not the Enrichment Seminar course positively or negatively affected their academic achievement? A constant comparative analysis of the interview questions and narrative questions produced the results that participants perceived their academic achievement was positively influenced by their participation in the Enrichment Seminar course. Participants perceived that part of their success academically could be attributed to the college and career preparation they were given within the course. Participants were tutored, given weekly progress checks, and invited to participate in field trips, conferences, and presentations related to their interests. The participants discussed how their teacher guided their academics towards their interest, to help them prepare for the college or career of their choice. In addition, participants stated that the relationship

building and networking skills they learned while enrolled in Enrichment Seminar helped them to be successful once they left the high school setting, ultimately affecting their academic achievement in a post-secondary institution.

One story that emerged from this data, related to the guidance received in Enrichment Seminar was from Participant 11. This participant discussed the fact that he was often stereotyped as a gang member because of his ethnicity, clothes, socio-economic status, and because of where he lived.

I failed classes after passing all the tests and not doing any stupid homework. I talked back and didn't like most of my teachers. They didn't care about my learning. They cared about the damn tests that I knew I could pass. What was my incentive to do anything else than pass the f***ing test then? There wasn't. However, in seminar, she opened my eyes. She showed me how I was just f***ing myself over because if I did exactly what everyone expected of me, which was to fail, then I would never get anywhere and I'd stay in South Phoenix in my half address forever. I would turn into the Mexican gangster that they all thought I was. She was right. I'm a senior at a state university now and will probably move into grad school to continue the computer engineering program I'm in. I look the same, but she helped me to figure out I didn't have to act how I looked (Simpson, 2012).

He attributed his success in college specifically to the Enrichment Seminar course, and the teacher who acted as the facilitator of that course. This is a powerful endorsement for that program.

These findings are important because identity formation becomes particularly troublesome when considering career development. If a gifted student has not achieved to his/her potential, has not nurtured their gift, their career options become limited to those that helped to establish the gifted student's identity (Taylor, 1992). For example, a student gifted in music would not pursue a career related to music if they never established their own identity and nurtured their gift. This is of crucial importance at the secondary level because high school is a time where a student's main focus is determining individual identity and recognizing and exercising interests, competencies, and values (Houston, 1990). Allowing someone else to define the interests, competencies and values may negate the student's gift and would have a serious influence on career development. Secondary students who participate in gifted programs are more likely to have post-secondary plans, including vocational/technical school that aligns with the gifted students' interests (Renzulli & National Research Center on Gifted and Talented, 2005). This aligns with the data found in this study. This suggests that involvement in the processes that occur in a gifted program helps gifted students to establish a vocational identity. More simply put, if they are enrolled in a gifted course, gifted students are more likely to choose a career path, rather than having one chosen for them. It is of paramount importance to have gifted students in a course designed for them, because it will affect their career aspirations (Renzulli & National Research Center on Gifted & Talented, 2005).

Referring back to the data present in this study, several participants felt that the guest speakers, field trips and guidance provided to them related to college and career choices were beneficial to who they have become as adults and also positively influenced their academic achievement. For example,

Specifically, with math she had me take a trip to the performance building at a state university and measure all of the angles, and then create a model to scale. TO SCALE. They still have my model on display in the front office case. And, she created that extension off a word problem in my math class (Simpson, 2012).

By being given the strategies necessary to identify who they were as gifted individuals, and where they fell on the gifted spectrum, participants were able to come to terms with their identity. They were able to understand their peers, and where their peers fell on the spectrum, which helped them to form relationships. By allowing the gifted students to deal with their emotions in Enrichment Seminar, and providing specific strategies to cope with those emotions, participants were not bound by the feelings that arise from the expectations of their peers, family, and teachers to overachieve in every curricular area. In fact, participants were encouraged to come to

terms with whatever it was they were interested in, and to pursue that interest; allow it to guide their choices in college and career, and help to form their identity.

After reviewing the themes present in the narrative and interview data, the survey data was reviewed. The survey data was used to triangulate the interview and narrative data, and produced similar results. Participants responded positively to questions involving academic achievement, responding typically in the Agree or Strongly Agree categories. However, the survey did not provide an adequate measure simply because it did not cover all of the themes that emerged from the interview and narrative data. Suicide, bullying and the details and nuances of relationships were not covered in the survey. There also was not anything present on culture in the survey, and culture was a valuable part of the results gleaned from the interview and survey data. The survey did work to triangulate a general positive feeling towards impact on academic achievement and socio-emotional needs related to identity formation. However, the survey failed to explore why or how those needs were met, which is why the interview and narrative data was so important to this study.

Implications

The implications derived from the results of this case study is that the Enrichment Seminar course can be a successful program for gifted students at the secondary level. Although this study was specific to the course offered in an urban high school in this county in the southwestern United States, there is now research that supports the fact that Enrichment Seminar courses can positively influence both identity formation and academic achievement. These results from this study support Social Identity theory, and pave the way for future research on the types of secondary programs that can help gifted students with both identity formation and academic achievement.

Theoretical implications.

This researcher used a specific theoretical perspective based on a review of the literature for the purpose of advocating for gifted student programs in secondary schools. This theoretical perspective falls under the Social Identity Theory, which suggests that one has multiple social identities, related to the various groups in which one has perceived group membership (Brown, 2000). Considering that healthy identity formation is influenced by positive social experiences, the social identity theory fit with a case study that sought to explore the socio-emotional phenomenon of identity formation, as it relates to gifted students in an Enrichment Seminar course.

The results support Social Identity Theory; however, it is important to note that there was a subset of participants who might have skewed those results. An unexpected outcome of the data was the suicide of a gifted peer that was in Enrichment Seminar with some of the individuals who participated in this study. Those participants freely responded that the incident involving that student, and how it was dealt with in Enrichment Seminar, specifically influenced how they felt about the course. This study did not explore suicide in the literature review or anywhere else, and the researcher was not prepared to analyze these findings.

The participants perceived that their identity and their academic achievement was positively influenced by the Enrichment Seminar course, but those who were affected by the suicide of their peer attributed part of that success to the grief counseling they were provided in Enrichment Seminar. It is not known whether those participants would have received the same type of counseling if they were not in Enrichment Seminar, or how much the actual course curriculum or the teacher of the course influenced how these participants dealt with this particular event.

Practical implications.

Gifted education is a necessary facet of secondary schools because this population of students needs to be served the same as any other population of students in secondary school. In fact, there are laws governing gifted education that secondary schools need to be in compliance with, or they will lose the opportunity to receive valuable federal funding. In 1988, the Jacob Javits gifted and Talented Students Education Act was passed (US Department of Education, 2009). This act awards grants to school districts that implement gifted programs. In 2007, the grant money awarded to schools totaled \$9.6 million (US Department of Education, 2009). In order to qualify for the gifted funding, a program must serve the needs of gifted students (US Department of Education, 2009). These needs could be academic or socio-emotional. However, schools that qualify for funding must provide evidence that the needs of gifted students are served by implementing a course or program taught by a gifted endorsed teacher and written specifically for gifted students. The essential criteria are that the courses must serve gifted and talented students (US Department of Education, 2009). With that being said, there is no requirement that secondary schools implement a gifted program targeted specifically for gifted students. Their incentive to do so relies in their desire to meet the needs of these students, and to receive the federal funding to support the program.

The findings in this study are significant because gifted students in US schools are who will be responsible for making the advancements in science, technology, and the arts in our future (Roberts, 1999). The question posed then is what secondary gifted program provides a positive environment for gifted students and helps them cope with negative stereotypes and societal expectations. The results of this study reflect the idea that Enrichment Seminar can positively influence identity formation and academic achievement.

The practical application is simple; this course may be used as a successful gifted program at the secondary level. In addition, the results from this course reflect the importance of multi-cultural education in a gifted program, particularly one in an urban area where the population of students is diverse. For example, Participant 10 admitted that the barrier she had with making friends that were different from her was cultural, and that she learned that in seminar. She thought that Americans did not have a culture, so she only friended those who were a part of her own culture, Mexican. She learned about her peers in seminar and stated, "Everyone had their own traditions and some of them were specific to their families and maybe not their whole race, like mine, but they were still traditions. I learned to be able to listen to people and not judge them" (Simpson, 2012). Through cultural awareness, this participant was able to overcome her prejudice, which may have led to a wider variety of friends and more diverse social experiences. Teachers and administrators can review this study and see not only the value of multi-cultural education in a gifted program, but the incredible value of guest speakers and field trips, and the impact those activities have on both career exploration and identity formation.

Future implications.

This case study reinforced the theoretical perspective that gifted students need assistance with identity formation, and supports Social Identity Theory. In addition, the results of this study support the notion that gifted individuals perceive that Enrichment Seminar aided in their identity formation and in their academic achievement when they were adolescents. Future implications of this research might be to inform studies on gifted students and their socio-emotional needs when they are dealing with death, as this issue was found in the data, but was not analyzed in this study. In addition, this study was localized to an inner-city school in this county in the southwestern United States. As a case study, the results of this study are incredibly specific, and may not be generalizable. A particularly fruitful study might be one that intends on being more generalizable, and compares participant perception from an urban school and an inner-city school, to see if the different locations influence the perceived impact of participating in Enrichment Seminar. The results of this study could

also inform research on other courses in high schools across the US that seek to positively influence identity formation and academic achievement of adolescents, and maybe even compare courses to see which one the participants perceive is better and for what reason. Ultimately, this study could aid a school district, an administrator, or a teacher to decide to implement an Enrichment Seminar course to help serve the needs of the gifted population on their campus. That possibility, that future implication, is incredibly important to this researcher.

Recommendations

As it stands right now, there are a myriad of gifted programming choices available to secondary school districts that would help gifted students form an identity. This study has provided the literature supporting the fact that gifted programming is necessary to reverse/prevent underachievement and minimize the effect of negative perfectionism (Berlin, 2009; McHugh, 2006). What is most important, however, is that gifted students in US schools are who will be responsible for making the advancements in science, technology, and the arts in our future (Roberts, 1999). The question posed then is what secondary gifted program provides a positive environment for gifted students and helps them cope with negative stereotypes and societal expectations. This study supports the idea that Enrichment Seminar is one course that can provide a positive environment for gifted students, and can aid them both with identity formation and positive academic achievement.

Recommendations for future research.

There are four different recommendations the researcher has after conducting and reviewing this qualitative case study. There is always the idea that the study could be replicated using different instruments or methodology, but this researcher seeks to put that recommendation aside to focus on themes and topics that were either derived from the results or that simply were not in the results, but perhaps should have been.

The first recommendation is that in which a researcher might seek to explore how courses in a secondary program influence the way gifted students deal with death. The death does not have to be localized to suicide, as in this study one participant discussed the death of his mother and how he dealt with it in Enrichment Seminar. A researcher might want to explore how Enrichment Seminar, or another course aimed at serving the needs of gifted adolescents assists those students in coping with that loss, and how the participants feel that assistance (or lack thereof) influenced their identity and academic achievement.

Another recommendation would be to replicate the study in a suburban setting, to see if there are differences in the perceptions of the participants. Adolescents in the inner-city and the suburbs are likely to deal with different issues that may inform their identity, and studying how the Enrichment Seminar course influenced both their identity and academic achievement in the suburban setting might shed some light on the differences between gifted students in the inner-city and those who reside in the suburbs.

A third recommendation would be to replicate the study, but to focus on different courses that secondary gifted students commonly take. There is significant data supporting the idea that advanced coursework, such as AP and IB programs, are not sufficient in meeting the socio-emotional needs of gifted students. However, there are other programs that are targeted for gifted students, and researching if those programs are effective would be a study worth merit.

A final recommendation would be to compare the perceptions of high achieving students and gifted students on the efficacy of the gifted program they are enrolled. High achieving students are often placed in gifted programs even though they are not labeled gifted. This is particularly true at the secondary level, as enrolling in courses is typically student choice (although it may be guided by counselors and parents). Adolescent high achievers might have a different perception that adolescent gifted students, and exploring what those differences are and why they exist might provide for a particularly fruitful study.

Recommendations for practice.

The researcher has two recommendations for future practice based on the results and findings from this study. The first recommendation is that secondary schools employ a gifted course, such as Enrichment Seminar that is constructed specifically for gifted students on their campus and make this course a requirement for all students who have the gifted label. The reason for this recommendation is that every participant in this study saw value in that course, and perceived that the course positively influenced either their identity formation, or academic achievement, or in some cases, both. The idea that one course on a high school campus could assist gifted individuals, those who will be making advancements in our society, in becoming productive members of our society by aiding in their identity formation is absolutely critical information. In addition, the results show that this course can curb underachievement by positively influencing academic achievement. This implication suggests that a schools test scores and dropout rate may possible be affected, and affected positively. The second recommendation is to employ a gifted endorsed teacher to facilitate that course. As this study shows, gifted students have particular needs and those needs require someone who is adequately and appropriately trained to meet them.

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Appendix A - Gifted Program Evaluation Survey*

Subject Code: _____ **Date Completed:** _____

Directions: The purpose of this student survey is to gather data, which will assist me, Joanne Simpson, in writing my dissertation on the Enrichment Seminar you were previously enrolled in. This survey will help me to assess the strengths and weaknesses of the program. Please indicate the degree to which you agree or disagree with each of the following statements, by circling the response, which most closely reflects your opinion. Please be honest.

Student Questionnaire

Part 1

- Key: 1 – Strongly Agree
 2 – Agree
 3 – Undecided
 4 - Disagree
 5 – Strongly Disagree

1. In general, my participation in the Enrichment Seminar was a worthwhile educational experience.
 1 2 3 4 5
2. My participation in the Enrichment Seminar contributed significantly to my academic growth.
 1 2 3 4 5
3. The Enrichment Seminar increased my interest in school.
 1 2 3 3 5
4. The Enrichment Seminar learning experiences were significantly

different than those of the regular classroom.

1 2 3 4 5

5. In general, I found the Enrichment Seminar activities to be more challenging than those done in the regular classroom.

1 2 3 4 5

6. If there had not been an Enrichment Seminar course, I feel my classroom teachers would have created activities that would have challenged and motivated me.

1 2 3 4 5

7. The Enrichment Seminar made me a better problem-solver.

1 2 3 4 5

8. My critical thinking skills improved as a result of the Enrichment Seminar experience.

1 2 3 4 5

9. I became a more creative student as a result of Enrichment Seminar.

1 2 3 4 5

10. I developed more self-esteem and self-confidence as a result of the Enrichment Seminar experience.

1 2 3 4 5

11. I feel that I benefited from the opportunity to interact in Enrichment Seminar with fellow students having similar abilities.

1 2 3 4 5

12. I feel that my relationship with students in my regular classes suffered as a result of me being a part of the Enrichment Seminar.

1 2 3 4 5

13. Sometimes I may have demonstrated an elitist attitude because I was in Enrichment Seminar.

1 2 3 4 5

14. At times, my fellow Enrichment Seminar classmates demonstrated an elitist attitude.

1 2 3 4 5

15. My classroom teachers strongly supported the Enrichment Seminar course.

1 2 3 4 5

16. I felt that my classroom teachers resented the fact that I was in Enrichment Seminar.

1 2 3 4 5

17. My regular classroom teachers did not like me leaving class for Enrichment Seminar activities.

1 2 3 4 5

18. I felt I missed too much of the regular classwork during the time I spent in Enrichment Seminar.

1 2 3 4 5

19. Many times, I felt overburdened by Enrichment Seminar work, in addition to my regular classwork.

1 2 3 4 5

20. In general, Enrichment Seminar homework should be optional.

1 2 3 4 5

21. Enrichment Seminar students should be excused from some of the regular classroom assignments if they happen to be at Enrichment Seminar when it is assigned, and they really do not need the extra practice.

- 1 2 3 4 5
22. The student evaluations/grade sent home to parents of Enrichment Seminar students was sufficient communication with parents.
- 1 2 3 4 5
23. I would have liked a special grading system for Enrichment Seminar.
- 1 2 3 4 5
24. Enrichment Seminar students who are not performing well in their regular courses should be removed from the program.
- 1 2 3 4 5
25. Enrichment Seminar students who are not performing well in Enrichment Seminar should be removed from the program. 1 2 3 4 5
26. Classroom teachers should be able to keep a student from attending Enrichment Seminar under certain circumstances (unfinished work, discipline issues, etc.).
- 1 2 3 4 5
27. I would have liked the Enrichment Seminar activities to have been more closely related to the regular classroom curriculum.
- 1 2 3 4 5
28. I would have liked to have done more individualized, independent study work in Enrichment Seminar.
- 1 2 3 4 5
29. The Enrichment Seminar field trips were a valuable part of the Enrichment Seminar experience and worth the time spent out of school.
- 1 2 3 4 5
30. The Enrichment Seminar adjunct programs (Future Problem Solving, Academic Decathlon, Speech & Debate) offered to all students, were very worthwhile experiences.
- 1 2 3 4 5
31. I feel there should have been more adjunct type of activities open to all students.
- 1 2 3 4 5
32. I think that Enrichment Seminar teachers should come to the regular classroom on a regular basis and conduct a variety of activities with all students.
- 1 2 3 4 5
33. I would have liked to start Enrichment Seminar before High School.
- 1 2 3 4 5
34. I would have liked to have Enrichment Seminar in college/post-secondary.
- 1 2 3 4 5
35. I liked the Enrichment Seminar classes in High School.
- 1 2 3 4 5
36. The amount of time spent in Enrichment Seminar was:
About Right____ Too Long____ Too Short____
37. Enrichment Seminar class sizes were:
About Right____ Too Long____ Too small ____

Part II

1 Briefly explain what you have gained from participation in the Enrichment Seminar Course.

2. Please describe any problems or difficulties, which you feel, were related to your participation in Enrichment Seminar.

3. Briefly describe any suggestions you have for improving Enrichment Seminar.

4. If you could start your education over, would you take Enrichment Seminar again?
Yes___ No___ Please explain.

5. Briefly describe one or more of your happiest moments in Enrichment Seminar.

6. Are there any areas of study that you think the Enrichment Seminar should have concentrated on more?

7. Briefly describe any long-term effects the Enrichment Seminar may have had on you over the course of the years.

Additional Comments:

* Copyright Richard Lahey (1991) DOK Publishers. Reprinted with permission. The acronym TAG (Talented and Gifted) was changed to Enrichment Seminar, which is specific to this study.

Appendix B – Interview Questions

Subject Code: _____

Date Completed: _____

Definitions:

Socio-Emotional Needs: The term socio-emotional is a combination of the words “social” and “emotional”. In relation to gifted education, this phrase is used to show the difference between a gifted student’s intellectual ability, and their emotional capability. For the purposes of this study, the combined term describes the emotional need to form a social relationship with others.

Identity Formation: Identity formation occurs during adolescence and is the process of graduating from adolescence to adulthood – establishing the identity of the adult the adolescent is to become.

Interview Questions

1. Tell me about how you think participating in the Enrichment Seminar met your socio-emotional needs. Can you share an example of a time that you remember when your socio-emotional needs were met?
2. How do you think participating in the Enrichment Seminar helped form your identity?
3. Can you share an example of how participating in Enrichment Seminar helped form your identity?
4. In what ways do you feel that the Enrichment Seminar did not meet your social needs? Please explain.
5. Specifically describe instances where you feel your social relationships with your peers was influenced, as directly related to the Enrichment Seminar course.
6. Can you think of any coping strategies that you learned in Enrichment Seminar that helped you deal with the expectations other had of you since you are gifted?
7. How do you think the Enrichment Seminar impacted your academic achievement? Can you share some specific examples?
8. Looking back, what changes would you like to have had made to the seminar to better meet your social and emotional needs?

Appendix C - Permissions
Richard (Dick) Lahey's Permissions

Copy of E-mail Granting Permission to use Gifted Program Evaluation Survey
*****@aol.com

11/10/11

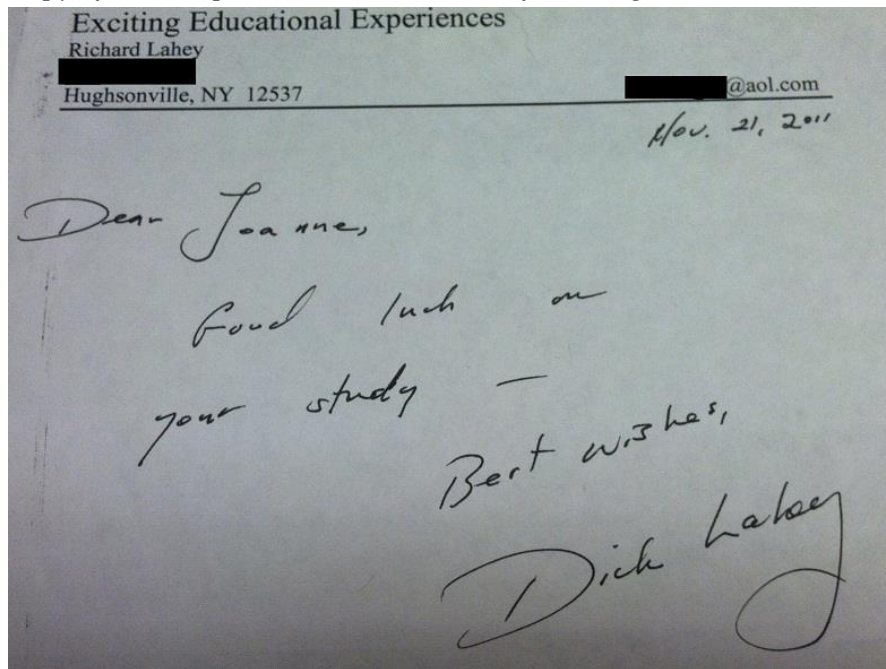
to *****@gmail.com

Dear Joanne,

Feel free to use anything in my survey that I did relating to evaluating talented and gifted programs.

Good luck on your dissertation,
Dick Lahey

Copy of written permission to use the Gifted Program Evaluation Survey



IRB Approval

DATE: April 12, 2012

TO: Joanne Simpson

FROM: Grand Canyon University Institutional Review Board

STUDY TITLE: [309850-1] Enrichment Seminar and the Socio-Emotional Needs of Gifted Students

IRB REFERENCE #: 309850-1

SUBMISSION TYPE: New Project

ACTION: APPROVED

APPROVAL DATE: April 12, 2012

EXPIRATION DATE: April 12, 2013

REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category # [7.7]

Thank you for your submission of New Project materials for this research study. Grand Canyon University Institutional Review Board has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulation. Please remember that informed consent is a process beginning with a description of the study and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document. Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All FDA and sponsor reporting requirements should also be followed. Please report all NON-COMPLIANCE issues or COMPLAINTS regarding this study to this office. Please note that all research records must be retained for a minimum of three years. Based on the risks, this project requires Continuing Review by this office on an annual basis. Please use the appropriate renewal forms for this procedure.

If you have any questions, please contact Stephanie Henkel at 602-639-8010 or stephanie.henkel@gcu.edu. Please include your study title and reference number in all correspondence with this office.