

Appendix A: Perceptions of Giftedness Survey

I. Demographics

Please indicate your answer by circling the corresponding number.

1. Gender

Male	01
Female	02

- How many years have you taught in total in the nearest year? Please include part-time teaching if applicable. _____
- What is the *highest level* of education you have completed? Please encircle only *one* number.

(a) High school certificate	01
(b) Bachelor's	02
(c) Education specialist or professional diploma based on at least 1 year of course work past a master's degree level	03
(d) Master's	04
(e) Doctorate	05
(f) Others (please specify) _____	06

4. In what areas are you certified? Please encircle *one* number on each line.

	Yes	No
(a) Childhood education	01	02
(b) Elementary education	01	02
(c) Secondary education	01	02

(continued)

(continued)

	Yes	No
(d) Special education	01	02
(e) English education	01	02
(f) Science education	01	02
(g) Math education	01	02
(h) Others (please specify)	01	02

5. What subject do you teach? _____

II. *Conceptions and Definitions of Giftedness*

In the following set of items, decide how easy it is for you to imagine a gifted elementary student who has the stated characteristics by circling the appropriate number. For example, if it is easy for you to imagine a gifted elementary student who learns at a slow pace, then encircle 4 which represents “Very easy to imagine.” If you cannot imagine a gifted elementary student who learns at a slow pace, then encircle 1 which represents “Cannot imagine.”

1. How easily can you imagine a gifted elementary student who...?

	Very easy to imagine	Easy to imagine	Difficult to imagine	Cannot imagine
1. Learns at a slow pace	4	3	2	1
2. Transfers learning into other subjects or real-life situations	4	3	2	1
3. Has difficulty with reasoning skills (such as seeing connections between ideas, solving problems without help)	4	3	2	1
4. Has high social intelligence (i.e., knows the names and roles of individuals in the surrounding community)	4	3	2	1
5. Is a follower (seldom takes the lead)	4	3	2	1
6. Has poor social skills	4	3	2	1
7. Works hard	4	3	2	1
8. Has a short attention span	4	3	2	1
9. Pays attention to detail	4	3	2	1
10. Is shy	4	3	2	1
11. Misbehaves in school	4	3	2	1
12. Has a large store of general knowledge	4	3	2	1
13. Is not motivated	4	3	2	1
14. Can successfully carry out multiple verbal instructions	4	3	2	1
15. Completes assignments faster than same age peers	4	3	2	1
16. Tries to understand the how and whys of things	4	3	2	1

(continued)

(continued)

	Very easy to imagine	Easy to imagine	Difficult to imagine	Cannot imagine
17. Has skill deficits in one or more academic area	4	3	2	1
18. Cannot work independently	4	3	2	1
19. Has unusual interests for their age (e.g., they take interest in studying the weather and walled cities)	4	3	2	1
20. Demonstrates leadership skills	4	3	2	1
21. Dislikes drills and practice	4	3	2	1
22. Is bilingual	4	3	2	1
23. Can devise strategies to solve problems	4	3	2	1

2. In the following set of items, we would like you to focus on your personal beliefs. Indicate your level of agreement by encircling the corresponding number.

	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
1. The potential for giftedness is present in equal proportions in all cultural/sectarian/political groups in our Lebanese society	5	4	3	2	1
2. The potential for giftedness is present in equal proportions in all socioeconomic groups in our Lebanese society	5	4	3	2	1
3. Boys are more likely to show their giftedness through activities that tap mathematical/logical ability	5	4	3	2	1
4. Girls are more likely to show their giftedness through activities that tap verbal abilities	5	4	3	2	1

III. *Characteristics and Prevalence*

For the following sets of items, imagine that you have been asked to identify gifted students in your classroom. Indicate how likely you would be to identify a student as gifted if that student exhibited the following characteristics, by encircling the number corresponding to your response.

1. How likely would you be to identify a student as gifted if the student...?

	Very likely	Somewhat likely	Not likely
1. Learns easily and quickly	3	2	1
2. Uses details in stories and pictures	3	2	1
3. Has an advanced vocabulary for age	3	2	1
4. Has a large amount of general information	3	2	1

(continued)

(continued)

	Very likely	Somewhat likely	Not likely
5. Has high interest in specialty topic	3	2	1
6. Possesses more advanced math skills than most students	3	2	1
7. Has a high interest in school	3	2	1
8. Uses expressive language	3	2	1
9. Is easily bored with routine tasks	3	2	1
10. Can carry out a multistep command	3	2	1
11. Asks a lot of questions	3	2	1
12. Can apply his/her understandings of concepts in new contexts	3	2	1
13. Able to produce solutions when no one else can	3	2	1
14. Has unusual emotional understanding	3	2	1
15. Is self-motivated	3	2	1
16. Is able to see another's point of view	3	2	1
17. Is well liked by classmates	3	2	1
18. Likes to work alone	3	2	1
19. Has an awareness of issues related to his/her community	3	2	1
20. Takes the lead in small groups	3	2	1
21. Is flexible in the face of change	3	2	1
22. Behaves well in class	3	2	1
23. Has a lot of energy and may have difficulty remaining in seat	3	2	1

2. Please answer the following questions:

(a) What is the total number of students in your class(es)?

(b) In your opinion, what is the number/ratio of gifted students in your class(es)?

(c) In your opinion, how many of your students can be identified and labeled as gifted? _____

- We are planning to conduct focus group discussions with teachers in schools and would like to know if this participant is interested in this discussion. Please tick one of the following:

Yes _____

No _____

- We are planning to conduct individual interviews with teachers in schools and would like to know if this participant is interested in this discussion. Please tick one of the following:

Yes _____

No _____

Appendix B: Protocol of Focus Group Discussion with Teachers

1. *Purpose of the Focus Group Discussion* (2 minutes)

2. *Introduction of Participants and Facilitators* (5 minutes)

Good morning, and welcome to our focus group session on teachers' perceptions of giftedness. Thank you for taking the time to come here. We would like to understand your views on giftedness and what determines whether a student is gifted or not in your opinion. Remember, there are no right or wrong answers but rather your perceptions. Please feel free to share your point of view even if others share a different perception or outlook. Before we start, allow me to remind you to please talk one at a time and to keep in mind that I am interested in everything you have to say, whether it is positive or negative. All comments are helpful.

Our session will last between 90 and 120 minutes. Before we begin, we would like to get to know more about you. Hello, please tell me your name and how long you have been teaching.

3. *Discussion Themes*

Theme 1: Definition of Giftedness

Guide question(s):

- How does your school define giftedness?
- What is your recommendation for the definition of giftedness in the Lebanese context?
- What would the definition include and what are its components?
- How would you define a gifted child? If you were to come up with a definition that is relevant to the Lebanese context right now, what would it be?

Theme 2: Characteristics

Guide question(s):

- How do you identify the gifted students in your class?
- What are the characteristics that you look for when identifying a student as being gifted?

- What sort of behavior do you expect your gifted student to have?
- How does a gifted person look like?
- If a student excelled in the language arts, would you consider them as being gifted?

Theme 3: Prevalence

Guide question(s):

- How many gifted students are there in your class?
- Are there more gifted boys or gifted girls in your class?

Theme 4: Current Identification Practices

Guide question(s):

- What are the current practices in identifying the gifted students in your class? For example, is there a type of protocol that you follow?
- Does your school identify students as gifted at the kindergarten/elementary level?
- Describe a student that you consider(ed) gifted. Include his/her characteristics and what particularly stood out about him/her that led you to think s/he was gifted.
- How do you assess your students for giftedness?
- Have you ever had to refer a gifted student in your class? If yes, what was the procedure?

Theme 5: Curricular and Program Services

Guide question(s):

- What are the available curricular and program services for gifted students in your school?
- What sort of activities does your school offer students with different talents (e.g., talent shows, acceleration, grade skipping, tracking, show and tell, etc.)?
- Do you have any referral services in your school?
- Do you have resource rooms? What kind of activities do you have for enhancing highly able students?

4. Summary of Discussion Points (10 minutes)

Thank you for participating in this study. All the information here is confidential. Would you like to add anything further?

Appendix C: Teacher Interview Protocol

- Good morning, and welcome to our interview session on teachers' perceptions of giftedness. Thank you for taking the time to come here. We would like to understand your views on giftedness and what determines whether a student is gifted or not in your opinion.
- Remember, there are no right or wrong answers but rather your perceptions. Please feel free to share your point of view even if others share a different perception or outlook.
- Before we start, allow me to remind you that I am interested in everything you have to say, whether it is positive or negative. All comments are helpful.
- Our session will last about an hour. Before we begin, we would like to get to know more about you. Hello, please tell me your name and how long you have been teaching.

Definition and Concepts

- How would you define giftedness in general?
- Would you consider a student as being gifted if he/she excelled in language arts? What about PE?
- Do you have a common definition of giftedness in your school?
- How would you define a gifted child? If you were to come up with a definition that is relevant to the Lebanese context right now, what would it be?
- What is your recommendation for a definition of giftedness within the Lebanese context?

Characteristics and Prevalence

- What are the main characteristics a gifted student should have in your opinion?
- What are the attributes that you look for when identifying that student has gifted?
- What sort of behaviors does the gifted student exhibit?
- How does a gifted person look like?
- How many gifted students are in your class?
- Were there more gifted boys or girls in your class?

Identification and Assessment

- How do you identify the gifted students in your class?
- Is there any procedure that you follow?
- How do you assess your students for giftedness?

Services and Programs

- Do you have any curricular or program services available in your school? (If yes, please specify.)
- Do you have any referral services in your school? (If yes, please specify.)
- As a teacher, what do you do when you feel that you have a gifted student in your class?
- Have you ever had to refer a gifted student in your class? If yes, what was the procedure?
- Do you have any resource rooms? What kind of activities do you have for enhancing highly able students?

Index

A

Academic performance, 76–78, 96–97, 106
American Psychological Association, 17
American University of Beirut (AUB), 3
Ancient Greece, 23
Arab Council for the Gifted and Talented (ACGT), 3

C

Clinical Assessment of Behavior (CAB), 45, 100
Cognitive Abilities Test (CogAT), 43
Cognitive-deficit hypothesis, 19
Commissioner of Education, 10
Communication skills, teachers' perceptions, 81, 82
Conformability, 71
Creativity, 82, 83
Credibility, 70
Cultural factors, 32
Culture as a language, 18

D

Dependability, 71

E

ENTER model, 100

F

Focus group discussions (FGDs), 63, 65–67, 69, 115–116

G

Gagné's Differentiated Model of Giftedness and Talent, 15
Gardner's theory, 13, 15
General Certificate in Secondary Education (GCSE), 53
Gifted learners, 28–32
 characteristics and attributes
 academic fields, 98
 asynchronous development, 29
 children, 28
 chronological development, 30
 cognitive aptitudes, 28
 concepts of giftedness, 98
 creativity, 98
 emotional stability tests, 29
 intellectual, 29
 intrinsic mental readiness, 30
 leadership giftedness, 98–99
 Lebanese teachers' perceptions, 98
 logical thinking, 30
 Lombroso's declaration, 29
 motivation, 30, 31
 musical memory, 30
 non-intellective (affective) elements, 31
 precocious language and thought, 29
 self-concept and self-creating goals, 32
 self-regulatory, 32
 social skills, 31
 socioeconomic factor, 29
 verbal and conceptual skills, 30
 wittiness, sharpness (speediness) and level of critical thinking, 99
Gifted Rating Scales (GRS), 44, 100

- Giftedness, 10, 13, 14, 21–28, 84–93
- above-average ability, 11
 - academic performance, 10
 - achievement, 11
 - adulthood, 12
 - aptitude domains, 15
 - areas, 78–79
 - attributes, 14
 - characteristics and attributes
 - in class, 90
 - early finishers, 84–85
 - FGDs, 89
 - general knowledge, 87–88
 - homeroom teacher, 89
 - perfectionism, 88
 - physical appearance, 91
 - sharpness/speediness, 85–87
 - teachers' perceptions, 90
 - thirst for knowledge, 85
 - twinkle/sparkle in eye, 87
 - wittiness, 88
 - conceptions, 11
 - China, 25
 - Europe, 23–24
 - Middle East, 21–23
 - New Zealand, 25
 - South Africa, 26
 - teachers, 26–28
 - Turkey, 24–25
 - creation, 74–75
 - creative problem-solving, 11
 - and culture, 13, 18–19
 - definitions, 74–84
 - demotivation/environmental factors, 15
 - diverse procedures, 10
 - elements, 13, 15
 - explicit/implicit theories, 14
 - FGDs, 73, 74
 - gifted and talented children, 11
 - groups of individuals, 12
 - high academic performance, 76–78
 - high intellectual ability, 75
 - high-level thinking, 11
 - identification (*see* Identification procedures)
 - intellectual and creative ability, 15
 - intelligences
 - bodily-kinesthetic, 13
 - interpersonal, 13
 - intrapersonal, 13
 - linguistic (verbal), 13
 - logical-mathematical, 13
 - musical, 13
 - naturalist, 13
 - spatial, 13
 - IQ tests, 11
 - leadership and communication skills, 80–82
 - in Lebanese schools, 94
 - linguistic and logical-mathematical abilities, 11
 - nonintellectual traits, 12
 - nurturing, 16–18
 - personal/societal beliefs and experiences, 20
 - problem-solving skills, 82–84
 - pyramid-shaped model, 15
 - social intelligence, 79, 80
 - stages
 - empirical, 10
 - metaphysical, 10
 - theological approach, 10
 - survey, 111–114
 - and talent, 12, 15
 - task commitment, 12
 - thought, 12
 - three-ring model, 11
 - traditional intelligence test, 15
 - types
 - analytical, 13
 - practical, 14
 - synthetic, 14
 - underrepresentation, cultural factors, 19–20
 - The United States, 94
 - Western and African culture vs. Lebanese concepts, 94
 - WICS model, 14
- The Gulistan*, 21, 22
- ## I
- Identification procedures
- African-American and Hispanic-American students, 55
 - case of labeling, 40
 - in class, 91
 - current, 91–92, 104
 - educational programs, 55
 - gender, 100–101
 - gender role expectations, 40
 - gifted girls vs. boys, 92–93
 - giftedness and gender, 53–54
 - intelligence testing, 40–42
 - in Lebanese schools, 102–103
 - Lebanese teachers' perceptions and literature, 103
 - methods, 100
 - in Middle East, 48
 - minority groups, 48–50

- misconceptions and misdiagnosis, 50–51, 103–104
 - physical appearance, 101–102
 - racist predispositions, 51–52
 - recognition of individuals, 39
 - in school districts, 99
 - socioeconomic biases, 51–52
 - SRBCSS and attitude surveys, 55
 - stereotyping, 52, 53
 - students' behavior, 39, 101
 - teachers, 104–105
 - tools, 43–48
 - working policy, 102
- Individualized Education Plan (IEP), 4
- Intellectual ability, 74, 75
- Intelligence quotient (IQ), 96
 - scores, 2, 11, 32
 - tests, 41, 43
- Intelligence testing, 40–42
- International Center for Excellence and Innovation (ICEI), 3
- Iranian hierarchical wisdom model (IHW), 22

- K**
- Kaufman Test of Educational Achievement, Second Edition (KTEA-II), 43

- L**
- Leadership, 80–82
 - and creativity, 98
 - giftedness, 98–99
- Lebanese American University (LAU), 4
- Lebanese definition of giftedness
 - academic performance, 96–97
 - intellectual ability, 96
 - social giftedness, 97
 - teacher interviews, 96
- Lebanese elementary school policy
 - current operating definition, 106
 - identification model, 106, 107
 - rationale and aims, 105–106
- Lebanon, 1–4
 - aims, 5
 - definition of giftedness, 1, 6
 - elementary teachers, 5
 - gifted education
 - clean slate phenomenon, 2
 - educational institution, 3
 - grade-based acceleration, 2
 - learning disabilities, 2
 - legislative framework, 2
 - national school curriculum, 1
 - private schools, 2
 - procedures, 2
 - students' intellectual ability and IQ tests, 2
 - Western literature, 2
 - giftedness, 5
 - growing interest, 5
 - identification procedures, 4, 5
 - implications
 - elementary schools, 108
 - further research, 107–108
 - Lebanese schools, 108
 - practice and planning, 107
 - private schools, 108
 - practical implication, 6
 - qualitative research techniques, 6
 - solid-based theory and evidence, 6
 - talented and gifted education
 - AUB, 3
 - challenges, 3
 - course requirements, 4
 - learning disabilities, 4
 - learning outcomes, 3
 - opportunities, 3
 - resources, 4
 - teachers' conceptions, 5
 - theoretical implication, 6

- M**
- Mathematical skills, teachers' perceptions, 78
- Mental manager, 14
- Ministry of Education and Higher Education (MEHE), 2, 3, 104–106
- Misconceptions of giftedness, 50–51
- Misdiagnosis, 50–51
- Multiple intelligences (MI), 97
- Munich Model of Giftedness (MMG), 18

- N**
- Nongovernmental organizations (NGOs), 3
- Notre Dame University – Louaize (NDU), 4

- O**
- Otis-Lennon School Abilities Test (OLSAT), 43

- P**
- Palestinians, 22
- Perceptions of Giftedness Survey, 64
- Physical education (PE), 77

Q

Qualitative research method, 26

R

Rating scales, 44, 46, 48, 50, 55

Renzulli's three-ring model, 12, 103

S

Scales for Rating the Behavioral
Characteristics of Superior Students
(SRBCSS), 44

Scholastic Aptitude Test (SAT), 45

Self-management techniques, 23

Social contract, 23

Social giftedness, 96, 97

Social intelligence, 79, 80

Stanford-Binet Intelligence Scale, 43

Star Model, 13

Stereotyping, 52, 53

Sternberg's WISC model, 15, 103

T

Task commitment, 12

Teacher interview protocol
definition and concepts, 117
characteristics and prevalence, 117
identification and assessment, 118
services and programs, 118

Teachers' perceptions, 64–70

aims, 62

data analysis, 70

data collection

FGDs, 65–67, 69

interviews and FGDs, 64

perceptions of giftedness survey, 64–65

procedure, 69–70

semi-structured interviews, 67–69

survey, 68

disabilities, 62

educational programs, 61

educational services, 63

elementary school level, 62

gender and school, 63

participants, 63–64

private schools, 62

research design, 62

research questions, 62

trustworthiness, 70–71

Terman's study, 42

Transferability, 71

W

WICS model of giftedness, 14

Wisdom, 22

World Council for Gifted and Talented
Children (WCGTC), 3

Z

Zone of proximal development (ZPD), 45