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Gifted Education in Ireland: Parents' Beliefs and Experiences

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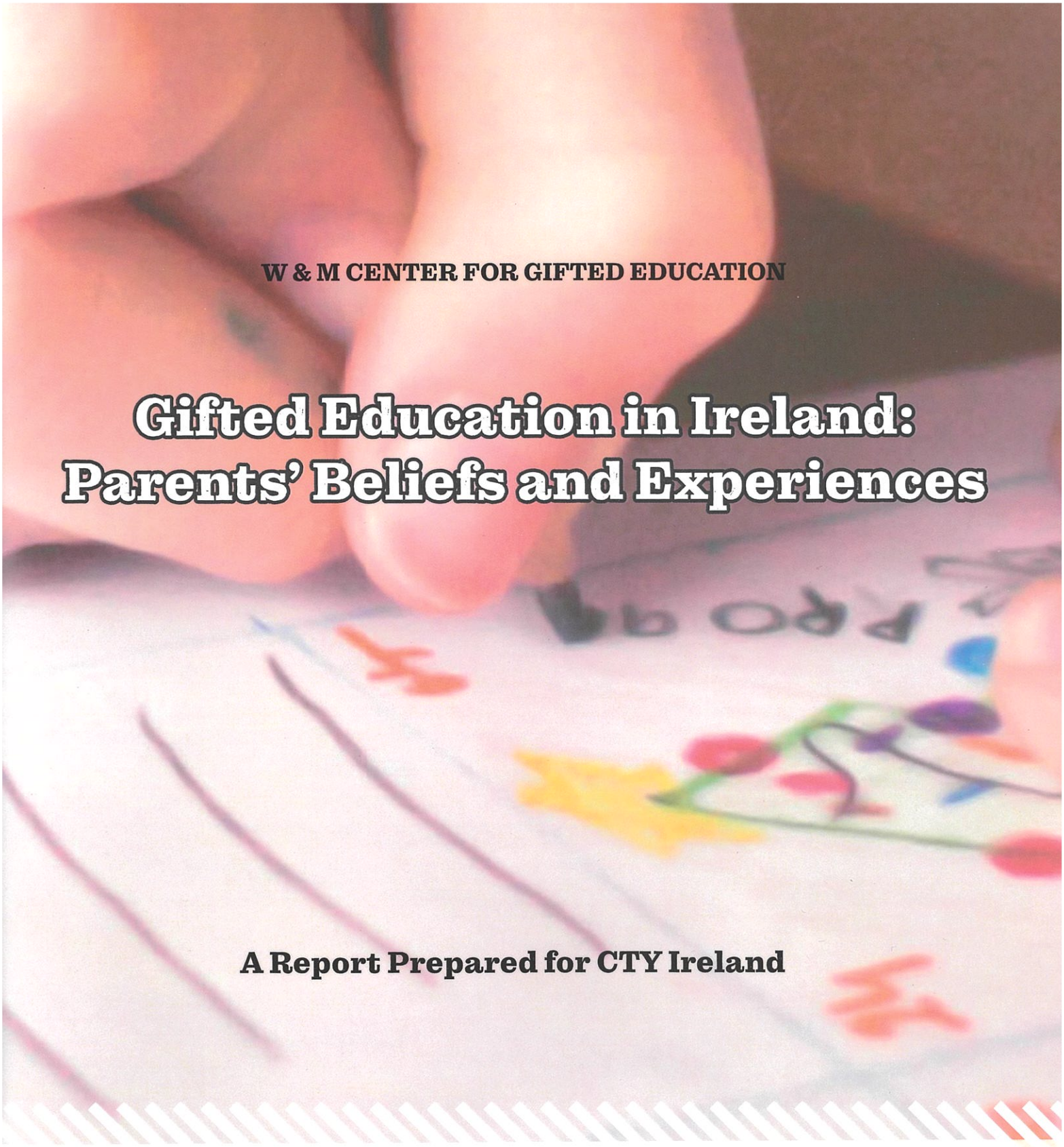

W & M CENTER FOR GIFTED EDUCATION

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A Report Prepared for CTY Ireland

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By

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Executive Summary

In an effort to expand the knowledge base about gifted education in Ireland, the Centre for Talented Youth – Ireland (CTYI) and the William & Mary Centre for Gifted Education collaborated on a study of parents of children who had attended CTYI programmes. The purpose of the study was to explore this population of stakeholders, in particular, their attitudes toward gifted education and their perceptions of the educational experiences of their children. The 1,440 parents who completed the survey reported on the experiences of 1,914 of their children who had attended CTYI programmes.

Demographics of Participating Parents of CTYI Attendees

The parents of this study represented every county in Ireland, including four counties of Northern Ireland. Eighty-five percent of respondents were female. A majority of parents responding had post-secondary educations (65%), with more than a quarter having earned graduate-level degrees: master's (26%) and doctorate (5%).

Parent Perceptions of Child's Educational Experiences

Parents described the schools of their CTYI-attending children (N = 1,914) as mostly public (77.5%), with 11.2% attending DEIS schools. The majority of children described were in primary level (51.4%). Fewer than one in five reported that their child's school had a system to identify gifted students (18.8%), but many parents did not know if their child's school had such a system in place (35.1%). According to the parents, most schools did not have a policy for accelerating high-ability students (55%).

Parents believed that most of their CTYI-attending children were not receiving assignments in school that were targeted at their child's ability level (54.5%). Nearly three quarters of parents indicated their children were rarely or never receiving differentiated assignments. A common thread in parents' descriptions was a lack of planning and consistency in special assignments for their children. By Sixth Year, more than a third of students were spending more than 10 hours each week on homework. Although many parents indicated they believed homework assignments were beneficial (26%), many considered their children's homework assignments to have little or no value, especially parents of primary students (45.8%), although many secondary students' parents (32.9%) also felt this way.

When asked, "Have you always been satisfied with the education your CTYI-attending child(ren) received in school?" more than a third of parents responded "Yes" (36.9%) and this was equally true for primary and secondary students' parents. In open-ended comments, many parents said there was nothing they would change about their child's education. Some parents were completely happy with their child's school. In general, many parents reported their children liked school "quite a bit" or better (56.1%) and were happy or "very happy" there (63.2%). Parents reported that many of their children were being challenged in school (29%) and nearly a quarter were receiving assignments targeted at their ability level (21.8%).

Although some parents had positive perceptions of their children's schools, the majority of parents describing their CTYI-attending child's challenge in school indicated they were not challenged (54.2%) and this was especially true for primary school students, 70% of whom were not challenged in school, according to their parents' perceptions. Nor were the majority of children receiving assignments targeting their ability level. Parents believed that more than half of the children were not working at an appropriate level. Differentiated instruction, when students of differing ability levels in heterogeneous classes are given lessons designed to fit their needs, appeared to be rarely or never happening for these high-ability students. Parents believed their secondary students were particularly under-served, with 71% never receiving special assignments that were different (e.g., more challenging, more complex) from the assignments of their classmates. Although parents believed primary students were more likely to have a greater frequency of such assignments than secondary students, the majority of them believed their children only received appropriately differentiated assignments rarely (25.7%), if at all (49.8% reported "never").

Parents' Opinions About Gifted Education

1,236 parents completed a survey of opinions about gifted education. They did not object to gifted education, did oppose grade acceleration, highly valued gifted education, and did not consider it elitist. To explore variability among scores, a latent profile analysis (LPA) identified four classes of parents, who described 1,765 children. These classes were labelled the Determined Advocates (parent n = 542; children n = 822), Ambivalent Supporters (parent n = 470; children n = 655), Uncertain Objectors (parent n = 39; children n = 61), and Tepid Supporters (parent n = 185; children n = 247). All four classes were similar in their opinions opposing grade acceleration, but they differed in the other three factors. Demographically, the classes were very similar in terms of income, education level, age, gender, and county. Nearly all the parents perceived their children as happy in school and liking it.

The Determined Advocates had the most positive opinions about gifted education, expressing virtually no objections to it and holding the strongest opinions regarding the value of giftedness to society and of special services to support the unique needs of gifted students. Parents in this class were most likely to say they were dissatisfied with their children's education and were most likely among the classes to know about gifted education practices and policies in their schools. Determined Advocates had shared their children's CTYI test scores with schools more often than the other parents. These parents were most likely to say they were not always satisfied with their children's education (76.2%) and that their children were not being challenged in school (71.5%).

Parents in the Ambivalent Supporters group highly supported gifted education and valued giftedness, but had a few objections to gifted education and some concerns about possible elitism. Nearly half reported they did not know about their school's policies regarding identification or acceleration of gifted students. About half (46.7%) had been dissatisfied with their children's education at some point and a majority believed their children were not being challenged in school (56.3%).

The smallest class of parents was named the Uncertain Objectors. Making up only 3% of parents, this group strongly supported special services for gifted students and valued giftedness, but also had objections to special programs, because of their potential negative impact on peers and the greater obligation to help students with disabilities. Nearly a third of the children of parents in this small class attended DEIS schools; a much higher rate than the other classes. More than half did not know about their schools' identification or acceleration policies. Nearly all were "always satisfied" with their children's education (74.5%) and most believed their children were being challenged in their schools (61.5%).

The Tepid Supporters were the most moderate supporters of gifted education, with strong objections to it and a belief that it is elitist. Only about a fourth believed their children received assignments targeted at their ability level and more than half (52.4%) believed their children were not being academically challenged. Despite these beliefs, 65.6% reported never having been dissatisfied with their children's education.

The differing opinions about gifted education of parents in these four classes and the variability in their perceptions of their children's experiences indicate they would attempt to meet their children's academic needs differently. Determined Supporters would likely be vocal and persistent in pursuing special services; Ambivalent Supporters less so, but still likely to make some efforts because of their dissatisfaction with their children's education. Uncertain Objectors and Tepid Supporters may accept what services are provided, as members of both classes had concerns about special services being unfair and were mostly satisfied with their children's education.

Parents' Experiences and Perceptions of the Centre for Talented Youth – Ireland

Most parents bring their children to CTYI for the enhanced learning experiences. The challenge and variety of courses were stimulating to their children and the social experience helps to build their confidence and develop social skills. They learn about CTYI primarily by recommendations from their children's schools (50%) or by word-of-mouth (21%). About half found their child's participation at CTYI helpful with schools, primarily because of the children's learning, in terms of content and enhanced interest. Nearly all children were reported to have positive experiences. Three-fourths or more of children in three of the classes had positive social experiences at CTYI, but the Ambivalent Supporters were more likely to report a neutral social experience. Parents generally feel proud and happy that their children participate in CTYI, but some express disappointment, especially regarding the expense and difficulty of access for those not in Dublin.

Recommendations

CTYI offers entrée into the world of gifted education, but it should not be the only entity to which parents in Ireland can turn to support the needs of their high-ability children. CTYI serves an important function in increasing awareness of these needs. The link between schools and CTYI may be enhanced as the public becomes informed about CTYI students and what they are capable of. CTYI can continue to encourage the professional development of teachers and administrators about the needs of high-ability students and methods for maximizing their potential. Psychologists may be a good target for information sharing, as they may be able to recommend CTYI to underserved high-ability students in their practice.

The primary responsibility for improving the educational experience of high-ability students lies with the schools. Professional development for teachers, school leaders and other staff is critical. A deliberate, planned approach to addressing the needs of this population will take a commitment by the schools to maximize all students' potential, including that of their most capable students. The talent development model that has been gathering support in the US emphasizes the movement from potential to achievement among all students, with increasing rigour and skill development as students show their abilities. Such an approach may provide a foundation for gifted education upon which all stakeholders can agree.

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Chapter 1

Introduction

The field of gifted education has grown significantly in the United States, with research on giftedness and practice dating back to the 1920s (e.g., Terman, 1925). Due to cultural and political influences, gifted education has not yet integrated into the mainstream Irish education system (O'Reilly, 2013). The Centre for Talented Youth – Ireland (CTYI) on the campus of Dublin City University (DCU) has been the sole provider of enrichment programs for high-ability students since 1993. As part of an ongoing collaboration with the William & Mary (W&M) Centre for Gifted Education (CFGE), a research base on this special population and their education in Ireland is being established. To complement the studies of Irish high-ability students (e.g., Cross, O'Reilly, Kim, Mammadov, & Cross, 2015) and educators (Cross, Cross, O'Reilly, & Mammadov, 2014), this study sought to explore the attitudes and experiences of parents of high-ability students who participated in the CTYI program.

Parents of high-ability students are uniquely positioned to support their children's academic and socio-emotional needs. Parent involvement and perceptions of gifted education are important factors of high-ability children's access to and experiences in education (Brigandi, Weiner, Siegle, Gubbins, & Little, 2018; Makel, 2009). Researchers have suggested the importance of parent education and advocacy efforts, especially for culturally diverse families, so that parents develop their knowledge of giftedness and understand how to better support their children's educational experiences (Dangel & Walker, 1991; Grantham, Frasier, Roberts, & Bridges, 2005). In connection with this study, when high-ability children were involved in a Saturday Enrichment Program (similar to CTYI's program), survey results showed that their parents generally had positive perceptions of the academic program, as their children had challenging and enjoyable experiences (Olszewski-Kubilius & Lee, 2004). Therefore, by understanding the needs, perceptions, and experiences among parents of high-ability children in the CTYI program, these findings have the potential to improve educational access and opportunities for all high-ability children and their families in Ireland.

Research Questions

The overarching research questions to be pursued in this study were:

1. What are the demographic characteristics of the parents of CTYI participants?
2. What are parents' perceptions of the educational experiences of their high-ability children?
3. What are parents' opinions of gifted education?
4. What associations exist among parents' opinions and experiences?

To answer these research questions, a survey of CTYI parents was undertaken.

Method

In the summer of 2016, researchers at the CFGE and CTYI developed a multi-part instrument to explore parents' experiences with and perceptions of their high-ability child/ren's education and their attitudes about gifted education, in general. The study was approved by the William & Mary Institutional Review Board (see Appendix A) on July 1, 2016.

Participants

CTYI sent a request for parents to complete the online survey through its database of 10,949 parent email addresses. Of the 1,611 parents who completed the survey (a 15% response rate), a subset (n= 172) did not provide information about their CTYI-attending children. These respondents were more likely to be male (χ^2 (3, N = 1610) = 13.74, p < .0) or to have more than two children under the age of six (χ^2 (5, N = 1610) = 38.80, p < .001), suggesting that the time required to complete the survey, which had a median completion time of 27 minutes, was not acceptable to them. Two of these individuals responded to the first two sections of the survey and were retained. This culling resulted in a final sample of 1,440.

Instrument
A four-part survey was developed for the study (see Appendix B) using Qualtrics, an online survey software package.

Informed Consent. The purpose of the study and participants' rights were included in the first page of the survey. Information about how to contact the William & Mary Protection of Human Subjects Committee with any dissatisfaction about the study was shared on this page. Participants were invited to request a brief report of the study's findings and were required to agree that they were participating voluntarily before proceeding to the next page of the survey.

Part I. You, Your child/ren, and CTYI. In this section of the survey, data was collected on the respondents' gender, age, level of education, occupation, household income, and general information about their child/ren's attendance at CTYI. In addition, respondents were asked how their child/ren's school responded to CTYI test data.

Part II: Opinions about the Gifted. Gagné and Nadeau (1985; Gagné, 1991) developed an instrument, titled *Opinions about the Gifted and their Education,* from a review of research literature, newspapers, magazines, and interviews of parents and teachers to identify attitudes toward giftedness and educational provisions for gifted students. The 34-item scale was modified to clarify the language and reduce the number of items. The resulting scale included in the survey consisted of 22 items representing five factors: Objections, Elitism, Support Due to Needs, Value, and Acceleration. Although in the Irish Educators' study (Cross et al., 2014), validation of the instrument led to elimination of the Value items (e.g., "Gifted persons are a valuable resource for our society"), these items loaded on a valid factor in the parent data. Support Due to Needs items were subsumed by the Value factor. The final four factors of the opinion scale were Objections, Opposition to Grade Acceleration, Value, and Elitist. These factors are described further in Chapter 4.

Part III: Your Child's Education. Many CTYI parents have multiple children who attend programs. Each child may have different academic experiences. To ensure that parents could differentiate their responses to the survey, most of the questions in Part III allowed responses for Child 1through 4. The following instruction appeared on each page of Part III:

The following questions allow entries for multiple children who may have attended CTYI.
Please, be consistent in your responses with each child number.
For example, Child #1 should always be the same child.

For each child, parents were asked to share information about their school, along with perceptions of the child's coursework and attitudes.

Part IV: Your Educational Experience. To learn more about the parents' academic experience, this section of the survey solicited information about parents' CTYI attendance, passion areas, and attitudes about their own and their child's schooling.

Procedure
In mid-July, 2016, CTYI staff emailed all parents in their contact database with an invitation to complete the online survey (see Appendix C). The DCU email system would not allow bulk mailings to such a large group, requiring multiple smaller batches of invitations to be sent over the course of several days. The survey was available from July 12, 2016 to September 6, 2016. Due to the technical difficulty of emailing the large group of parents and in light of the substantial number of responses received, no reminder emails were sent.

Data Analysis
Analysis of the survey data included a variety of descriptive indicators, including means for the continuous variables. Confirmatory factor analysis of the modified Opinions of the Gifted scale was conducted with

Mplus v. 7 for Mac, followed by an Exploratory Factor Analysis (EFA) in SPSS v. 24 for Mac to identify the structure of parent data. Latent profile analysis (LPA) in Mplus was used to identify similarities and differences in parents' opinions about gifted education. Once the classes of parents were identified, numerous chi-square (χ^2) statistics were calculated in SPSS to find differences in the proportion of responses among the classes. The survey included a number of open-ended items. These responses were coded in multiple rounds. First, a review of a sampling of responses identified categories. The same quote could be coded under multiple categories. These categories were used in the training of coders. During training, new categories were identified and added to the code book (see Appendix D). Training consisted of multiple rounds of coding of 50 randomly selected responses, calculating the inter-rater reliability (IRR; Cohen's Kappa; Cohen, 1960) each time. After each round, the coders met to discuss differences and further clarify the code book definitions. Once the IRR reached an acceptable level ($\kappa \geq .60$; McHugh, 2012), coders individually completed coding of the responses.

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Chapter 2

Parents and Their High-Ability Children

Parent/Family Data

The survey explicitly specified that only one parent per family should complete the survey. Participants were from every Irish county and four Northern Ireland counties were represented as well (Antrim, Armagh, Down, and Derry; n = 5; Figure 2.1). A third of the parents were from Dublin (33.1%; n = 476) and nearly a fifth were from counties where CTYI offers programs (Cork, Galway, and Limerick; 18.1%; n = 261). The remainder were from other counties (38.6%; n = 556) or did not enter a county (9.9%; n = 142). Most respondents were female (85%; n = 1,220), varying in age from late-20's to over 55 (see Figure 2.2).

The parents who responded to our survey were quite well-educated (Figure 2.3). A majority of parents reported having post-secondary educations (65%; n = 942), with more than a quarter having earned graduate-level degrees: master's (26%; n = 372) and doctorate (5%; n = 68). A total of 12 parents reported that they had attended CTYI themselves.

In addition to having a broad range of incomes (Figure 2.4), CTYI parents represent a broad range of occupations. Respondent and spouse occupations were classified using the Standard Occupational Classification scheme from the U.S. Bureau of Labour Statistics (USBLS; 2010). With 85% of respondents being female, it may come as no surprise that the most frequent categories of occupations tended to be those dominated by women (see Figure 2.5). Those at home with children or caring for others as educators or in healthcare made up 43% of respondents. In the 36 countries participating in the Organization for Economic Co-operation and Development (OECD), including Ireland, women outnumber men in occupations such as these by 5 to 10 times (OECD, 2018). Five percent of respondents' and 25% of spouses' occupations could not be classified according to the USBLS scheme.

Parents also reported about their own educational experiences. A majority of parents reported they had not been challenged in their own schooling (46.3%; n = 667), but many parents did believe they had been challenged (38.5%; n = 555). Parents indicated having a range of academic passion areas and most had more than one (see Figures 2.6 and 2.7). Less than 1% of respondents (0.8%; n = 12) had participated in CTYI when they were in school.

When asked what goals they had for their children's future, nearly half said they would like their children to be fulfilled (40%; n = 572; see Table 2.1). Many parents wanted their children to have academic success (Table 2.2), to maximize their potential or to develop personally (e.g., increase in maturity and responsibility or in their social interactions). Figure 2.8 shows the frequencies of parents' comments about their goals for their children.

The Children

Most respondents (76%) reported having from one to three children, but there were several large families in the sample. Ninety-three (7%) families had six or more children. Number of children by age group is reported in Table 2.3. A subset of these children attended CTYI programs.

Parents were asked to share information about their children who had attended CTYI. Attendance at CTYI is based on performance on an out-of-level test; usually, the SAT or PSAT. Students who receive scores at the 95th percentile are admitted into CTYI programs. These children would meet the criteria for giftedness in most settings. The Centre for Academic Talent (CAT) programme provides educational enrichment opportunities for students who score between the 85th and 95th percentiles. Students who were previously eligible for the CTYI Primary School Programme are automatically transferred to the CAT Secondary Program upon entry into secondary school. Students in Primary School who wish to participate in CTYI's Primary School Programme must demonstrate high academic ability through the Young Student Assessment or by submission of an Educational Psychologist's report. Parents could respond to questions for up to four CTYI-attending children. Figure 2.9 indicates the percentage of responses for the 1,914 children[1] who were described in the survey.

Children who had attended CTYI were in every year of schooling (see Figure 2.10). Eleven percent of students attended designated disadvantaged (Delivering Equality of Opportunity in Schools [DEIS]) schools (Figure 2.11). According to Ireland's Department of Education and Skills (n.d.), DEIS the Action Plan for Educational Inclusion was initiated in 2005 and reflects the Department of Education and Skills' policy to address educational disadvantages in Ireland for students from preschool to second-level education (ages 3 to 18). As of the 2016-2017 school year, 825 schools are DEIS schools: 640 primary schools (328 urban/uptown schools and 312 rural schools) and 185 secondary schools.

Parents were asked to describe their child's academic passion areas and could choose as many as applied. Many parents were hard pressed to name a single area of their child's passion (see Figure 2.12). Most indicated two to four subject areas about which their child was passionate. Science, math, English, and history were the most frequently named subject areas (see Figure 2.13). A number of CTYI-attending children would be considered twice-exceptional (2e). 2e students are gifted and also have a special need or disability (National Association for Gifted Children [NAGC], n.d.). Some children attending CTYI presented with exceptionalities, such as autism spectrum disorder (ASD), learning disability (LD), attention deficit hyperactivity disorder (ADHD), physical disability, or another exceptionality, in addition to their giftedness (see Figure 2.14). Research has shown that 2e students often experience underachievement, low levels of academic self-efficacy and academic self-concept, and are also under-represented among gifted populations (Bell, Taylor, McCallum, Coles, & Hays, 2015; Missett, Azano, Callahan, & Landrum, 2016; Wang & Neihart, 2015). Parents of 2e children have reported challenges in navigating the gifted education system and finding appropriate supports for their children's academic and social needs (Rubenstein, Schelling, Wilczynski, & Hooks, 2015).

Parents were asked to rate each child's liking of school on a 5-point scale from 1 = "Likes it very much," 2 = "Likes it quite a bit," 3 = "Likes it a bit," 4 = "Does not like it," and 5 = "Hates it." The average score of 2.15 (SD = 1.19) indicates that most CTYI-attending children like school quite a bit. Asked if each child is happy in school, on a 5-point scale from 1 = "Very happy," 2 = "Happy," 3 = "Neutral," 4 = "Unhappy," and 5 = "Very unhappy," parents reported happy children (M = 2.02, SD = 1.05). Children's liking of and happiness in school was not a major concern for many of these parents. This will be explored further in Chapter 5.

[1] Quite a few parents provided only partial data about their CTYI-attending children, as indicated by "Missing" data in charts and tables. The 1,914 count is based on "Year in School" data.

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Table 2.1

What goals do you have for your child's future? Fulfilment

Class Number	Fulfilment Comments
1	To be happy and fulfilled.
1	I want my children to be happy. I am concerned that if they do not get the opportunity to realise their potential, they will experience huge frustration and discontent. I want them to be all they can be so that whatever they end up doing in life is by choice, not a failure to flourish. I want people to stop assuming that their intelligence means life is easy for them when this is often not the case at all, and treat them with compassion and kindness.
1	I don't have any. He already knows exactly what he wants to do on finishing school. He has decided to do a degree in Physics, Mathematics, and Music at Edinburgh University. I only hope he finds his fulfilment in a social sense.
1	For him to regain his love of discovering new things. His excitement and enthusiasm for learning to be met with positivity. For him to feel content, fulfilled and stimulated.
1	I want my children to be happy in whatever choices they make.
2	For her to feel fulfilled intellectually, creative, and interested in learning and challenging herself.
1	I want him to be happy and reach his potential without being under pressure to do it for anyone other than himself. I want him to enjoy learning but also enjoy his many hobbies. I want him to follow whatever path makes him happy. I want him to have respect for himself and others and to feel he is of value. I would love him to have the opportunity to mix more with like-minded kids. He gets on well with others in school, but I know he feels that he is different sometimes. He wants to have his own company so I would encourage him to find something that would work for him as I think he would be better suited to being in that role as opposed to working for someone.
1	Our goals are simple - for them to happy, fulfilled individuals.
1	That he is happy.
1	I want him to be happy, healthy and satisfied with his life and to end up doing something he loves and feels challenged by.
1	Health, happiness, good social interactions, and good educational stimulation.
4	I want my children to be healthy and happy in what they are doing in life. I also would like them to reach their full potential and know there is nothing in life the cannot achieve.
2	To feel happy, loved, secure and in a stimulating environment which is of their choosing.
2	To be happy and to always do their best and use their ability.
1	My goals for his future can be summed up by saying that I hope for him to be well-equipped to enter adulthood with tools to pursue his best self in all areas of his life.
1	To be happy, safe, have loyal friends, community and that he develops his abilities.
2	To always be true to himself, to achieve his dreams, separating what's important from what's irrelevant, or a distraction. As Dr. Seuss would say "You have brains in your head and feet in your shoes, you can steer yourself in any direction you choose."
4	Remain happy and curious and excited to learn new subject matter. Strong social awareness. To respect gift of intelligence.

2	To continue to enjoy extra opportunities presented to her - chess, music, writing, travel, to choose a career that she loves and enjoys.
1	Be happy and have friends. I would like him to pursue a dream - whatever that is.
2	I just want my child to be happy and content with whatever he chooses to do.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 2.2

What goals do you have for your child's future? Academic Success

Class Number	Academic Success Comments
1	I want her to be happy, confident and secure in her own skin. I want her to achieve her full potential socially and academically so that she will be able to support herself and be happy own her work.
3	That she enjoys her education and proceeds to university to pursue whatever career she chooses.
1	I would like her to enjoy secondary school and continue to share her enthusiasm for knowledge and learning with all. She would love to study at university herself, so it will be up to her to decide what area she will go into. She has a wide range of interests so hopefully she will have an idea by Leaving Cert.
1	Attend third level and beyond if interested. Find subject that interests and inspires him. Gain job and personal satisfaction in life.
1	I would like him to go to third level. Ultimately, I want him to be happy and productive.
1	To be independent, well-educated and able to cope socially and with life's problems and to find employment they are happy in.
1	I do not have any specific goals. I would like her to attend 3rd level and to be happy in what she chooses. I do not think her gifted status is a good thing as it has given her expectations that she will succeed at anything she tries without a lot of effort.
1	Continue on to Cambridge university to study law and languages.
1	I would like her to be happy in school and since she has started secondary school she is much happier. She is challenged and has fellow students who are equally as gifted as her. I would like her to reach her full potential in whatever she decides to do.

Table 2.3 *Total Number of Children by Age Group*

Number of Children	Ages 0-5	Ages 6-12	Ages 13-17	Ages 18+	Total # Children
1	233	507	513	171	1424
2	93	388	312	81	1748
3	77	108	33	24	726
4	10	10	5	9	136
5	4	2	1	3	50
Total	710	1657	1261	456	4084

Note: Total = Sum of (Number of children * Number within age group)

Figure 2.1. Number of Respondents by County

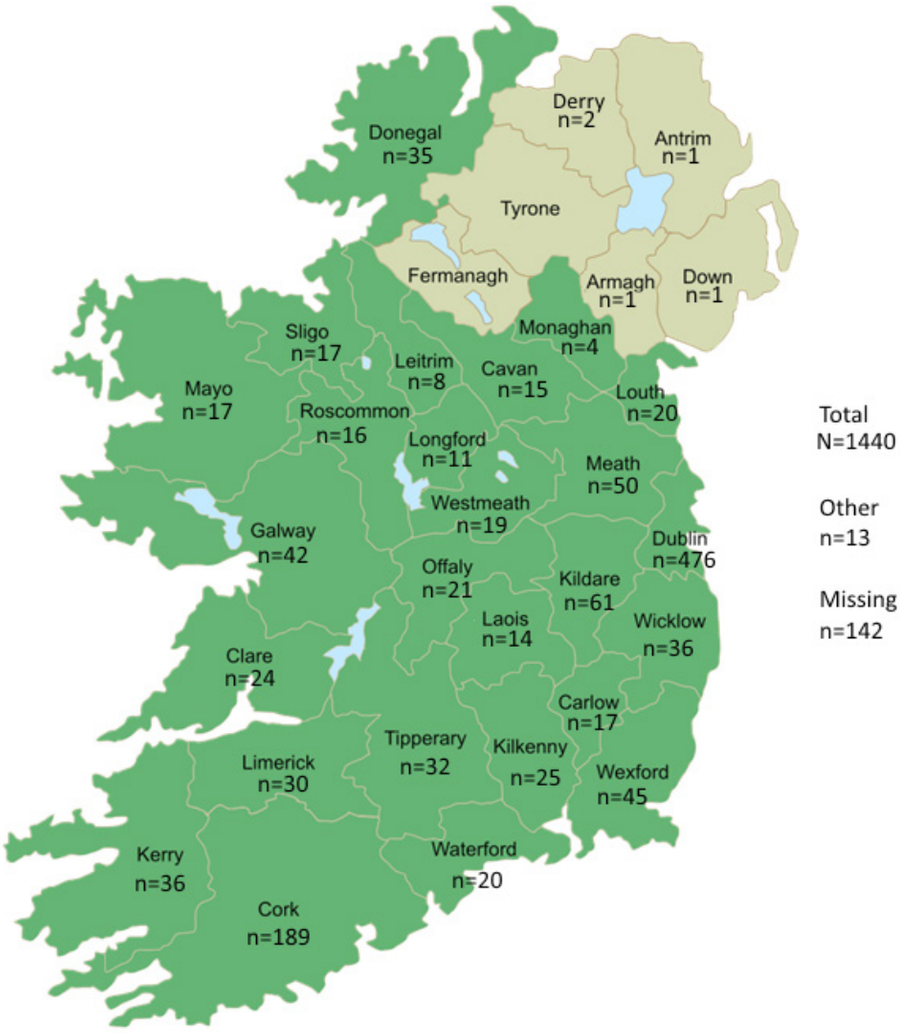


Figure 2.2. Percentage of Respondent Age Ranges

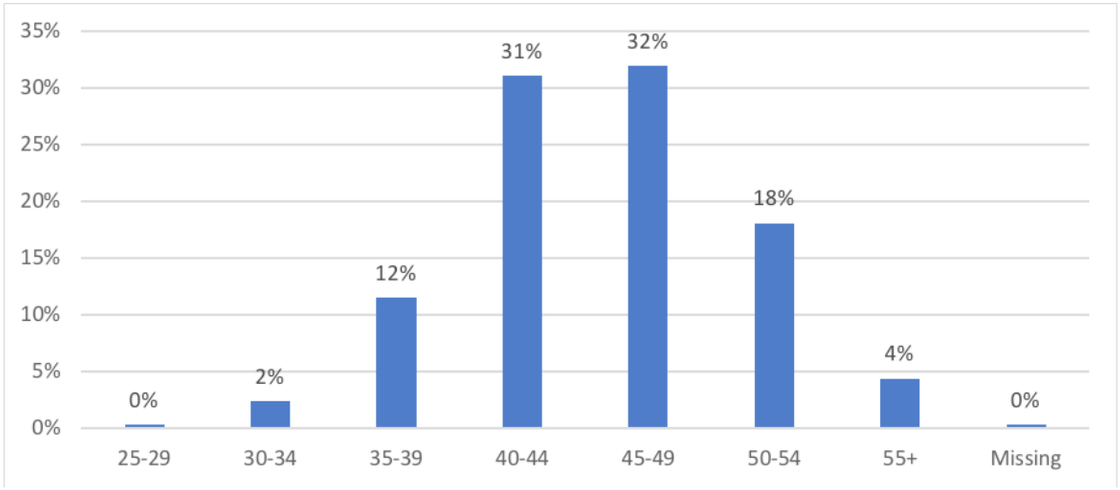


Figure 2.3. Respondent Highest Degree Levels

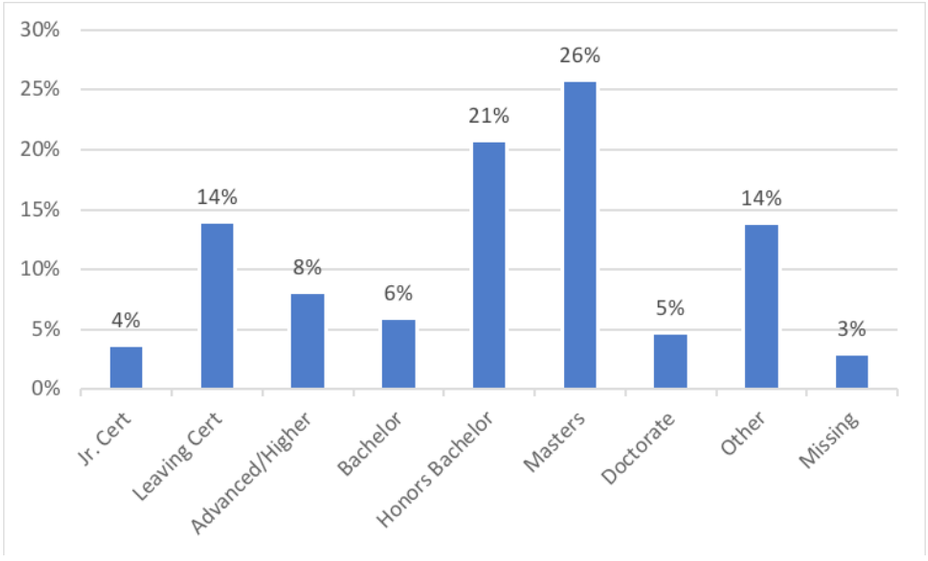


Figure 2.4. Respondent Annual Household Income

Figure 2.5. Respondent and Spouse Occupation Classifications ($N = 1{,}440$)

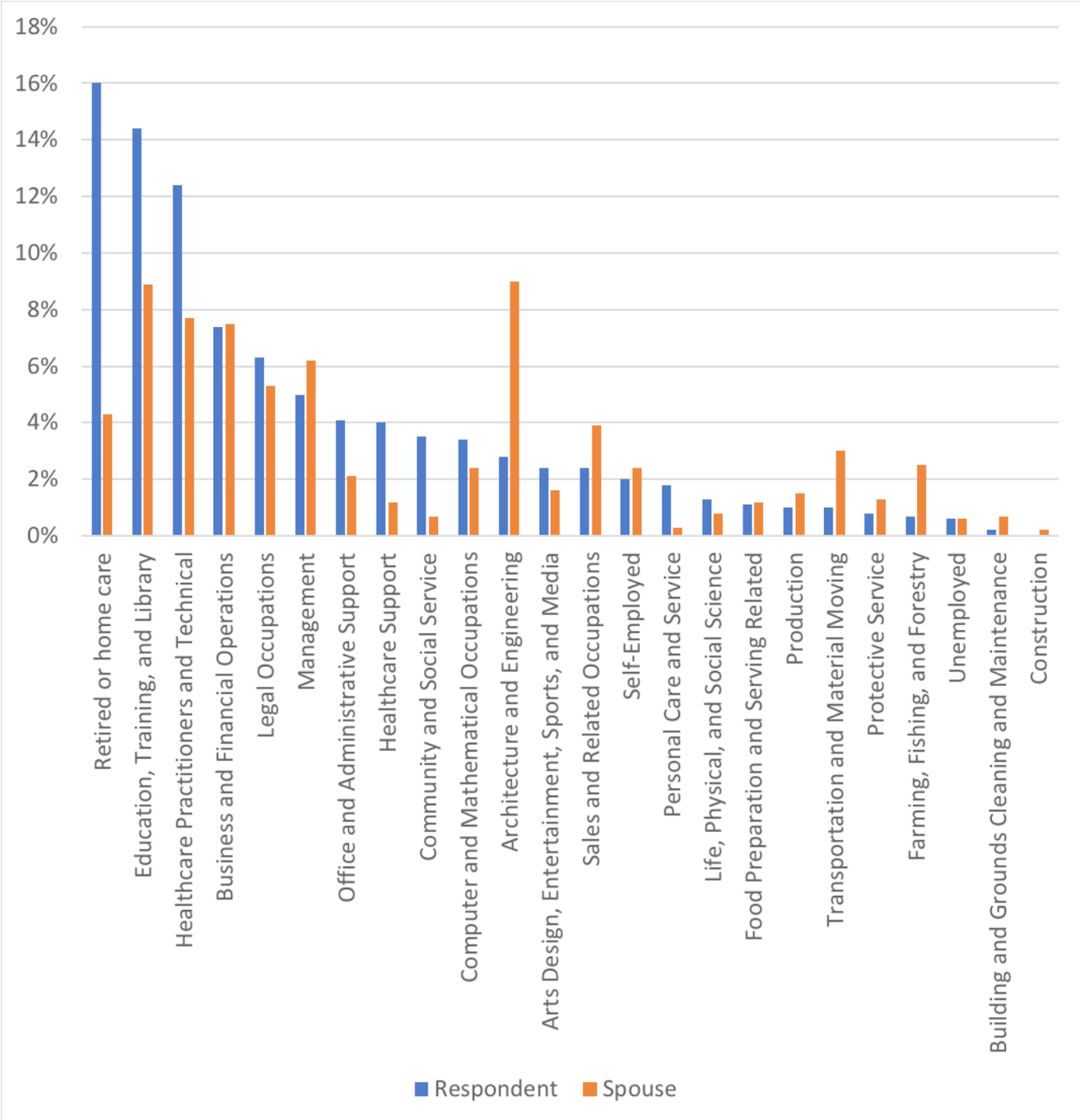


Figure 2.6. Percentage of Parents with Multiple Areas of Academic Passion (*n* = 1,440)

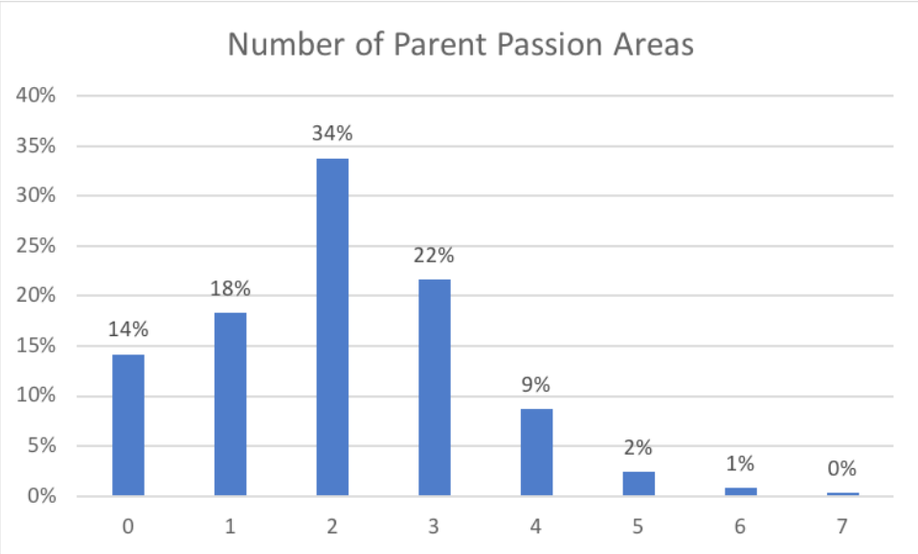


Figure 2.7. Areas of Academic Passion among Parents (*n* = 1,440)

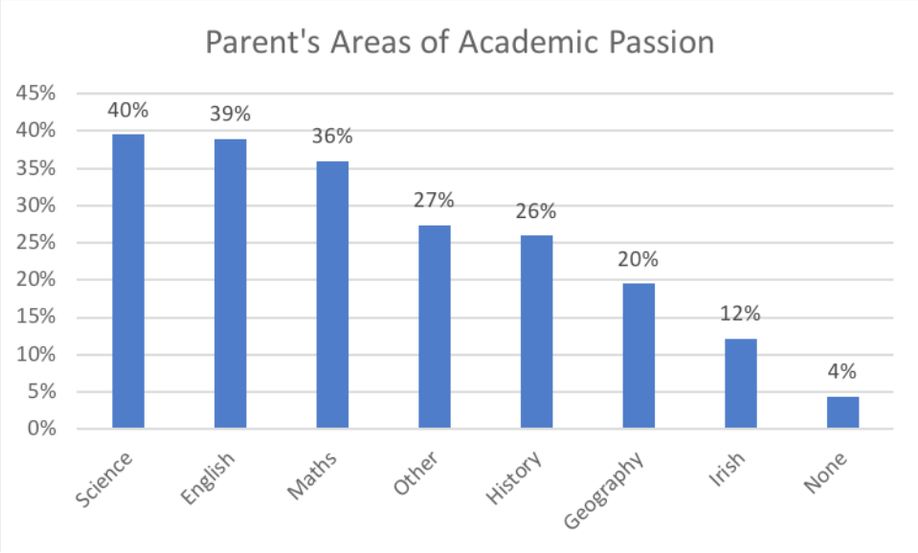


Figure 2.8. Frequencies of parents' goals for their children's future (n = 1,440)

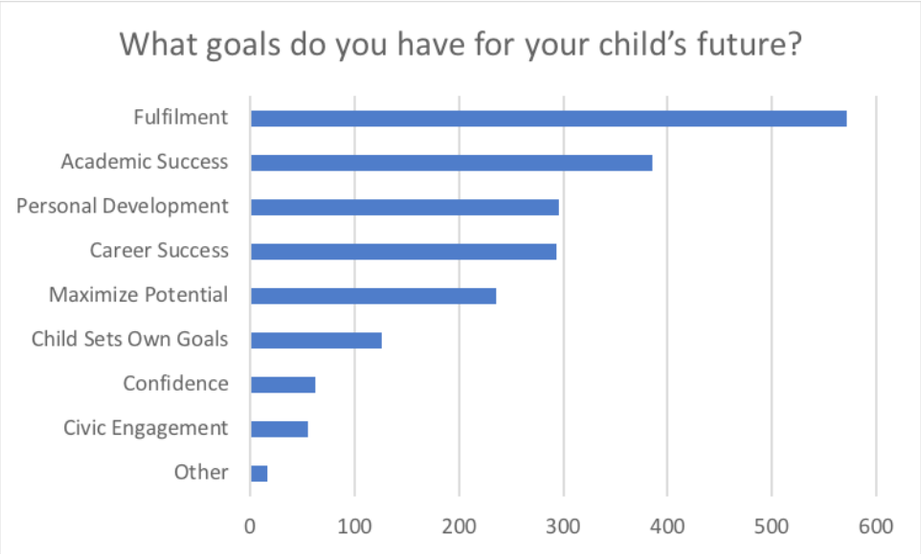


Figure 2.9. Percentage of Parents Reporting on 1, 2, 3, or 4 CTYI-Attending Children

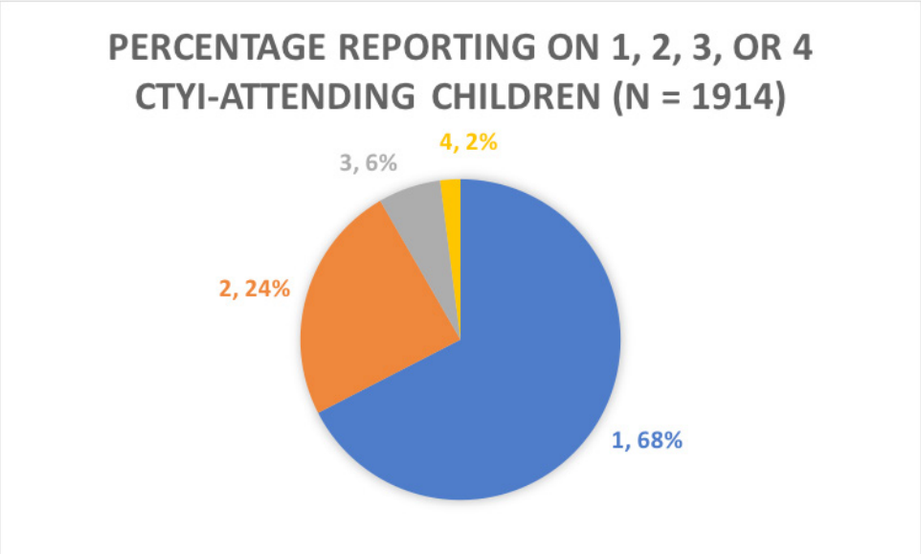


Figure 2.10. CTYI-Attending Child's Year in School (*n* = 1,914)

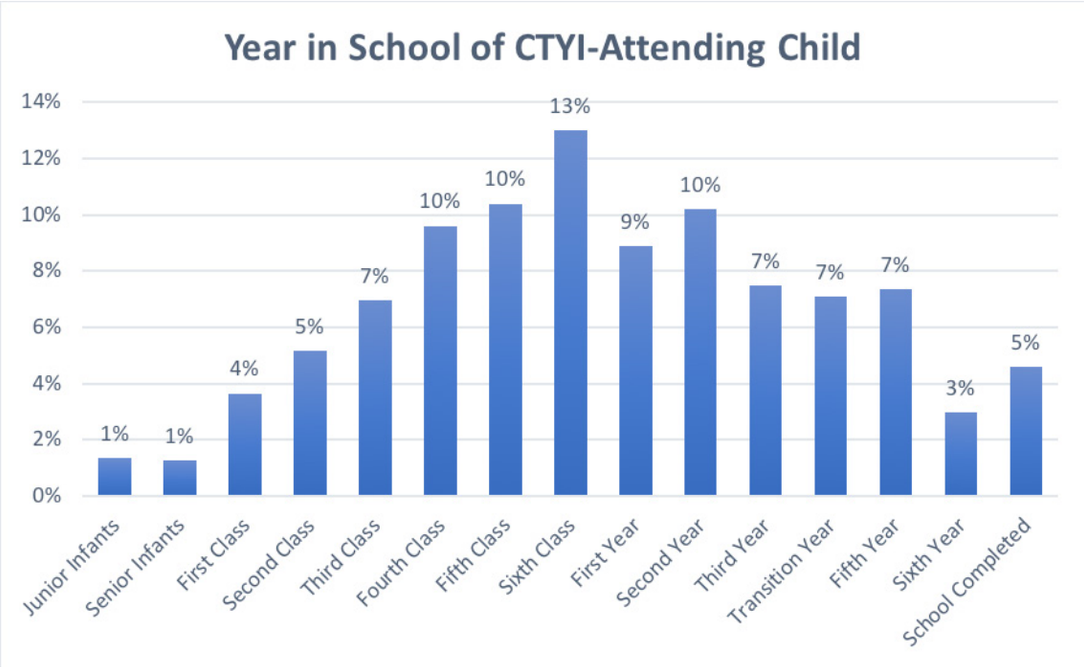


Figure 2.11. Percentage of CTYI-Attending Children in DEIS Schools (*n* = 1,914)

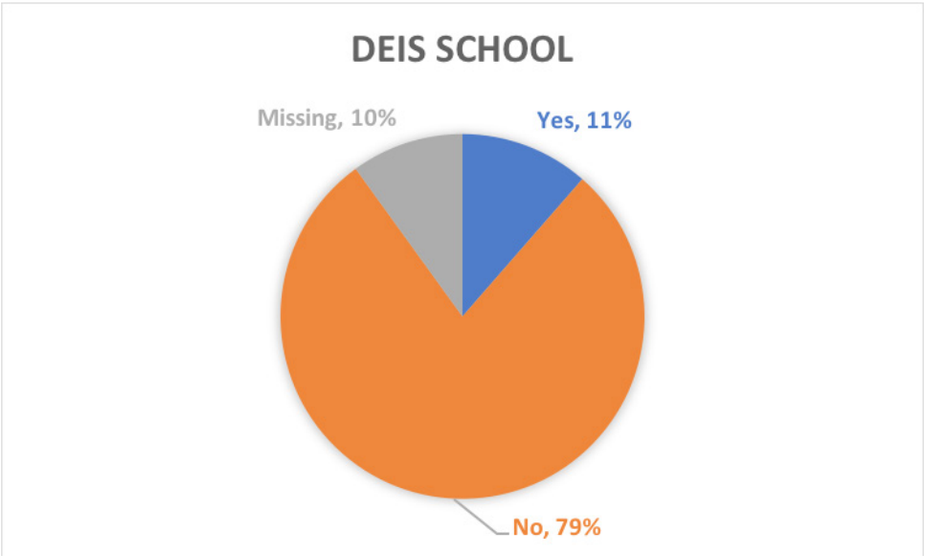


Figure 2.12. Percentage of CTYI-Attending Children with Multiple Areas of Academic Passion (*n* = 1,914)

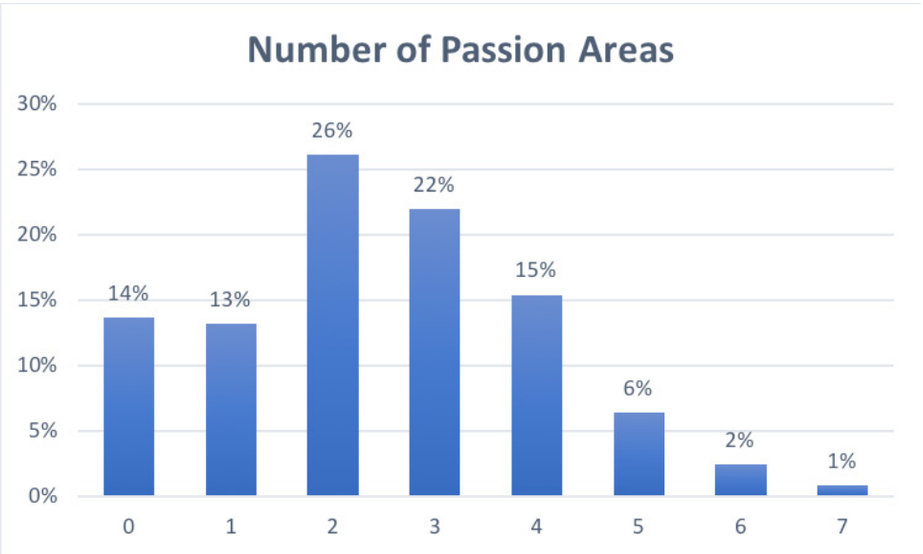


Figure 2.13. Areas of Academic Passion among CTYI-Attending Children (*n* = 1,914)

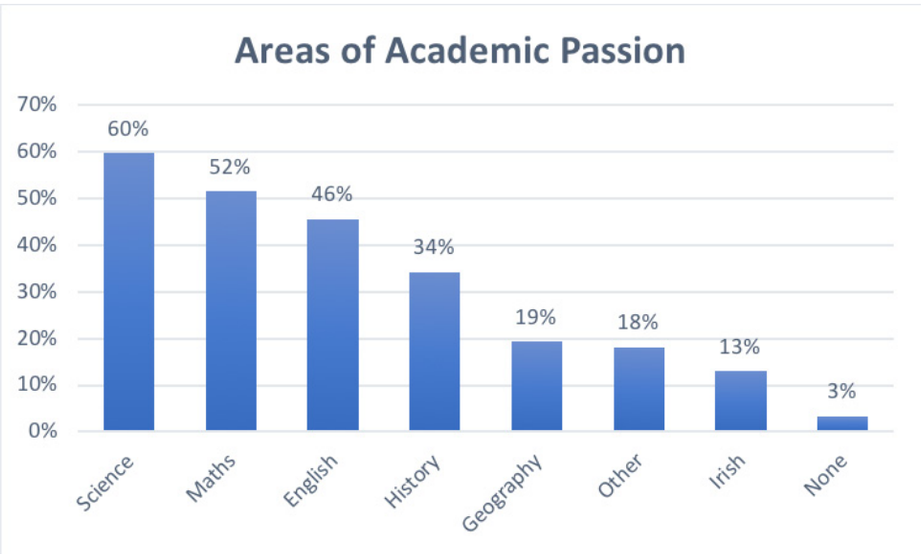
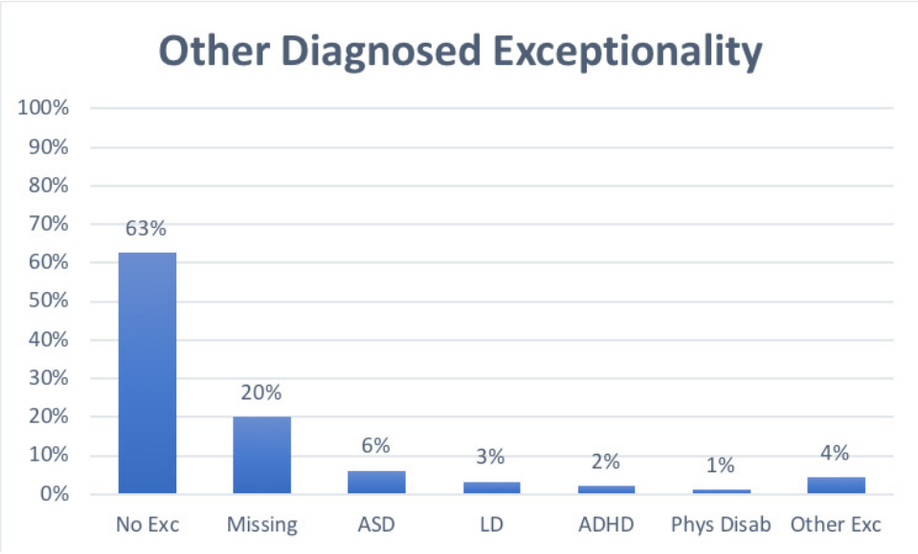


Figure 2.14. Exceptionalities among CTYI-Attending Children (*n* = 1,914)



Chapter 3

High-Ability Students in School

Parents described the schools of their CTYI-attending children (N = 1,914) as mostly public (77.5%; n = 1,483; see Figure 3.1), with a small portion attending DEIS schools (11.2%; n = 215; see Figure 2.11). Students could be found in all grades, from Junior Infants to Sixth Year (see Figure 2.10). The majority of children described were in primary level (51.4%; n = 984; see Figure 3.2). A few parents described the schools of students who had already completed their secondary schooling (4.8%; n = 88). How much these schools catered for their high-ability children varied. Fewer than one in five reported that their children's school had a system to identify gifted students (18.8%; n =360), but many parents did not know if their children's school had such a system in place (35.1%; n = 671; see Figure 3.3). Among those who reported there was a system for identification, the most frequent methods used were achievement tests (8.5%; n = 123), IQ tests (8.1%; n = 117), and grades (6%; n = 87). Most schools did not have a policy for accelerating high-ability students (55%; n = 1,051; see Figure 3.4).

Parents believed that most of their CTYI-attending children were not receiving assignments in school that were targeted at their child's ability level (54.5%; n = 1,043; see Figure 3.5). To identify any differentiation that may be happening in the child's instruction, parents were asked, "How frequently does your CTYI-attending child receive special assignments at school that are different (e.g., more challenging, more complex) from the assignments of his/her classmates?" Nearly three quarters of parents indicated this was rarely or never happening (73.5%; n = 1408; see Figure 3.6). The different assignments may be simply additional work ("My son would get extra maths to do when he's waiting for the rest of the class that are not finished.") or work at an advanced level ("Maths sheets from higher classes."). Project work was sometimes given, offering a welcome opportunity to stretch ("Usually there is a project done in the week. The projects tend to be stimulating and interesting with good teamwork and collaboration required." "Visual online learning with project is very rare to get but brilliant."). A common thread in parents' descriptions was a lack of planning and consistency in special assignments for their children ("Intermittent and half-hearted, at best." "It really is either 1. More of the same type of work or 2. Doing a chapter from a book from a class ahead of my child. But I must stress the extra work is very much dependent on the teacher - not all teachers do this and it is not always consistent when it is done.")

Students spent an increasing number of hours per week on homework as they matured (see Figure 3.7). By Sixth Year, more than a third of students (36%; n = 18) were spending more than 10 hours each week on homework. When asked to describe how beneficial homework assignments were, many parents believed homework was beneficial (26%; n = 368; see Table 3.1). Parents of secondary students were more likely to feel this way than parents of primary students (χ^2 (1, N = 1442) = 4.23, p < .001). Parents particularly saw benefits of project-based work, especially the parents of primary students (χ^2 (1, N = 1442) = 7.45, p < .01). Homework also gave parents an opportunity to engage with their child's academic experience. Some parents (4.2%; n = 61) considered homework valuable for the discipline it fostered. Many more parents, however, considered homework to have little or no value (see Table 3.2), especially parents of primary students (45.8%; n = 361; χ^2 (1, N = 1442) = 24.94, p < .001), and many secondary students' parents (32.9%; n = 215) also felt this way. As one parent put it, "In primary school I felt he was not stretched enough and in secondary the level of homework created stress and left little time for family or for reading or researching for pleasure and intellectual stimulation." Some parents considered homework assignments a mixed bag, with opinions that it is beneficial and that it is not (Table 3.3). Figure 3.8 indicates the frequencies of parent's comments regarding how beneficial they find their children's homework assignments.

Parents' Attitudes Toward Their Child's School

Positive attitudes and experiences.

When asked, "Have you always been satisfied with the education your CTYI-attending child(ren) received in school?", quite a few parents responded "Yes" (36.9%; $n = 674$; see Figure 3.9) and this was equally true for primary and secondary students' parents. In open-ended comments, many parents said there was nothing they would change about their child's education (see Table 3.4, Figure 3.10). Some parents were completely happy with their child's school, as this parent explained, "Her school brought out the best in her and nurtured her all the way through Primary School. Totally happy with her progress." Most of these satisfied parents reported that their children were happy in school or that they liked it (34.5%; $n = 660$; see Figure 3.11), although a small percentage reported being satisfied even when their child was not happy or did not like school (2.3%; $n = 44$). This may indicate the dissatisfaction had been in a prior educational setting or had been resolved. Liking and happiness were strongly correlated among the children, $r = .82$, $p < .001$.

In general, quite a few parents reported their children liked school "quite a bit" or better (56.1%, $n = 1{,}074$) and were happy or "very happy" there (63.2%; $n = 1{,}211$). Parents reported that many of their children were being challenged in school (29%; $n = 553$; see Figure 3.12) and nearly a quarter were receiving assignments targeted at their ability level (21.8%; $n = 417$; see Figure 3.13). Parents believed their secondary students were more likely than primary students to be challenged, as can be seen in Figure 3.14 ($\chi^2(4, N = 1{,}706) = 72.61$, $p < .001$). Differentiated assignments were more frequent among primary than secondary students $\chi^2(12, N = 1{,}689) = 106.06$, $p < .001$ (see Figure 3.15).

Negative attitudes and experiences.

Although there were satisfied parents who described positive academic experiences among their CTYI-attending children, many more had negative academic experiences. Figures 3.9 and 3.11 indicate the percentages of parents who were not always satisfied with the education their child had received in school. Parents expressed dissatisfaction with the education of nearly half the children of this study (48.7%; $n = 932$). Even when their child was happy in or liked school, many parents had been dissatisfied with their education at some point (72.1%; $n = 1{,}380$; see Figure 3.11).

The three most frequent factors related to being dissatisfied with school that parents described in open-ended comments were a lack of challenge, bad teachers, and a lack of academic support (see Figure 3.12 and Tables 3.5, 3.6 and 3.7). Parents felt that most schools provided "repetitive and unchallenging work" that their children felt was "frustrating and pointless." Some schools acknowledged this, but did not make changes: "Neither child has ever had differentiated work prepared for them or been accommodated in any way despite the acknowledgement of their boredom or lack of challenge." This often led to behavioural challenges: "I find it hard to hear that my son has been reprimanded for fidgeting and not listening, when the reason for it is that he is not finding the material challenging enough." One parent recounted a particularly difficult year: "He was beside himself with the tedious repetition, with no outlet he used to read in class and subsequently was punished for his reluctance. It was excruciating to watch him become more and more disinterested."

Often the lack of challenge was tied directly to the teachers (see Table 3.6): "My daughter has, by now, countless -even daily- anecdotes of instances when the teachers failed her in terms of providing stimulating material." Some students felt limited in their education by specific teachers: "My first child chose not to do physics for leaving certs, the teacher had a high fail rate." Some teachers were outright unwilling to provide extra support: "In third class we asked the teacher to give her extra-curricular studies, she refused point blank, we then spoke with the principal and he ignored our request." Most parents pointed out that this was highly dependent on individual teachers, which is an added frustration: "It depends entirely on the teacher. That changes every year. Her teacher last year was outstanding. But she has not always received the same level of support from her school. It seems to be targeted at the middle road."

Parents felt that their children often did not receive necessary academic support (see Table 3.7). Often schools "did not recognize" students' ability, or misidentified ability as "ADHD" or other behavioural problems. Some schools recognized ability and "promised all sets of projects which never happen." In general, parents felt like their children weren't recognized, encouraged, or supported in favour of "standardized" education or "fitting in" with the average pace of the class. Comments about dissatisfaction with their children's education were found throughout the survey responses. When parents had an opportunity to make additional open-ended comments, they frequently referred to their dissatisfaction with their children's educational experiences (see Figure 3.13).

The majority of parents describing their CTYI-attending child's challenge in school indicated they were not challenged (54.2%; n = 1,038; see Figure 3.14 and Table 3.4) and this was especially true for primary school students, 70% (n = 618) of whom were not challenged in school, according to their parents' perceptions (χ^2 (4, N = 1,706) = 72.61, p < .001; see Figure 3.15). Nor were the majority of children receiving assignments targeting their ability level. Parents believed that more than half (54.5%; n = 1,043; see Figure 3.14) of the children were not working at an appropriate level. Differentiated instruction, when students of differing ability levels in heterogeneous classes are given lessons designed to fit their needs, appeared to be rarely or never happening for these high-ability students (see Figure 3.16). Parents believed their secondary students were particularly under-served, with 71% (n =523) never receiving special assignments that were different (e.g., more challenging, more complex) from the assignments of his/her classmates (see Figure 3.17). Although primary students were more likely to have a greater frequency of such assignments than secondary students (χ^2 (12, N = 1,689) = 106.06, p < .001), the majority of them only received appropriately differentiated assignments rarely (25.7%; n = 226), if at all (49.8% never; n = 438). The common refrain throughout parents' comments was that their children were not receiving appropriate instruction or challenge.

Lamenting the many ways in which they considered schools to not be serving high-ability students (Table 3.8), the thing these parents would like to change most in their children's educational experience was to have gifted education in the schools (see Figure 3.10, Table 3.9). They would like their children to have diverse, fun, and autonomous learning opportunities (Table 3.10) and better trained, more motivated and interested teachers (Table 3.11). Many parents believe their high-ability children need the encouragement of those around them, including teachers who recognize and value their talents (Table 3.12).

Table 3.1

What is your opinion about how beneficial your child's homework assignments are? Homework is Beneficial

Class Number	Homework is Beneficial Comments
1	It helps me to see what they are doing in school for the younger child in primary. The older child in secondary will use the homework assignments as part of the study towards the end of year exams.
2	They relate to subjects studied and therefore support further understanding of the subject
1	I am a firm believer in homework for reaffirming what has been learned in the classroom. I think as children progress through school, homework also becomes an exercise in time management and organisation. This can be a real challenge for some gifted children, especially those with diagnoses of Asperger's, autism, and dyslexia. Even though it can be very frustrating for them, overcoming these challenges can be very beneficial for them later in life.
2	An important part of developing study skills and working independently.
1	We think that doing homework is beneficial in that it offers the opportunity for the child to apply what they learnt in class and investigate a subject further. It also helps to fine tune study skills and concentration. However, achieving a balance between doing homework and having sufficient time to enjoy extracurricular interests is very important.
2	I agree with homework for reinforcement of new topics covered but would like to see project-based work alongside this to allow the child explore an area of interest more fully.
4	Homework assignments are very beneficial especially project work. CTYI attending children need to be challenged more and think this is lacking in some schools. I have to tell the teacher every year to give extra homework or more challenging homework to my daughter. Sometimes it works, sometimes it doesn't. I don't want my daughter to be individually singled-out, but it can be done in a quiet way as well!
2	Creative writing assignments and project work are beneficial for creativity, time management, research and perhaps teamwork.
2	Keeps us up to date with what she is doing, promotes conversation.
2	Most homework reinforces what's been learned, so I'd say yes, it's beneficial. And the homework she doesn't like teaches her that we have to do stuff we don't particularly enjoy, so just get on with it and get it done. Some homework assignments are a group effort, though I've yet to see a brief provided for a project; so how the child is supposed to achieve learning outcomes is unclear to me.
4	Homework is beneficial. As a parent, you get to see how your child is getting on with schoolwork.
2	Agree with homework as I believe it is the start of good study habits.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 3.2

What is your opinion about how beneficial your child's homework assignments are? Little to No Value

Class Number	Little to No Value Comments
1	Not very beneficial, especially when they are not corrected. I feel that giving loads of the same work instead of less and doing it very well isn't effective. The homework is very much regurgitating information or memorising. There isn't much opportunity to think outside the box or creative thinking.
2	He feels that the homework is a waste of time and does not offer a challenge to him, so it can be a struggle to get him to focus and do it.
2	Some of the homework is required but not in favour of endless hours amounts of homework
1	A lot of 'busy work', particularly for the daughter who just finished 3rd class. It is very difficult to motivate her to do the homework, because she finds it very boring.
.	Exam-focussed rather than knowledge-focussed.
1	In the broad sense of what I understand by 'education,' I would say boring and almost devoid of any higher level thinking, problem-solving and creativity. Most of the homework is rote-learning and memorising facts. Most ridiculous of all is the practise of memorising essays.
1	Too much emphasis on rote learning rather than developing critical thinking and analytical skills.
1	They are mostly boring and repetitive tasks. Too much handwriting is involved, too, which makes things go slowly. I'd say maybe 25% of the homework is beneficial for the development of my son.
1	Assignments in many subjects are designed to support the purpose of the second-level programme which is largely focused on rote memorisation, so in that sense they are doing what they are supposed to do. I have significant concerns about the purpose and focus of the second-level education curriculum in our schools.
2	To be honest I think children do enough work at school so there should be no homework. Kids need at least SOME time during the week to be kids.
1	It mostly repeats what they learned in class. It should be given to learn something new home.
2	Can be frustrating as some homework is very repetitive and does not appear to enhance problem solving. Supports rote learning.
1	His homework serves to reinforce what he's learnt during the day, so it is repetitive. He is very distracted and unmotivated about doing homework.
1	The kids are often bored with the content of their homework as it is usually repetitive reinforcement of learning (e.g. spelling and math problems that they have looked at in class. Even though they are bright, they do as little homework as possible.
2	As my sons are dyslexic, homework is the worst part of the day. They are often too tired to get any benefit out of it. This has nothing whatsoever to do with their intellectual abilities. They spend over an hour a day doing homework. It does provide a benefit - as a parent, I get to see what they are struggling with and so can help.
1	Not challenging enough. Just rewrite stuff from the textbook.
1	Not much! I'd rather see more after-school activities programmes run (i.e. similar to courses run in CTYI), than see a child come home to sit for long periods of time and regurgitate what has been learnt that day.
2	I think most written homework is a waste of time and counterproductive. I think there should be more time for reading, research and study.

4	He would see them as more of an annoyance than beneficial as he does not feel that they are as helpful as they should be.
1	Repetitive work is a major issue as most of the assignments given out as homework in our system are repetitive. My son is now allergic to all homework! Constant battle to get him to do any work. He also has a major issue with handwriting as he is now struggling on written assignments - hence the "Yes" to ["Do you believe your child is challenged by the academics in his or her school?"] answer.
1	No real benefit. Much of her homework is work that wasn't covered in class time.
1	Way too exam-focused.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 3.3

What is your opinion about how beneficial your child's homework assignments are? Mixed

Class Number	Mixed Comments
2	He says [homework is] not beneficial, but beneficial in terms of organisation and structure, ability to think critically on their own.
1	For my primary school kid I don't find the majority of homework to be of benefit with the exceptions of the research projects that she has to complete individually and as part of a team. For my secondary school kids, it depends on the subject/teacher. Some teachers frame homework as a challenge to apply the knowledge learned in class and add to it, which is positive. Others frame it as repetition of the what was taught in class which leads to boredom. Also, timely results and constructive feedback are essential elements to keeping teens motivated.
2	The assignments in themselves are not especially beneficial. However, homework in general is beneficial as it teaches children to work on their school work out of school as they will need to be able to do in secondary school.
1	All homework has the benefit of helping children understand how to work alone and time management skills, however my son finds the content of much of his homework repetitious and becomes disinterested. It seems to me the level is too low and offers little to those children to excel.
4	Difficult to say. He is challenged by some aspects and even struggles in some subjects as he also has special needs. But he is not stimulated or motivated by schoolwork thus far. His homework gives us an insight into where he is at functionally. There is mixed profile and large discrepancy between his capability and his actual work produced.
2	I think that a certain amount of homework is essential to reinforce concepts and to build work ethic. There are diminishing returns after a certain point.
4	I am an advocate of homework as a means of reinforcing work done and allowing parents to see what their children are doing. Outside of project work though, it is not hugely challenging.
4	Mixed benefit. Good habit, but not sure they learn too much more from homework than they already have in school.
1	Only as a connection between home and school so that parents can see child's progress, at least through the primary years. I would prefer to devote less time to conventional homework and allow children to undertake more interesting projects or experiments outside school. Perhaps more time is needed for homework when children are a little older though, in preparation for secondary school.
2	In his current class, they got some of the homework (e.g. essays) at the beginning of the week and could plan how they did it. Other homework was work given in class that did not get finished during the day. Over the years, he did not like a lot of homework, as it was often just writing things out. He finds writing tiring and did not feel he learned anything extra after the initial work. He enjoyed doing projects and looking things up as homework, rather than repetitive tasks and rote learning.

1	For child #1, homework included a lot of self-directed study and revision so it was very good in 6th year, For child #2, homework was project work in TY and hence was adding to the learning experience and often involved independent or group research. As good as it was, it was quite self-directed. For child #3, homework was probably lacking in real challenge in most subjects and was fairly limited by the curriculum but has been of benefit in English and Irish (where he is less gifted and less interested). He doesn't appear to have to put much effort into it either and probably this lack of effort contributed to relatively poor summer exam results as he really didn't push himself overly in the revision and self-directed study area.
4	I don't believe that homework provides added intellectual benefit. It is beneficial in preparing the child for routine to be able to sit, learn, and revise on their own which will prove beneficial in later years for doing exams.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 3.4

What would you like to change about your child's school experience? Nothing

Class Number	Change Nothing Comments
1	Can't think of anything. The school is quite receptive to parental input and because it is a school with a foreign language, different challenges can be integrated through the use of language. Not every teacher has been so good or receptive but overall the children have had a very positive experience of school.
4	Happy overall, as I believe that parents have to play a role in educating their children. Would like more self-directed options for my kids in their areas of interest.
4	I am very happy with her present school experience but I believe that every child should be thought to their ability and I believe she lost out in her early school years.
2	I believe his school is over all very positive.
2	I wouldn't have changed the school our daughter attended in any way - the school classes were small (no more than 10 in a particular year) and this gave her an almost 1 to 1 teaching environment - especially in her final year where there were only 3 in the class! I wish we hadn't had to pay for her education, but this is something that we agreed had to be done for her future. It is very sad that we had to pay for her gifted talent to be enhanced through the CTYI programme - the programme is wonderful but had she been at the other end of the spectrum, a "special needs" teacher would have been assigned to her on a 1 to 1 basis. Why not at the other end of the spectrum? This is pure discrimination but we have had to accept this.
2	My child has had a very positive school experience thus far- most likely based on the positive ethos of the school and being in a really nice class.
4	My child has just finished primary school and has had a great school experience here. He will be starting secondary school this September so at the moment I cannot say what I would like to change about this next stage of his school experience.
3	Nothing at the moment as, in my opinion if a child is academically inclined, they'll thrive anywhere. It's far more important for me that they get on well with people, enjoy their classes, and have no issues from a social perspective.
4	Nothing, she has always received encouragement and tasks to push her abilities.
4	Nothing, the school is excellent.
.	Nothing. Montessori based from aged 3 to 12. Child enjoys school and work.
1	So far so good. We would like not to have to keep pushing to get what we want for him and that the school would see him for what he is and cater for him automatically. We feel that school's attitude is CTYI is out there for kids like him, so therefore its like a get-out clause and not an enhancement for his education.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 3.5

Please describe the situation when you were dissatisfied with your child's education. Lack of Challenge

Class Number	Lack of Challenge Comments
1	She's bored at times with too easy work.
1	When he has become bored and disinterested because he is not challenged, and the progress of the class has been too slow.
2	No challenges from teachers, or subjects, one dimensional learning. School has never taken them to the BT science exhibition, or any other experiential learning excursion. The curriculum is barely taught by some teachers. We had one teacher that never opened one page of their activity book, was brand new at end of the year, and another that did not even read the novel. You bear it if you have one or two good teachers and count yourself lucky if they are in the subjects they like and are good at and suffer the rest.
1	My daughter (#1) was never challenged in primary school and became very bored and unhappy. We were very lucky after a number of years that the school decided to afford her some resource hours despite the fact that she had no diagnosis at the time. The lad who provided her resource hours challenged her intellect and also helped support her socially. Unfortunately, those hours were later cut, and she received no more support or challenge until she was diagnosed with Asperger's syndrome in her first year of secondary school.
2	In general, I have been satisfied but do feel that she could be challenged more and could have been allocated more specific project work or tasks suited to her interests, her abilities and designed to challenge her and push her to achieve more.
1	There are programmes, assistance and all kinds of help for kids who are falling behind or who are struggling in other ways, but for kids who are desperately unhappy because they are continually bored stiff on a daily basis and find it hard to relate to kids their own age, there is nothing. I feel a lot of gifted kids come out of school thinking something is wrong with them because of not fitting in. People look at you as if you have ten heads, as if it's not really that bad because, you know, like... our child is so clever. Sports achievement are celebrated, music achievements etc. Money is invested in programmes where kids are good at these things, but academic achievements are almost something to be brushed under the carpet. Just say nothing and do what everyone else is doing.
1	I find it hard to hear that my son has been reprimanded for fidgeting and not listening, when the reason for it is that he is not finding the material challenging enough.
1	Neither child has ever had differentiated work prepared for them or been accommodated in any way despite the acknowledgement of their boredom or lack of challenge. One child was labelled as 'probably on the spectrum' and treated as a problem, on being fully assessed he was found to be gifted and bored beyond reason.
1	There were quite a few years where there was no challenge at all, with the result that on the rare occasion when they were confronted with something even minorly challenging, it caused a complete meltdown and inability to even start to tackle the task. Music lessons have been great in this regard, as it has helped both daughters learn how to break down tasks, and also how to work hard in order to achieve results.
1	The school is aware that the children are able for more challenging work and it has been discussed with teachers, but nothing was put in into action
1	He feels bored sometimes. The numbers are big, and he likes an extra challenge which he does not always get.

1	For both in primary, they are frustrated at the level that things are pitched at. Not all teachers have been very good especially in terms of Irish, English, and math. Replacement teachers sometimes were corrected in their math by the children. Not all teachers give time to music, science and aspects beyond the set curriculum. Although able, my children have rarely been challenged, but when they have, they have improved hugely academically and been happier at school.
1	Where the child was given work written on the board in school, no explanation and told to write into copy - homework then marked out of 10 with very negative comments and the children had no clue as to what was expected. Where the homework is exactly the same rota each day. Very little oral work in class, particularly with Irish and English - all written. No encouragement to use imagination - very rigid structures in essay writing at primary level.
1	I have sometimes felt that classes moved at a slower pace to try and include all learners. This left my kids bored and distracted.
2	In earlier years, he was allowed to coast along doing the bare minimum of work and still being top of the class. It was a situation that was bad for him as it taught him that it was not necessary to put any effort into his work. He should have been challenged more.
1	Last year, he had an exceptional teacher who pushed my son to explore his ability, think outside the box, debate and argue. My son blossomed, the year before and he was beside himself with the tedious repetition, with no outlet he used to read in class and subsequently was punished for his reluctance. It was excruciating to watch him become more and more disinterested.
1	It is not just one situation. He dislikes school intensely. He likes being with his friends, but that is the only thing he likes about school. They don't seem to engage him. They don't interest him in the subjects. They fail to stimulate him. I feel that they could try harder. I answered that he was "passionate" about English and History, but these are the subjects he likes best. He is not exactly passionate about any of them, but these would come closest. I am sorry that none of his teachers seem to be able to engender passion for their subjects in him. I know that this is a two-way process, but they do not seem to try hard enough. That may be unfair. I am not there in the classrooms, but I do know that they do not succeed, if they are trying. He has had no problem being passionate about all of the subjects he has been learning about in CTYI. So much so, I have had to take out my old College notes to refresh my Philosophy and Psychology to engage in his conversations, and answer questions such as, who was my favourite Philosopher from each decade and what did I like so much about his work, etc. His passion and zeal for the subjects was incredible. I have never seen a similar reaction to any of his school subjects.
1	For the last 2 years in primary, child received no education, no homework, no class involvement. She sat at the back and wrote stories and was quiet and that was sufficient for the principal and teacher who concentrated on more difficult students.
2	Repetitive and unchallenging work can be frustrating and pointless at primary level.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 3.6

Please describe the situation when you were dissatisfied with your child's education. Bad Teachers

Class Number	Bad Teachers Comments
1	I have repeatedly asked for my child to be given project led work, and this rarely happens. His education has been disrupted by not having the same class teacher all year (up to 4 substitute teachers in most academic years). Also no continuity with resource teacher (contracted for one year only).
2	Previous teacher had no interest in my child as they confirmed to us that it was easier to teach the same work to all the kids than to set aside additional work for one child. The only benefit that my child got was that she suggested that my child would skip a class. But that was really for her benefit, and luckily it was a great move for my child. Also there is no support system in place for gifted kids, but there is for kids that are struggling.
1	The system is designed to cater to absolute mediocrity. They have ZERO understanding of the needs of advanced thinkers, nor do they understand typical behaviours of advanced thinkers. My daughter has, by now, countless -even daily- anecdotes of instances when the teachers failed her in terms of providing stimulating material. In fact, what I have to report are one or two singular incidents over the past 7 years, when the teacher actually tried to give my daughter stimulating material.
1	It depends entirely on the teacher. That changes every year. Her teacher last year was outstanding. But she has not always received the same level of support from her school. It seems to be targeted at the middle road.
1	Specifically, when he is unhappy with a teacher's performance or knowledge, but feels frustrated that he cannot report a "bad" teacher. Overall, he receives a good education and most of his teachers really enjoy having him in their class. I find it frustrating when I need to intervene on his behalf where he is just being dismissed. I do feel that schools should embrace these kids and be proud of them, encourage them.
1	Having identified her CTYI ability and informed the school. In third class, we asked the teacher to give her extracurricular studies, and she refused point blank. We then spoke with the principal and her ignored our request. We were not unreasonable with our own expectations, and it was an extra 30 minute work each day. But they refused.
2	Not in primary school. Classes too big to meet needs of a few children. My first child chose not to do physics for leaving certs the teacher had a high fail rate. He has now retired. Depending on the teachers they had would depend on how much they were challenged and enjoyed a class/subject.
4	I have been unhappy with the last year as the teacher didn't encourage her a bit and she went from a child who loved school to a child who wasn't as happy as she had been. She felt her teacher put more praise on speedy completion of work and she can be slow at completing work. She did not feel valued.
1	One particular teacher who was not very good at engaging with the children and focused on all the negative things at the parent teacher meeting (e.g. Difficulty with ball skills in PE and dismissed his excellent reading as fine). The only other issue I have is that there are 2 of his class level in the school, but they do not work together or cover the same things, which can be disappointing when you see opportunities which are not being afforded to all.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 3.7

Please describe the situation when you were dissatisfied with your child's education. No Academic Support

Class Number	No Academic Support Comments
1	The school only had an IQ test carried out because they thought there was something wrong when my daughter ran away on first day of school (when she was 5) due to boredom. She was found following an older class of kids in the garden. They refused to accelerate her, saying it would affect her social development. They told us not to tell any of her class that she is gifted, and as a result, we have had to deal with 3 episodes of bullying last year alone. Only one teacher offered her more challenging work but she was also expected to participate in all class subjects so there was rarely time to try the challenging work. No teacher has ever used the term 'gifted,' and when we visited L_____ Secondary School, the Resources Teacher said, "I'd rather not say 'gifted' as all God's children are gifted in their own way"!!
1	He gets easily bored and the teacher just gives him library books to read because she is so busy. At one stage, the teacher thought he had ADHD, whereas it turned out he has an IQ of 128. He wasn't finishing his school work because he was bored and she sent it home with him to finish. He was doing 2 to 3 hours homework daily at one point.
1	He could have been taught more challenging subjects and had more enthusiastic teachers. In junior school, he was singled out positively for extra tuition in maths as it was observed by his teacher that he was bright. A teacher from the senior school came down twice a week to give him extra tuition in more advanced maths. This lasted for about 6 months while he was in first or second class. It was stopped I think due to cut backs. He never got it again, but I thought it was great while it lasted. It was never done while he was in senior school. It was never acknowledged in senior school that he had a higher ability than his peers, except at the parent/teacher meeting where they mentioned he was gifted.
1	They were not being challenged and were a year ahead in age of other children in the class, the class teacher was mean to my son and regularly criticised him, correcting his work wrong when right, leaving him out of awards, etc. Regularly told 'what makes you think you are different to anyone else here?' Horrific to have to send your children into face that negativity every day.
1	Did not recognise his ability. Have not tried to help the child progress further in fact feel he has been stifled and regressed. Did not recognise his mischievous nature was due to boredom.
1	In primary school, I had to get her assessed myself as I was being called to the school on a weekly basis, and if I suggested she could be bored, they dismissed me.
1	Not challenged or supported enough in school. Child 1 is drastically underachieving and school is not interested. Very little differentiation. Children bored
1	School has consistently recognised her ability and promised all sets of projects which never happens. She wanted to enter the young scientist expo and was told no until year of whole school evaluation, and then the school pitched her idea for expo. She was first student ever in school to submit an entry. Answer to her being bored in school has always been for her to bring in books from home. We provided many extra textbooks, etc. for her.
1	Does not encourage enough creative thinking, imagination. It is too standardised. When I have spoken to teachers directly for suggestions to promote a challenge, usual suggestions are to go to local library, or asked about my ability in maths.

1	A lot of repetition in the school, which my child finds frustrating. He also finds the pace slow. I would like to see recognition of the abilities of gifted children & them receiving additional challenge as opposed to 'fitting in' with the average pace of the class.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 3.8

Please share any additional comments about gifted education: Schools Don't Serve the Gifted

Class Number	Schools Don't Serve the Gifted Comments
1	It needs to be acknowledged and more education provided on it. The government need to comprehensively provide for these children. Parents shouldn't have to struggle to pay fees for an education their children are entitled to. Schools should be obliged to provide for these children. These children need a strong advocate. We are extremely grateful for what CTYI provides. Thank you.
1	It is very unfortunate and detrimental that primary schools do not have a programme for gifted children. I would hope that a programme similar to the UK's gifted and talented programme could be introduced here. I also believe that gifted children need to be recognised as having a special educational need.
1	I think we need to look very closely, not only at how we educate gifted children but also at how we treat them within the education system. A huge amount of parental input is currently required to support a gifted child. Most parents are happy to provide what they can, but children without support at home may fall through the cracks so to speak. Currently a formal diagnosis is required for a child to receive official resource hours. Many gifted children may struggle in a school environment and would greatly benefit from resource hours and additional educational supports. Most gifted children don't want to feel different. They don't want to be treated differently to their peers. A careful balance is needed to ensure that while we challenge them, we neither single them out nor burden them with extra work that may feel like a punishment. Education should be an enjoyable experience for young people at all levels. If we can just work on keeping them excited to learn, the possibilities can be endless.
2	I don't believe that gifted education should be supported more than any other education level, but at the moment, I think it is the least supported level of our education system. All children receive the 'standard' education level but all special needs education is focussed on children who are at the lower end of the scale as opposed to the higher end of the scale. While I appreciate why this happens as the focus is on enabling all children to participate and achieve their potential, there is no similar focus on enabling gifted children to achieve their potential.
1	I am disappointed at the differentiation of "special needs children" from "gifted children"! Surely gifted kids are also special needs! We should not have to seek a diagnosis in order to get essential / important services. Ultimately, Irish society will be enriched if we manage these kids better/ properly.
1	Teacher training needs to focus more on gifted education. In every class in primary school, there is likely to be one or two children who are gifted and yet most primary teachers seem unaware of this. I can't imagine how tedious it is for a child to spend over 20 hours a week listening to things they already know. These children are wonderful to stick to it at all, and we shouldn't be surprised when they sometimes get disruptive. Rather than regressing on gifted education, as the Department of Education did in 2004 when exceptional ability was removed from the definition of "Special Educational Needs," government policy needs to recognise and cater to these children. They shouldn't have to be twice exceptional to qualify for resource hours.
1	I don't think tackling the problems gifted kids face in school can take place without tackling the fundamental structures that enforce an array of stereotypes; specifically only people with learning "difficulties" need special education, immigrants will likely be academically inferior, or rote learning is the key to academic success

2 Many of these questions gave me the sense that you are hoping to have gifted programming in the regular system. My daughter has had that as a one-day removal programme during grades 1-8. Though that one day was excellent, the other days were worse. Evaluate programmes and options carefully. I very much appreciate the summer programme. Keep up the excellent work.

1 It should be funded by the government. I suspect that my other 2 children are gifted too and will be getting the 7-year-old tested shortly. It is going to get VERY expensive if we have 3 children attending. Gifted children can really make a difference to the future of Ireland, so why isn't the government doing more to support? Also, why isn't there a proper school curriculum for gifted children in our primary school or at least some sort of knowledge of how to teach them? There are some sort of guidelines, which I saw, but my child's school didn't even know about and too long to read, I suspect.

1 Gifted education needs to be included in every school, however, I do feel that the word education has completely gone out of a narrow curriculum-based system. Education is a broader concept than most schools can allow for. Performance-driven exams are inhibiting genuine learning, creativity, and innovation. Children can be excellent self-learners when given the right stimulus and motivation. Many subjects are degraded because they are made compulsory and badly taught. Gifted children are highly motivated and both like and need to be challenged. This needs to be put in place in schools or we risk losing our most brilliant minds to boredom and emigration.

4 A friend of mine recently said the only way she could get through the school year with her gifted son was to give him days off so that he would not be totally bored. This is a sad but true fact of gifted children in the current school system. Children with special needs and learning difficulties in the main get the extra tuition they need and deserve. Is it not therefore discriminating against gifted children not to keep them engaged in a challenging school environment?

. Primary and secondary school teachers should be educated in dealing with gifted children. School policy should be in place for supporting these children and their parents.

1 I brought the DoE Draft Guidelines for teachers of Exceptionally Able children to 1 primary school and 2 secondary schools. None of the teachers had heard of them, and none of them have referred to them since. In my experience, it simply doesn't exist here.

1 As a parent of bright children, you often feel unable to express concern if they are bored or not challenged in school when other children are struggling to keep up. There is an attitude of "what are you complaining about?" In primary school, there should be a portfolio of extra material that a teacher under pressure could use to accommodate the brighter child without making the child feel different. For secondary school, perhaps improve the standard of teachers, like PhD-qualified teachers, especially for math and science subjects, and teach only the subject they are qualified to teach.

1 I think there is still great misunderstanding around what it means to be gifted among parents and schools, and therefore, lots of children get left behind. Most of my friends who are parents have a very limited understanding and still look at giftedness as some sort of elitism. There are so many children who could benefit from another education style, but it is poorly publicised and rather expensive. It would be great to see more general information dissemination in primary schools and nurseries.

1	I think there are many, many gifted children in our schools system. Most are missed because they are perceived to be bored, obstructive or simply never challenged to test for ability in the first place. Only that the primary school blanket tested students, I would never have any idea of my child's ability. I always knew she was talented, but how talented was not considered. But, for all that, there is nothing like having an interest. She has an interest in success because she is competitive and included in and conversations about adult life and expectations is made clear to her. If you do this, you get this result versus if you do that, you get this result and so on. I see my daughter as a person, not just a child and never assume that 'she wouldn't understand'. I also see my daughter as a child and do know that there is plenty she doesn't need to understand yet. Most parents don't realise their children's potential and assume the school will do the work for them. Most of the work is needed to be done at home. Around the kitchen table, talking about futures, positive thinking, optimism, encouragement. And if you find a way to get that out to the parents, you might come across more gifted kids. One thing: please inform of means to apply for correspondence courses. Commutes to Dublin along with fees are just too high for most parents. Especially those on their own. We want our kids to do well. Are thrilled that they have ability but means to access that for them just isn't there. Thank you for opportunity to take part.
1	As a teacher, my general experience is that we offer many resources and supports for students who find learning difficult, but very little for those who are advanced. Differentiation needs to be explored much more extensively and time should be given to this. Gifted children often feel excluded or are teased for being clever. This is bullying. It is possible to offer alternatives in a classroom in more subtle ways.
1	Gifted children can become bored in mainstream school. Sometimes, they just check out. Unless you can afford private school, there are not a lot of alternatives. When my son attends CTYI, he lights up. If CTYI ran for three months, he would attend. It inspires him, something his school never does. All children's needs must be met in the education system.
1	In my opinion, gifted education is neglected and misunderstood in this country.
1	Encouragement matures the talent. Parents have a responsibility to facilitate that growth. Schools and teachers need more support and facilities to accommodate gifted education as well as special needs and disadvantaged education. The child needs to take responsibility for learning. It is a combination of all these that brings out the talent.
.	We need to value the education of all children, gifted and not and disadvantaged and not, and with or without special needs, and move away from a one-size-fits-all approach, where it seems the most important deciding factor is a child's "date of manufacture" or a teacher's special interest.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 3.9

What would you like to change about your child's school experience? Gifted Education

Class Number	Gifted Education Comments
1	In an ideal world, I would like my children to have attended or attend a magnet school for highly gifted students, i.e CTYI school. In the absence of that scenario, I would settle for a better understanding from their schools and teachers of what makes gifted pupils different from bright ones. I would like them to understand that my children's ability and interest stretches far beyond what the Leaving Cert expects of them, and that there may be no satisfaction for them in striving for A1's when they can see how limiting the curriculum is. I would like their teachers to understand that an underachieving gifted student is setting themselves up for future problems if they are not challenged in these crucial years. I would love them to understand that my children are passionate and sensitive, and that their age-peers are unlikely to meet their need for intellectual connection. I would like them to acknowledge my children's abilities, even if they cannot cater to them in a meaningful way within our exam system.
2	Acceleration program or similar started in his school. Acknowledgement from the school staff that he is different, should be allowed to skip ahead, and diversify in his academic work.
1	For my daughter, I would love to give her back those early years, but with more challenges and opportunities to satisfy her appetite for knowledge and far more support for her social development. I know she had a miserable time in primary school. My son goes to a DEIS school, and so far, he is challenged intellectually at least in his reading and writing. He has been lucky to have a teacher this year with a real interest in science and has enjoyed that immensely. I hope as he enters 2nd class that school continues to challenge him and he remains happy there.
2	More encouragement to excel and achieve her potential in all subjects but particularly in those she is interested in and has high ability in. More acknowledgment of ability with tasks designed to suit this ability.
1	I would like them to be challenged and stretched more. I would dearly like to see them treated as the assets they can be to their class groups and their school if given the opportunity. My children are happy to help, support their peers, and benefit from doing so themselves. They are forced to operate at a pace that does not suit them and are criticised for tuning out, which is simply unfair. It would not be considered appropriate to criticise children with learning difficulties for being too slow. I would very much like teachers to approach educating my children as something they do in partnership with me as a parent and to see giftedness as a positive thing rather than a difficulty.
1	I saw other, bigger, primary schools who took their top-performing kids from 4th, 5th, and 6th class together to make a special class in Irish, English and maths in primary school. At least then, the kids saw that they were valued.
2	More challenge in work. A way to nurture rather than kill the joy of learning.
.	Some more group activities for high ability children to help challenge them.
1	There should be a gifted programme set out in Irish schools for the school to follow. At the moment, it depends on what school you go to and the staff's attitude to helping gifted students. Some teachers were very helpful while others told us to be happy that he wasn't struggling to read and write! There is no consistent approach within the Irish education system regarding gifted children.

1 I believe children should be pushed to their ability. In our case, I believe a pretty simple assessment and discussion with parents could improve the overall school experience. There's so much information available, so I cannot accept the standard response of 'we have a curriculum to follow, so sorry.' I'm sure schools could implement a project-based system (devised centrally) for gifted children to work on. I believe this could be workable with little 'one-on-one' teacher time needed, so other children would not suffer as a result. Maybe take an approach of children from multiple classes (e.g., 3rd to 6th) working on a joint project, teachers (and support teachers) could oversee. This already happens in sports, where the most talented from all classes form a school team, so why not replicate for learning ability? I completely understand that some teachers can be under pressure, especially with kids with learning and language difficulties. However, this should not mean that kids with higher performance (or 'gifted', I don't use this term) should be ignored. Some teachers are incredibly passionate about their students, others not so much, and this can have a great effect on overall school experience. Overall, this falls back to teacher numbers and support, so I don't expect anything to happen in the short or medium term.

1 Extra part of syllabus to take account of children who are more than capable & resources in school to execute that. As it is the teachers are stretched and do a fantastic job with the resources they have, I can only speak for our particular national school.

1 We would like her to be happy in school and have the ability to work at her pace. She needs to be challenged more, and if there was a school for gifted children, we would like to send her to it. Also, there should be more focus on helping them with their social skills as she tends to struggle to mix with other children. Because they have different interests, she finds it hard to stay interested when with them.

1 It is clear that gifted children are not seen as having a learning difference that is worth making allowances for. Recognition of the high-ability pupils is key in keeping them motivated. Teachers should find them as important to keep stimulated for those that struggle, and find ways to better teach their brightest. My child at times tuned out completely when things were explained yet again for those who were less academic. That is then easily seen as having a 'poor attitude,' which is quite unfair. I would have welcomed some support or a meeting for parents with a gifted child, rather than being brushed off or being made to feel silly about worrying about your child 'when they do so well anyway.' It was often as if my concerns were 'luxury concerns.' My child had no study skills whatsoever when leaving primary school, as he could still rely on memory alone, which worried us when going into secondary school. No teacher really 'got' how gifted children are often a bit different, also personality-wise.

1 Better understanding of their abilities by those most in contact with them.

1 So much. I would like recognition of the bright kids and work or a program tailored to their abilities and interests. I would like to see, more science, more technology, after-school and break-time clubs (e.g. science club, book club), coding classes, typing classes, IT classes, and LONGER school hours and a longer school year. I would like to see the bright kids taken notice of and encouraged to achieve their potential. I would like to see teachers supervised and tested and weak teachers dismissed.

1 To have continuing access to CTYI throughout the year as a boost to their learning and confidence of ability within a regular positive learning environment.

1 I'd like learners to be grouped according to ability in different areas, not according to age, so that they would be in different groupings according to the subject being studied. More project-based, autonomous work. More focus on developing creativity. More emphasis on arts. More multiple intelligences approaches being applied.

1 I would like opportunities to be available to undertake higher-grade classes.

1	Yes, I would like to make it more interesting for them. When I challenge the teachers about the work they give them, I am fobbed off with the same excuse that if they advance too much, then the teacher the following year will have difficulties. I know that if they were falling behind, the school would go out of their way to help, but there is nothing for those who are advancing. It gets more difficult to get my younger son to go to school because he is bored.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 3.10

What would you like to change about your child's school experience? Diverse Learning Opportunities

Class Number	Diverse Learning Opportunities Comments
1	More challenging assignments that allow them to research and present their findings.
1	Encourage the freedom to explore knowledge. CTYI children enjoy solving problems without being provided with all necessary information, carrying out independent research, and not just learning how to solve a particular problem with just the parameter changed.
1	Offer smaller challenge groups incorporating children from different classes but with similar interests and abilities as they would challenge and stimulate each other. This shouldn't be too difficult! Offer debate and discussion opportunities from a younger age. Allow gifted children the opportunity to get it wrong, not always 'know,' feel what it's like to have to work for your education. I fear, mostly for my younger child, that they will lose the ability to learn in a systematic manner and will one day realise they don't know it all and not know how to recover from it.
2	Programmes that would develop him personally and give him a challenge!
4	I would like my child to have his mind stimulated by what he is learning in school. I'd like him to look back on his school days with a feeling of fun, excitement, and passion. I'd like the school experience to be more about discussion, discovery, and working through topics rather than being told how to think or what to learn.
1	More acknowledged approach to children's gifted abilities and a structured curricular support to harness their abilities. More flexibility in terms of subject choices. More emphasis on lateral thinking.
2	More challenges, more support for gifted children, more opportunities for creativity and interactive learning, and more emotional education.
1	A complete overhaul of the primary school curriculum by refocussing on group work and projects and mapping subject areas (history, math, science, writing, and art) into projects which build teams and comprehensive integrated learning.
2	It may sound like a "grass is greener" statement, but I feel as though he would have fared better in a city school with more diversity or acceptance of difference. That it was no big deal and plenty more kids like that. I would love his experience to have been one of encouragement in the areas he was interested in, regardless of the fact that he wasn't going to be on the hurling team. (In a class of 19 boys, my child and 3 others were the only ones not on the school team, so he experienced lots of isolation ad exclusion and really stood out. 2 of the other 3 were diagnosed autistic). I would like his schooling to have been less about winning matches and more about finding out about things and realising that everyone has different talents and should be respected. The day that he came home and asked me was there something bad wrong with him because he and the two autistic boys had been brought to a separate classroom to talk with a special needs teacher about how it was okay to be different instead of helping the class to integrate and find out all the things they had in common was one of the worst for both of us.

.	The DEIS school he attends has been declared unfit for purpose. It's overcrowded and a danger in case of fire. It was never properly built in the first place. The community has campaigned for decades for a new school to be built. We were promised a new school before my son started, but they only broke ground on building it about a month ago. The school has outdated computers, and the teachers are very uncomfortable using new technology. (I've had to help several teachers out there with basic computer issues. Most students know more about IT than the teachers there.) So, I would like to have a fit for purpose school, and better IT. I also wish there was a Debating Club, Chess Club, IT Club, or some kind of club, which would cater for kids with high academic ability.
2	That his ideas would be taken seriously and acted upon, that language learning would be an integral part of his daily experience, that as many doors as possible are opened to him, and that there would be at least one inspiring and passionate teacher in the school!
1	There are some subjects which he would like to explore deeper in school, but his teacher said that was not necessary for junior cert. I understand the teacher has a curriculum to follow, but I found it disheartening to hear my son relay that story.
2	If schools could make more effort to try and make subject matter interesting and appealing. Some schools base reputation on results, often achieved by parents having to spend a lot on grinds.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 3.11

What would you like to change about your child's school experience? Better Teachers

Class Number	Better Teachers Comments
1	To have had more open, understanding, and interested teachers in him as an individual.
2	More organised teacher, which appears to be the case for this school year.
1	I would like teachers to be rewarded for being passionate about their jobs. I would like teachers and principals to be punished for being evasive and bureaucratic about their jobs. The only way I will be able to change my child's experience in Irish public school system will be to remove her from it.
1	I would like teachers to have more education on how to stimulate gifted children in the class, while at the same time keeping them included in the group.
1	I had hoped that the teachers would be capable of engendering enthusiasm for their subjects and sweep their pupils along in a tide of excitement and real interest in the course content and the wider aspects of where it belongs in the world. But I guess I am hoping for too much. I just feel that a really talented teacher could make his/her subject matter interesting to the most skeptical of pupils. Let's say, I had hoped the school experience would have been less boring and disheartening for my son. It depresses him to even think about the place. That is unfortunate, considering he has to spend so much time there, and the outcome of this unhappy alliance is that the likely grades he will receive in his Leaving Certificate will probably not take him to any place he would like to be. He has no idea of what he would like to do when he leaves school. He has no direction, no interest, and no motivation to do well. That, to me, is a failure for that school experience.
2	Primary teachers seem to excel at Irish music and sports and don't have the same strength in maths and science.
1	I don't like the old-fashioned approach to teaching that "teacher knows all," and I would love to see more individuality encouraged among the students.
4	More understanding teachers. There are lots of ways extra work can be worked into normal system, such as regular school projects when a child's abilities can help the whole class. This is nurtured more in secondary school. The teachers are definitely keen in second level in getting children to work to their potential. They're more encouraging.
2	To have the teachers encourage the students more.
1	Just for him to be motivated by his teachers and enjoy his learning experience.
1	He responds to good teachers, so would have liked to see better teachers at times.
4	Better teachers
2	A consistency in teaching standards with regular checks on teachers to ensure best teaching practice is being upheld.
1	Better teaching staff, less focus on strict uniform policy and where to put books and folders. The staff confiscate them!!
1	Teachers should be accountable for delivering to a high standard. I do not believe that they are. Too much learning, and need more discussion & analysis to develop thinking. Class sizes are too large.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 3.12

Please share any additional comments about gifted education: Gifted Kids Need Encouragement

Class Number	Gifted Kids Need Encouragement Comments
1	Although it is necessary to help kids with difficulties, it is important to develop and help gifted kids because they are the future, not just for the country, but for humanity. They will be tomorrow's inventors and engineers, and they will create the breakthrough in sciences and medicine. We need them to be able to attain their full potentials.
2	I was skeptical about CTYI at the outset. I thought it would be elitist and of limited value to the kids academically because how much can you teach primary school kids, right? What I found at CTYI was an area where kids could try different courses, engage with learning in a new way, and come out with a very favorable view of education and a much clearer notion of what they would like to do with their lives. The courses were surprisingly good academically, and the kids engaged with the material in a way I had not seen in mainstream school. Sometimes they got little projects to do at home, and when this happened, everyone helped out to show education was fun, could be done in a group or team, and that you can create good output if you put your heart and mind into it. My kids learned that before they were 10 - I had to wait till I was near 30.
1	I think it's a shame that because a child is 'gifted' that it automatically comes with a stigma....and that a lot of other talents are celebrated and funds are in place to help,... but not for this. If kids CAN learn more and WANT to learn more, then I believe that a system should be in place so that it's possible to do so.
1	It is difficult to get it right, but I do think more could be done within the normal class without going as far as giving extra resources to gifted children. They are very motivated learners, so they could easily be given extra work to do without causing disruption to the class or adding to the teacher's work. We are trying to make up for this at home by setting them tasks/projects to do and by sending them to CTYI.
.	I feel it's very important that children are identified and catered for in school and CTYI. These children may never reach their potential if they are not nurtured properly. There is still lot of stigma around this area, and I think conferences or informal meetings for parents of children attending CTYI would be very beneficial. Lastly, I am so glad that CTYI classes exist in my area, as my child loves attending and has had opportunities to learn and experience things normally only done in secondary school.
1	I would like to see more understanding of the needs of bright children in education. They often have specific issues with areas, such as focusing, behavioural problems, and isolation. For families, the concern is for the well-being of their loved one, and for society, it can be a dangerous situation as these children go out into the world and become young adults.
1	I think it's important to recognise their ability but equally important to make the gifted child feel comfortable about their talent. They are exceptional but don't want to be made feel different to their peers at an awkward age. We need to make them understand and appreciate their talent.

4	If a child is good at sports, there are games that can challenge them and push them to their limits. The same should be available for academic children. If a child is artistic, then they should equally be encouraged and opportunities shown to them. Everyone has something they are okay at, some have things they are good at, and everyone has something they are great at. Once they love what they are doing, they should be given opportunities to thrive at it. Education is opening doors and of course we need people to excel so they can lead the way for others.
1	Being under-stimulated in school can lead to increased anxiety and low self-esteem too, particularly if a child is not good at sports. In my son's primary class, the kids that get the most praise are those that are good on the GAA pitch (this is from my son's perspective). They do not recognise things like achievements in science, etc. People also do not understand that not every gifted child is good academically for various reasons. In my opinion, being gifted is not the same as being bright, but many do not see the difference. I think it is being recognised more, but there is a long way to go.
2	Every child has strengths which should be encouraged. I feel that because academics should be encouraged in the same way as art, music, and drama are in school and the community
1	Some schools lack the resources to meet the challenge of teaching gifted students. In many cases, gifted students are left to their own devices and often they need a lot of praise but can be overlooked.
1	The social and emotional challenges are often underestimated by teachers and parents. A child who is very advanced academically will not necessarily have matured emotionally to the same degree. We sometimes forget that a very articulate ten-year-old is still a ten-year-old. They need the chance to play and be children.
2	As much as learning and education are key to a gifted child's stimulus, I am very mindful that sometimes these children are viewed differently by their peers in school, leading to low self-esteem. Therefore, emphasis should also be put on the emotional need of these children in helping them cope, accept, and show them they are indeed a very valued and important part of our society.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Figure 3.1. Percentage of CTYI-Attending Children (*n* = 1,730) Attending Public or Private Schools

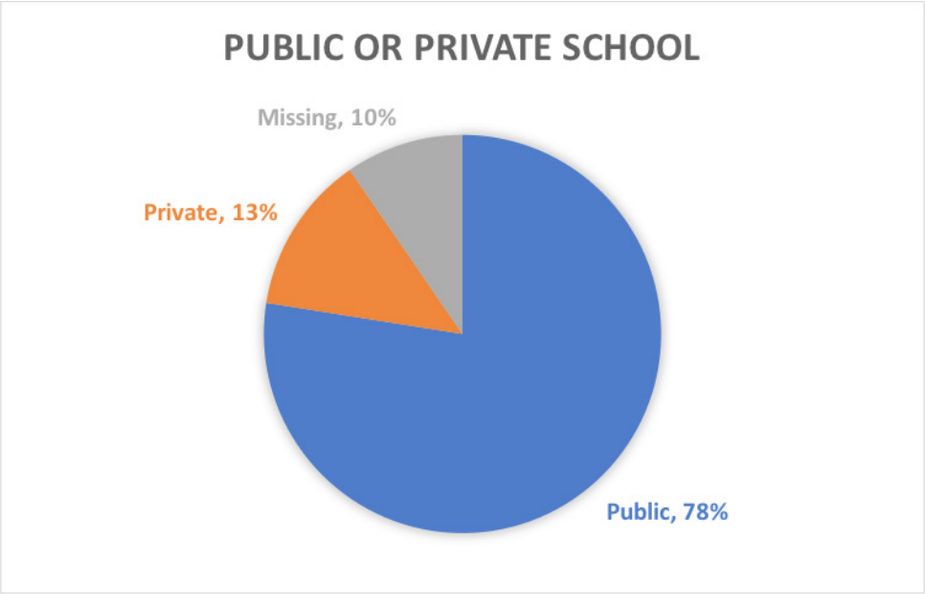


Figure 3.2. CTYI-Attending Child's (*n* = 1,914) School Level

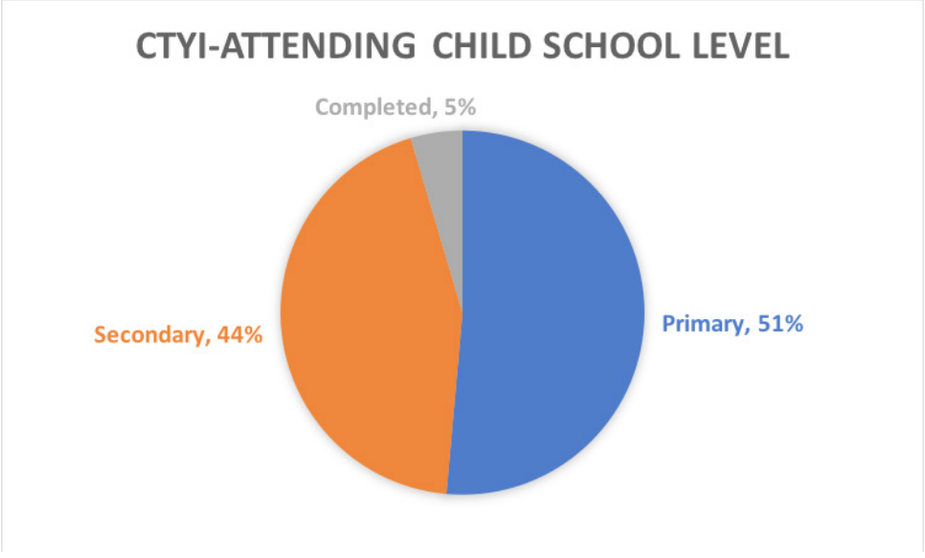


Figure 3.3. Systems to Identify Gifted in CTYI-Attending Children's (*n* = 1,719) Schools

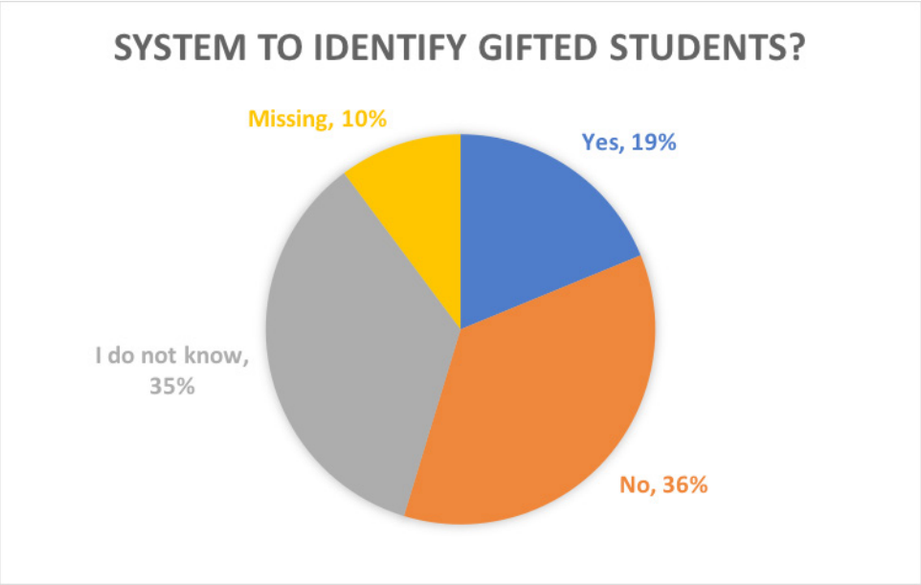


Figure 3.4. Percentage of Schools with a Policy Regarding Acceleration for High Ability Students (*n* = 1,731)

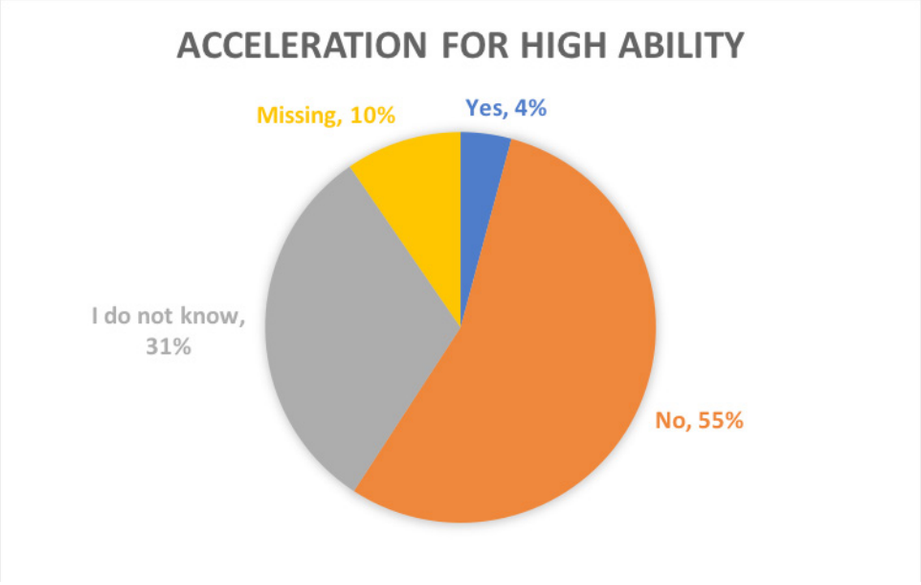


Figure 3.5. Percentage of CTYI-Attending Children Receiving Assignments at School Targeted at Her/His Ability Level (n = 1,681)

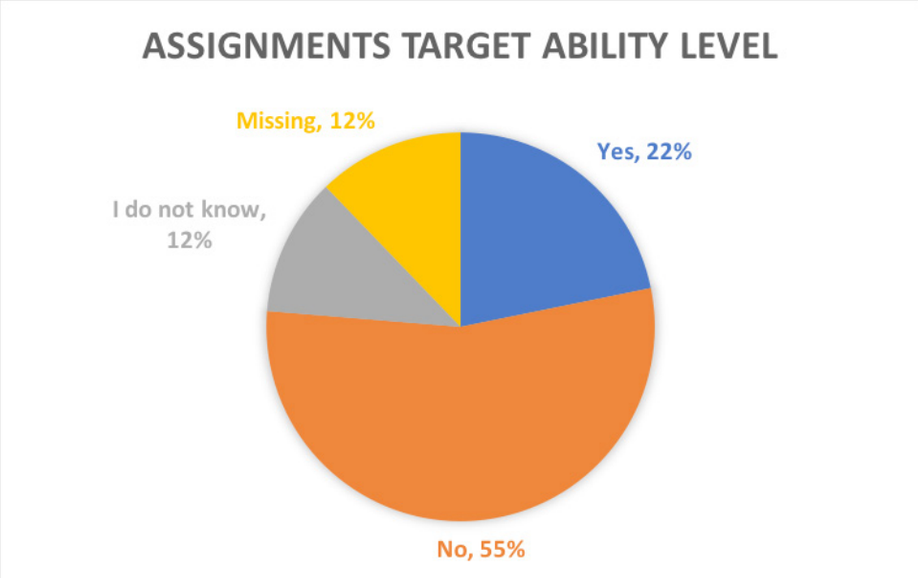


Figure 3.6. Parents' Report of How Frequently CTYI-Attending Child Received Differentiated Assignments (n = 1,689)

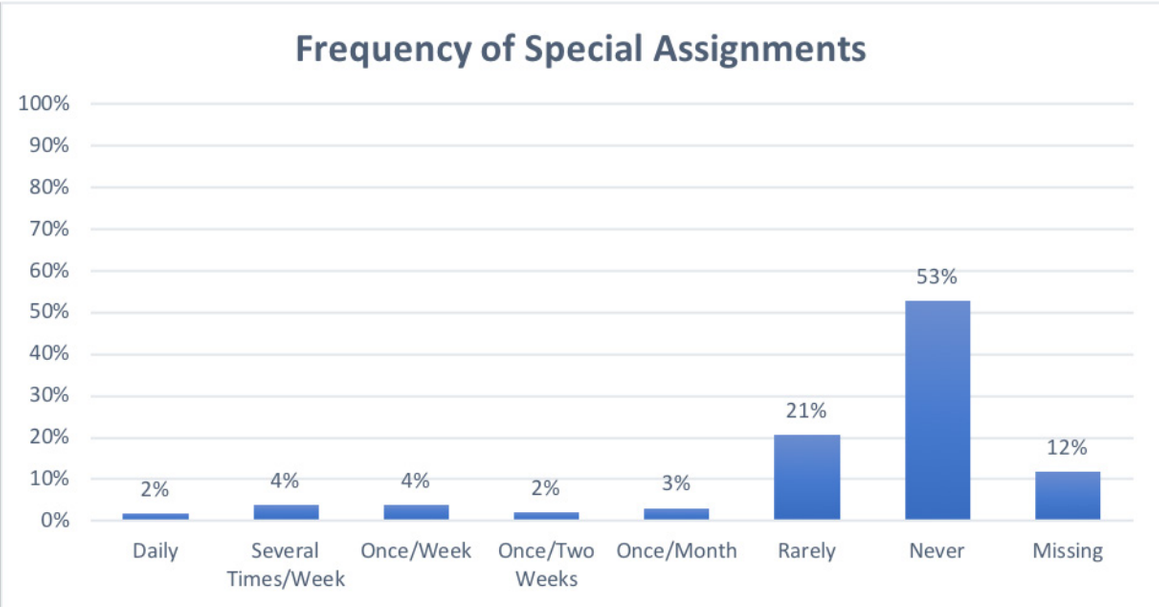


Figure 3.7. Parents' Report of CTYI-Attending Child's (n = 1,651) Hours Spent on Homework per Week by Grade

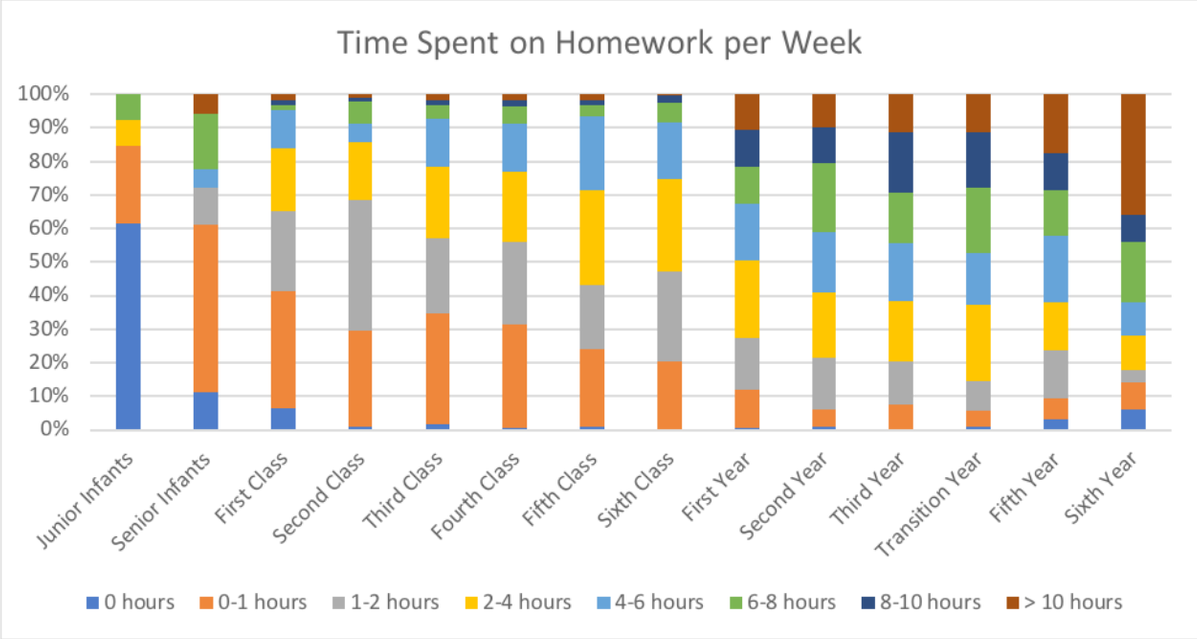


Figure 3.8. Frequencies of parents' opinions about homework assignments (n = 1,440)

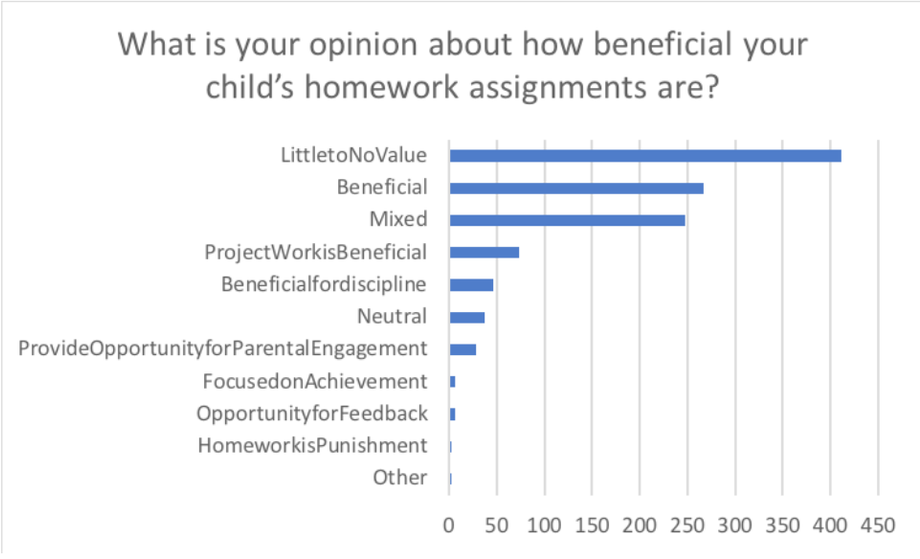


Figure 3.9. Parents' Reported Satisfaction with CTYI-Attending Child's Education (*n* = 1,914)

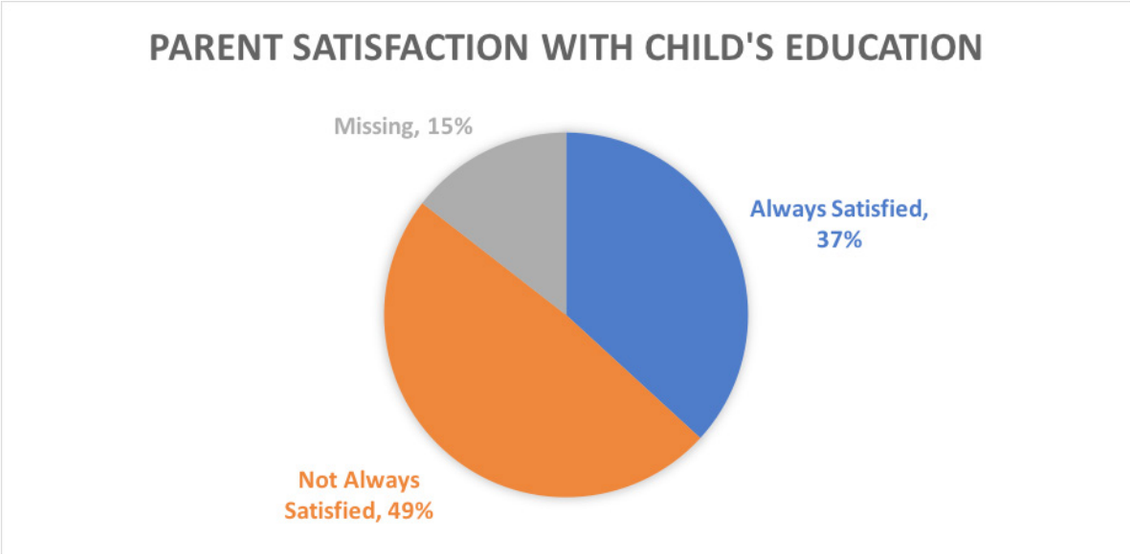


Figure 3.10. Frequencies of Parents' Desired Changes to School (*n* = 1,440)

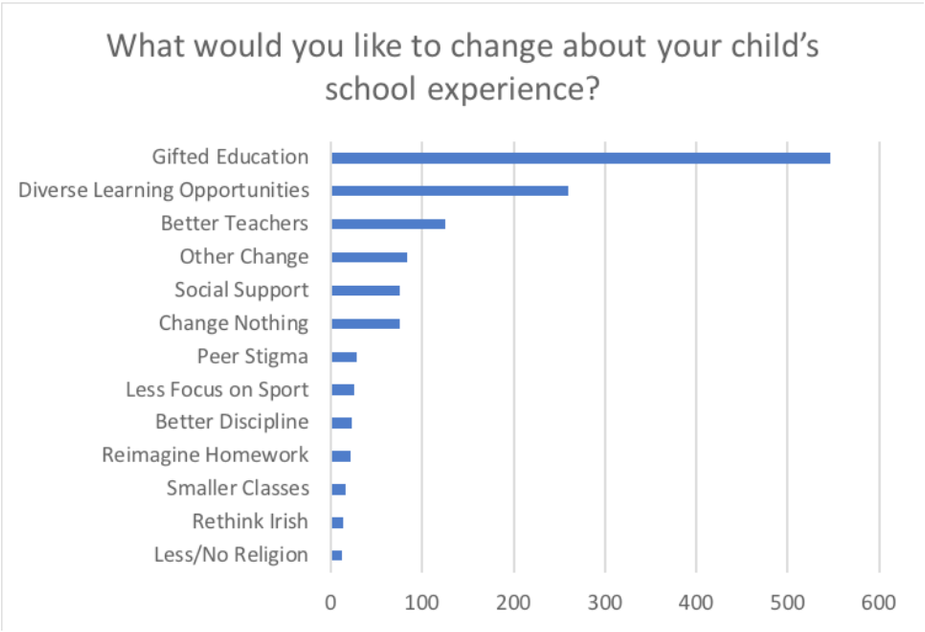


Figure 3.11. Percentage of Parents Satisfied/Dissatisfied with CTYI-Attending Child's Education by Child's Happiness In or Liking of School (n = 1,914)

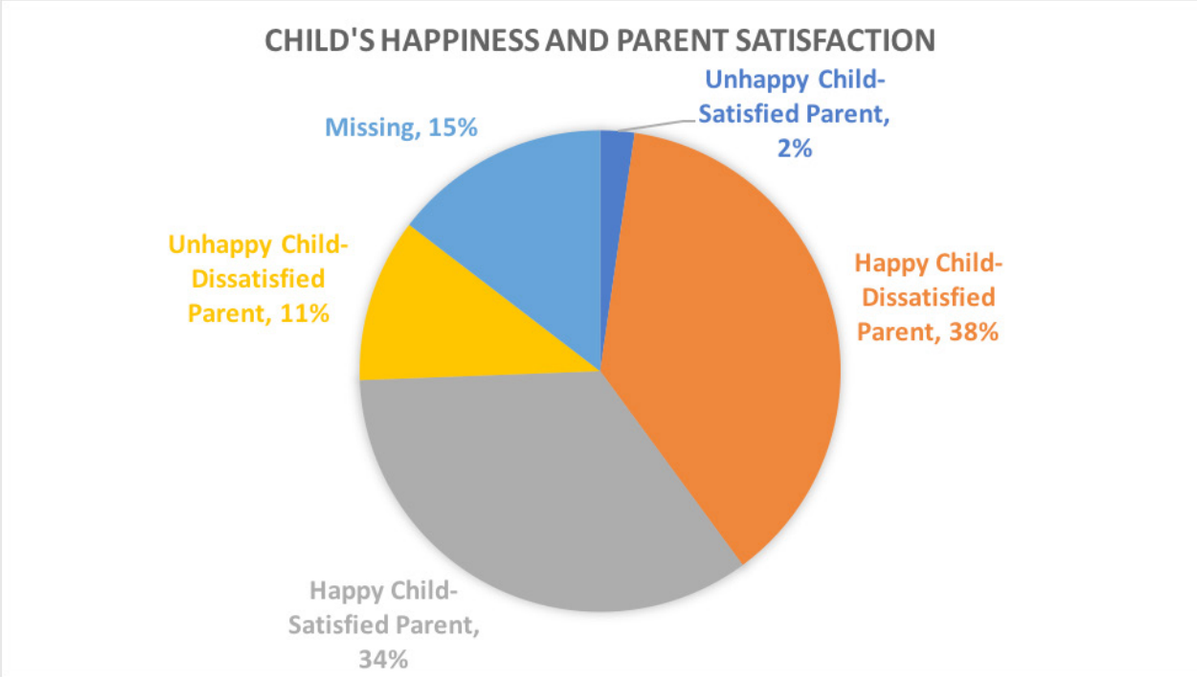


Figure 3.12. Frequency of Reasons for Dissatisfaction with Child's Education (N = 1,440)

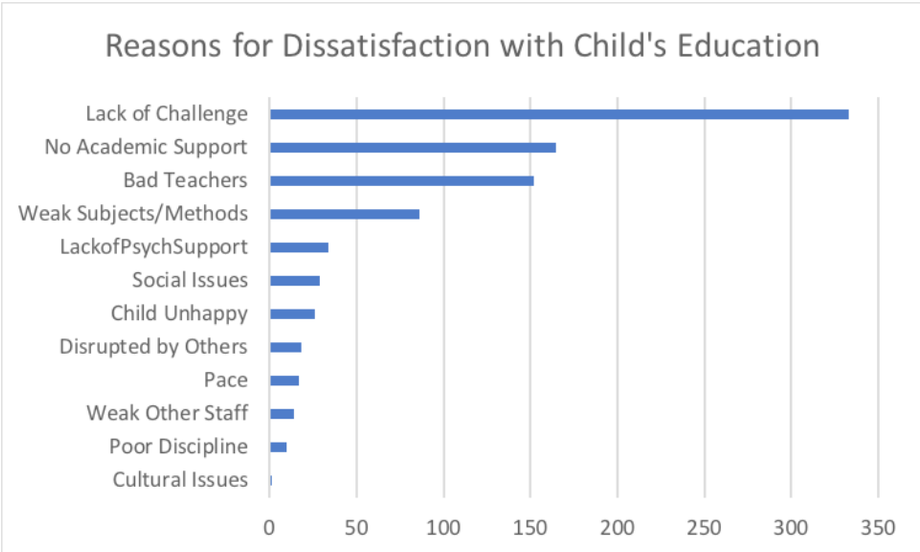


Figure 3.13. Frequencies of additional comment codes (n = 1,440)

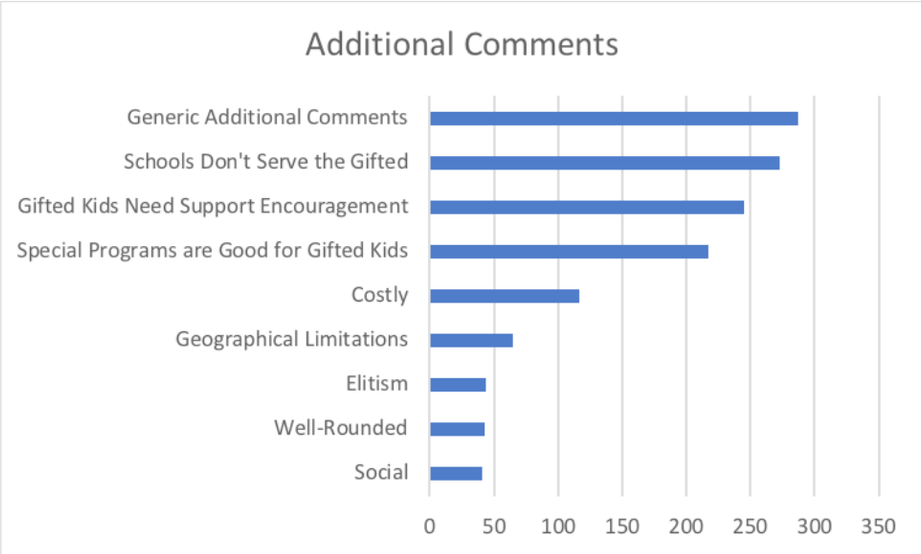


Figure 3.14. Percentage of CTYI-Attending Children Challenged in School (*n* = 1,914)

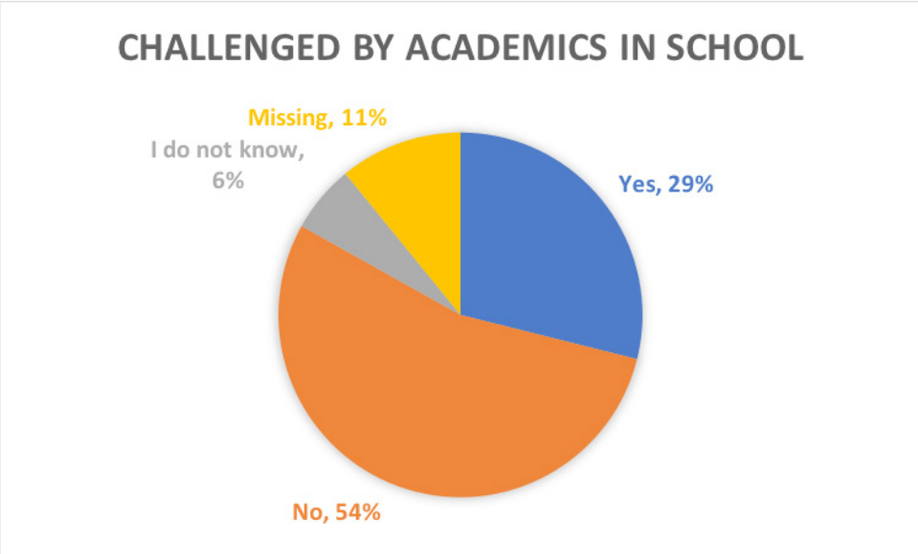


Figure 3.15. Challenged in School by School Level (*n* = 1706)

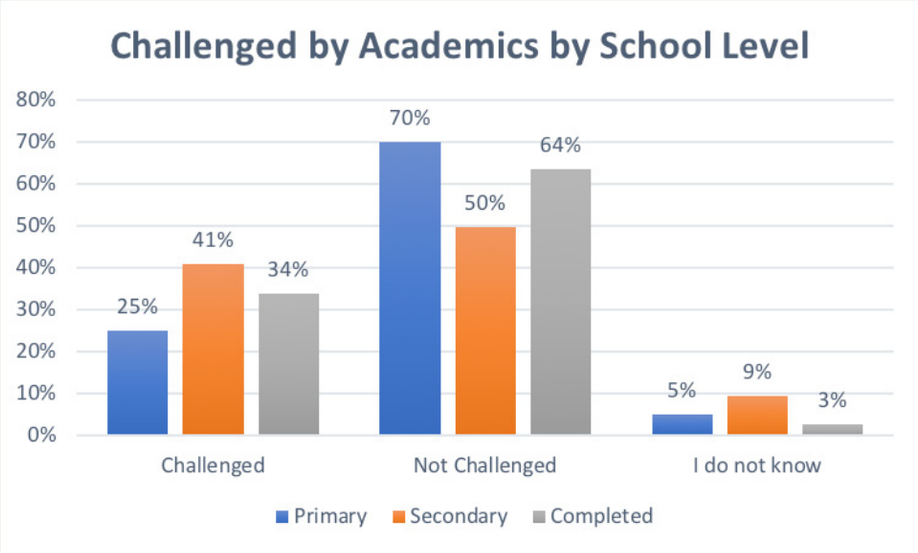


Figure 3.16. Percentage of CTYI-Attending Children Receiving Ability-Level Assignments (*n* = 1,914)

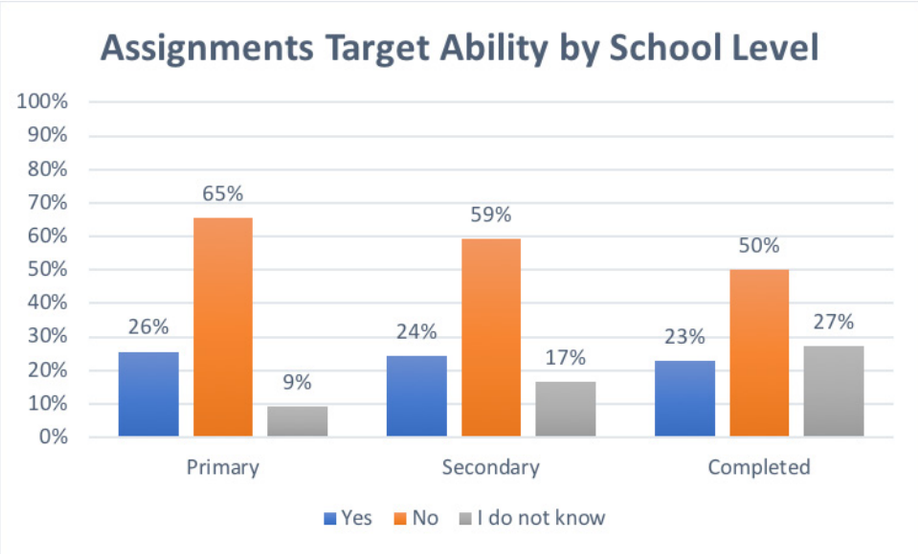
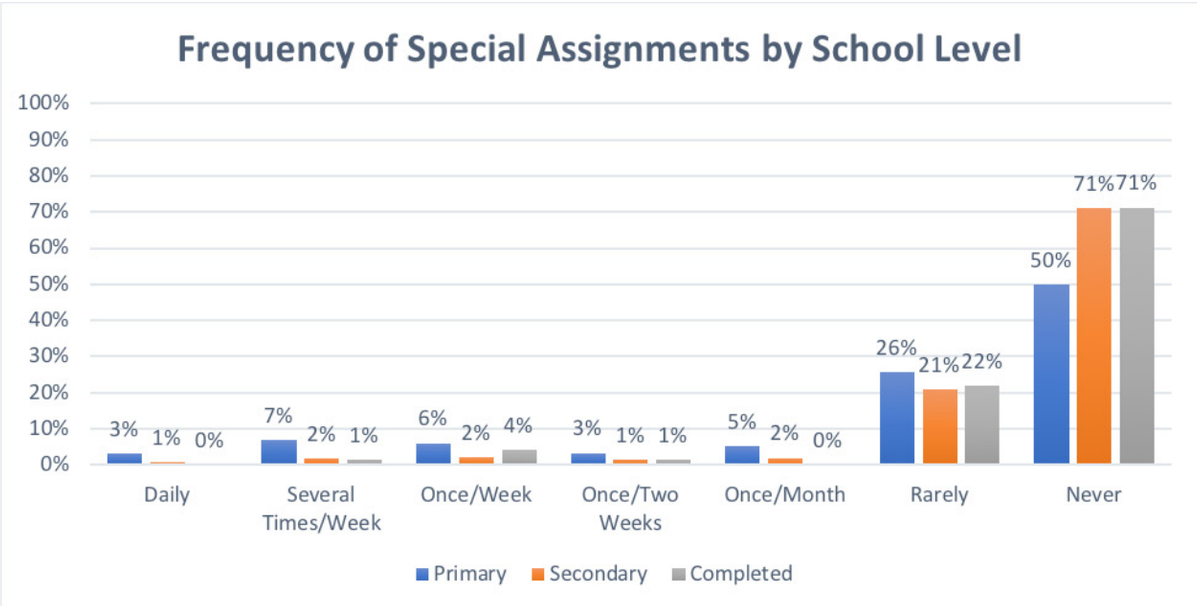


Figure 3.17. Frequency of Differentiated Assignments by School Level (*n* = 1,689)



Chapter 4

Parents' Opinions About Gifted Education

In 1985, Gagné and Nadeau presented an instrument developed to evaluate community-wide opinions toward giftedness and gifted education in Quebec. The 90-item pool of questions related to support for special services, objections to special services, opposition to grade acceleration, perceptions of isolation and rejection, social value, and opposition to homogeneous grouping. The Opinions of the Gifted scale, a 34-item instrument developed from the pool, has been used in a number of studies of attitudes toward giftedness (Cross, Cross, & Frazier, 2013; McCoach & Siegle, 2007). This instrument was used in the first phase of this research project on understanding gifted education in Ireland, which explored attitudes among educators (Cross, Cross, O'Reilly, & Mammadov, 2014). For that study, Gagné's instrument was reworded and reconstructed. Validation of the modified instrument resulted in three factors: *Objections* to special services, opposition to grade *Acceleration*, and *Support* due to needs of gifted students.

In this sample, 177 parents were excluded, because they had entered less than 90% of opinion survey items. One missing item was replaced with the series mean in 118 cases and two were replaced for 19 cases, resulting in a final *N* of 1,263 parents with opinion data. Confirmatory factor analysis indicated the three factors from the educators study were not a good fit in the parent data (CFI = 0.753, TLI = 0.730; RMSEA = .093, SRMR = 0.137). An exploratory factor analysis using maximum likelihood estimation and direct oblimin rotation found a different structure from that of the educators. Four reliable factors – *Objections* to special services (a=.78), opposition to grade *Acceleration* (a=.81), *Value* of gifted (a=.77), *Elitist* (a=80) – were identified. Table 4.1 displays the item loadings. Four items were dropped because of their poor statistical fit with the factors. The primary difference in structure was with the Value factor. Items such as "Tomorrow's leaders will come mostly from the gifted students of today" and "In order to progress, a society must develop the talents of gifted individuals as much as possible" did not load on any factors in the educators sample, but made up a significant portion of the Value factor in this parent sample. The Value factor also includes items indicating a recognition of gifted students' unique needs (e.g., wasting time, stifled curiosity) and support for special programs to serve them. Item responses for the opinions scale were 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Somewhat Disagree*, 4 = *Somewhat Agree*, 5 = *Agree*, 6 = *Strongly Agree*.

Based on the average scores of each factor (see Table 4.2), in general, the parents did not object to gifted education, did oppose grade acceleration, highly valued gifted education, and did not consider it elitist. However, the standard deviations of each of these factors indicates considerable variability among parents. To explore this variability, a latent profile analysis (LPA) was conducted. This statistical procedure classifies cases (parents, in this study) according to similarities in scores. LPA calculates the probability that each case fits into a particular profile (Mammadov, Ward, Cross, & Cross, 2016). Using measures of statistical fit, the optimal number of classes can be found. Only cases with a complete set of responses can be used for an LPA, so class information is available for 86% (*n* = 1,236) of parents. These 1,236 parents provided information on 1,785 children, spread across school levels (see Figure 4.1). The solution with the best fit (see Table 4.2) indicated four classes. Statistical information about the profile of each class is presented in Appendices E, which includes parent level information, and F, which includes child level information. Figure 4.3 displays each class's mean scores.

- Mean *Objections* scores differed significantly among all four classes, Welch's $F(3, 159.43) = 237.66$, $p < .001$[2], with the highest Objections scores in Class 3 ($M = 3.49$, $SD = 1.18$), next highest in Class 4 ($M = 2.96$, $SD = .76$), then Class 2 ($M = 2.22$, $SD = .64$), and the lowest Objections scores in Class 1 ($M = 1.53$, $SD = .63$).

[2] Welch's *F* corrects for the violation of the homogeneity of variance assumption of ANOVA, as indicated by significant Levene's tests for each of the Opinion Factor x Class scores.

- *Opposition to Grade Acceleration* was higher in Class 3 (M = 4.30, SD = .97) than in Classes 1 (M = 3.2, SD = .1.21) and 2 (M = 3.74, SD = .96), but not than Class 4 (M = 4.08, SD = .77), Welch's $F(3, 170.84) = 50.24$, $p < .001$. With average scores in every class above 3, "somewhat disagree," it is evident that no group of parents was particularly supportive of grade acceleration.

- Class 1 had significantly higher *Value* scores (M = 5.03, SD = .59) than all the other classes. Class 2 had higher Value scores than Classes 3 (M = 3.86, SD = .85), and 4 (M = 4.04, SD = .63), Welch's $F(3, 162.11) = 165.66$, $p < .001$. None of the classes had Value scores that dropped below the mid point, suggesting they all acknowledged the needs of gifted students and their value to society, but Classes 1 and 2 were more strongly supportive than Classes 3 and 4.

- All four classes differed in how *Elitist* they considered gifted education, Welch's $F(3, 15.90) = 3443.11$, $p < .001$. Class 1 strongly disagreed that it is elitist (M = 1.12, SD = .19) and Class 2 disagreed, but not as strongly (M = 1.99, SD = .24). Class 4 parents leaned toward disagreement (M = 2.88, SD = .25). Class 3 had the highest scores in this factor, somewhat agreeing with statements indicating elitism (M = 4.03, SD = .49).

Demographically, all classes were similar in their composition. Classes did not differ significantly in the proportions of age, gender, highest degree earned, income, or total number of children. Differences that were found are included in the class descriptions below and appear in Appendices E and F. Throughout this document, tables of open-ended comments include the class numbers. It should be noted that comments were selected for their accurate representation of the comment category, not to represent each class.

Opinion Profiles

Class 1: Determined Advocates. Parents in the first class (n = 542; children n = 822; see Figure 24) were the strongest supporters of gifted education of the four groups. These parents had virtually no objections to gifted education and did not agree with any items that suggested it might be elitist (e.g., that it would be "an unfair advantage for them to receive special educational services"). This group was most likely to have shared their children's CTYI scores with their schools ($\chi^2(3, N = 1{,}227) = 16.46$, $p < .01$). They were most likely to know whether their children's schools had a system to identify gifted students $\chi^2(6, N = 1610) = 82.75$, $p < .001$); only 29.3% said "I do not know" (n = 215). Usually, their schools did not have such a system (51.6% "No", n = 379). This was also true for a policy to accelerate. Class 1 parents were more likely than parents in the other classes to say their children's schools did not have an acceleration policy (74.3%, n = 554), $\chi^2(6, N = 1{,}622) = 84.10$, $p < .001$, and were less likely to say they did not know about their school's policy (22.3%, n = 166). Fewer Class 1 parents reported their children attended DEIS schools (8%; n = 66) than in the other classes, $\chi^2(6, N = 1{,}785) = 39.40$, $p < .001$.

Another way Class 1 parents differed from the other classes was in their level of satisfaction with their children's education. They were most likely of parents in all the classes to say their children were not being challenged in school (71.5%; n = 528), $\chi^2(6, N = 1{,}605) = 73.07$, $p < .001$. When asked, "Have you always been satisfied with the education your CTYI-attending child(ren) received in school?" Class 1 parents were most likely to say "No" (76.2%; n = 550), $\chi^2(3, N = 1{,}534) = 198.15$, $p < .001$. In open-ended comments, Class 1 parents were most likely to say they believed there was little or no value in the homework assignments their children received (42%; n = 225), $\chi^2(3, N = 1{,}236) = 46.52$, $p < .001$ (see Table 3.2). Although Class 1 parents believed a majority of their children had an education better than their own (69.7%; n = 492), this was a lower proportion than in the other classes, $\chi^2(6, N = 1{,}538) = 43.35$, $p < .001$. Unlike Class 4 parents, a majority of Class 1 parents did not agree that they were challenged in their own education (61.6%; n = 315), $\chi^2(3, N = 1{,}149) = 23.94$, $p < .001$. Figure 4.3 portrays parents' report of their own academic challenge as related to their perceptions of their children's academic challenge. Class 1 has the highest percentage of parents claiming neither they nor their child was appropriately challenged (38.7%,

$n = 318$), χ^2 (12, $N = 1{,}785$) = 103.89, $p < .001$. Their comments make up the preponderance of those indicating dissatisfaction, as can be seen in the significant differences found in Appendix G.

Despite their dissatisfaction with their children's education (and their own), Class 1 parents report that their children like school at least "quite a bit" ($M = 2.36$, $SD = 1.26$), which is not as strong a liking as in Classes 3 and 4, Welch's $F(3, 204.06) = 13.92$, $p < .001$. They also considered their children to be relatively "happy in school" ($M = 2.23$, $SD = 1.14$), but not as happy as children in the other classes, Welch's $F(3, 209.82) = 16.2$, $p < .001$. Figure 4.4 displays the breakdown of children who were happy or liked school and their parents' level of satisfaction. Class 1 parents had the highest percentage of dissatisfied parents of both happy and unhappy children, χ^2 (9, $N = 1551$) = 206.48, $p < .001$.

Class 1 parents are likely to be determined in their pursuit of special services for their high-ability children. Their dissatisfaction with their children's educations mirrors the lack of challenge they experienced in their own education. Although they believed their children were receiving a better education than they had, it is still unchallenging and inadequate.

Class 2: Ambivalent Supporters. The second class of parents was nearly as large as the first, making up 38% ($n = 470$; children $n = 655$; see Figure 4.1) of the parents providing Opinion scores. Like their fellow Class 1 parents, Class 2 parents were believers that gifted students have needs that require special services and are a value to society (see Figure 4.2). Class 2 parents had a few objections to gifted education and some concerns about possible elitism. Most Class 2 parents indicated their children did not have an acceleration policy in their schools (53.6%; $n = 319$), but many did not know (42.5%; $n = 253$). This pattern was true also for their children's schools' system to identify gifted students. Many indicated there was not such a system (32.3%; $n = 192$), but they were less likely to know (44.1%; $n = 262$) than their Class 1 counterparts, χ^2 (6, $N = 1{,}610$) = 82.75, $p < .001$.

Parents in Class 2 reported they had always been satisfied with more than half of their children's educations (53.3%; $n = 295$). They also reported that most of their children were happy in or liked their school (see Figure 26). They were not as likely to be dissatisfied with their child's education as Class 1 parents, χ^2 (3, $N = 1{,}543$) = 198.15, $p < .001$, but 46.7% ($n = 258$) had been dissatisfied at some point (see Tables 3.5 – 3.8). Class 2 parents reported that a majority of their children (56.3%; $n = 331$) were not academically challenged in their schools. A slight majority claimed they had not been challenged in their own education (53.3%; $n = 231$), which may contribute to their dissatisfaction. A majority believed their children were receiving a better education than their own (81.3%; $n = 456$). They did not all, however, believe homework assignments were all beneficial. In open-ended comments, 28.7% ($n = 135$) indicated they considered homework to have little or no value to their children (see Table 3.2).

While Class 2 parents were supportive of gifted education, their slight tendency to agree with objections to it and concern about elitism may mean they will not be consistent in their demands to achieve appropriate services for their children. This may be especially true for those parents who believed their children were happy in school.

Class 3: Uncertain Objectors. The smallest class of parents was Class 3 ($n = 39$; children $n = 61$; see Figure 4.1) and these parents appear conflicted about gifted education. They acknowledge the needs of gifted students and consider them valuable to society, but object to special programs for their potential negative impact on peers and the greater need to help students with disabilities. Class 3 parents also worry about elitist gifted education practice. This group had nearly three times greater proportion children attending DEIS schools (29.5%; $n = 18$) than in any of the other classes. From open-ended comments, it appears this group includes several first-time attenders to CTYI (20.5%; $n = 8$[3]), a much higher percentage than in Classes 1 and 2. There were also more students who had completed school (13.1%; $n = 8$) in this class than in the others. More than half did not know if their school had a system for identifying gifted students (54.9%; $n = 28$).

[3] Note that open-ended comments were at the parent level ($N = 1{,}236$ in the class analysis), rather than the child level ($N = 1{,}785$ in the class analysis).

Half reported their child's school did not have a policy related to acceleration (51%; $n = 26$). Class 3 parents reported they had always been satisfied with nearly all their children's educations (74.5%; $n = 35$). The proportion of happy child – satisfied parent (see Figure 4.4) was higher in Class 3 (66%; $n = 31$) than in Classes 1 and 2, χ^2 (9, $N = 1551$) = 206.48, $p < .001$.

Nearly all Class 3 parents believed their children's education was better than their own (89.6%; $n = 43$). They considered their children to be challenged by the academics in their schools at a rate twice what would be expected – the highest rate of all the classes (61.5%; $n = 32$). The highest percentage of parents claiming both they and their child had been academically challenged in school was in Class 3 (34.4%; $n = 21$; see Figure 4.3). Only Class 4 parents responded with a similar proportion, χ^2 (12, $N = 1,785$) = 103.89, $p < .001$. In combination with uncertain beliefs about the morality of providing a possibly elitist gifted education, the belief that their children are appropriately challenged may make it unlikely these parents will advocate strongly for their children's special needs. The Class 3 parents who are new to gifted education may benefit from resources and informational meetings about high-ability children and educational opportunities.

Class 4: Tepid Supporters. On average, the fourth class ($n = 185$; children $n = 247$; see Figure 4.1) of parents "somewhat disagree" with objections to gifted education (e.g., "We should not have special education services for gifted children, because children with difficulties need special education services the most."). With an average score just at the "somewhat agree" level on the Value factor ($M = 4.04$, $SD = .63$), coupled with Elitist scores higher than Classes 1 and 2 ($M = 2.88$, $SD = .25$; Welch's $F(3, 15.90) = 3443.11$, $p < .001$), support for gifted education is likely to be weak among these parents. Half of Class 4 parents reported they did not know if their school had a system for identifying gifted students (49.1%; $n = 113$). Half were aware that their school did not have a policy for accelerating high ability students (52.2%; $n = 120$). Even without these systems or policies in place, a large majority believed their children were receiving a better education than their own (80.7%; $n = 180$). In open-ended comments, several parents indicated the homework assignments their children were receiving were beneficial (27%; $n = 50$; see Table 3.1). They were more likely than Class 1 parents to make such positive comments about homework, χ^2 (3, $N = 1,236$) = 13.54, $p < .01$. A majority of Class 4 parents did not believe their children were challenged by the academics in their schools (52.4%; $n = 119$; see Tables 3.5 – 3.8).

A notable characteristic of Class 4 parents is the high percentage who report children being happy in or liking school and being satisfied with their child's education. Nearly two thirds (61.5%; $n = 136$) were in this category. Although this is similar to the proportion of happy-satisfied parents in Class 3 (χ^2 (9, $N = 1551$) = 206.48, $p < .001$), the larger number of parents represented in Class 4 adds weight to their position. In general, very few Class 4 (and Class 3) parents were dissatisfied with their children's education (see Figure 4.4), which is surprising in light of how many believed their children were not being challenged. It is possible these parents are less interested in their children's achievement than other factors. Concerned that others need support more than their children and that it may provide high-ability children with an "unfair advantage," these parents may be unlikely to pursue school-based academically appropriate options for their children.

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Gagné, F., & Nadeau, L. (1985). Dimensions of attitudes towards giftedness. In A. H. Roldan (Ed.), *Gifted and talented children, youth, and adults: Their social perspective and culture* (pp. 148–170). Monroe, NJ: Trillium Press.

Mammadov, S., Ward, T. J., Cross, J. R., & Cross, T. L. (2016). Use of latent profile analysis in studies of gifted students. *Roeper Review, 38*, 175-184. DOI: 10.1080/02783193.2016.1183739

Table 4.1

Opinion Scale Factor Loadings

Pattern Matrix[a]				
	Factor			
	1 Objections α=.78	2 Acceleration α=.81	3 Value α=.77	4 Elitist α=80
2. We should not have special education services for gifted children, because children with difficulties need special education services the most.	0.78			
7. We should not have special education services for gifted children, because we have a greater moral responsibility to give special help to children with difficulties than gifted children.	0.78			
3. We should not have special programs for gifted children, because they are elitist.	0.56			0.11
4. We should not have special programs for gifted children, because, when gifted children are put in special classes, it makes other children feel they are less valued.	0.54	0.15		
*22. We should get rid of all special programs for the gifted.	0.30			0.28
18. Gifted children should not be allowed to skip a grade because they will miss important ideas.		0.78		
5. Gifted children should not be allowed to skip a grade because, they will have trouble adjusting socially to being with other students.	0.11	0.78		
(-) 21. A greater number of gifted children should be allowed to skip a grade.	-0.11	0.73	-0.26	-0.11
*14. Gifted children should be left in regular classes because they are an intellectual stimulant for the other children.		0.33		0.15
19. We should have special education services for gifted children because the regular school program stifles gifted children's intellectual curiosity.			0.63	-0.12
10. We should have special education services for gifted children because schools too often ignore the specific educational needs of the gifted.	-0.12		0.58	-0.26
8. We should have special education services for gifted children because gifted children waste their time in regular classes.	0.12	-0.18	0.56	
20. Tomorrow's leaders will come mostly from the gifted students of today.			0.56	0.26
16. In order to progress, a society must develop the talents of gifted individuals as much as possible.			0.52	-0.11
9. Gifted persons are a valuable resource for our society.			0.51	-0.15
6. We should have special education services for gifted children, because gifted children are often bored in school.			0.49	-0.18
13. I would like to be considered a gifted person.			0.33	
*1. Our schools should offer special education services for the gifted.	-0.25		0.27	-0.16
11. We should not have special education services for gifted children because our schools are already adequate in meeting the needs of the gifted.	0.17		-0.23	0.56

12. We should not have special programs for gifted children because it is an unfair advantage for them to receive special educational services.	0.24	0.13	0.50
15. We should not have special programs for gifted children because they are already favored in our schools.	0.34		0.44
*17. Taxpayers should not have to pay for special education for the children who are gifted.	0.20		0.27

Extraction Method: Maximum Likelihood.

Rotation Method: Oblimin with Kaiser Normalization.

[a]Rotation converged in 20 iterations.

* Item dropped for low loading on factors and/or negative impact on Cronbach's alpha

Note: Item 21 was reverse coded.

Table 4.2

Latent Profile Model Information Criteria, Likelihood Ratio Test, and Entropy (n = 1,263)

Fit statistic	*1 class*	*2 class*	*3 class*	*4 class*	*5 class*
Log-likelihood	-6287.05	-5807.32	-5635.78	-5510.37	-5454.42
AIC	12590.09	11640.64	11307.56	11066.73	10964.83
BIC	12631.05	11707.19	11399.72	11184.48	11108.18
ABIC	12605.64	11665.90	11342.54	11111.42	11019.24
LMR		-6287.05	-5807.32	-5635.78	-5510.37
LMR *p*-value		0.0000	0.0888	0.0164	0.1961
BLRT *p*-value		0.0000	0.0000	0.0000	0.0000
Entropy		0.75	0.80	0.92	0.94

Table 4.3

*Opinion Factor Means (*n = *1,236)*

Objections *M(SD)*	Acceleration *M(SD)*	Value *M(SD)*	Elitist *M(SD)*
2.07 (.88)	3.57 (1.11)	4.61 (.73)	1.81 (.78)

Figure 4.1. School Level of Children by Class

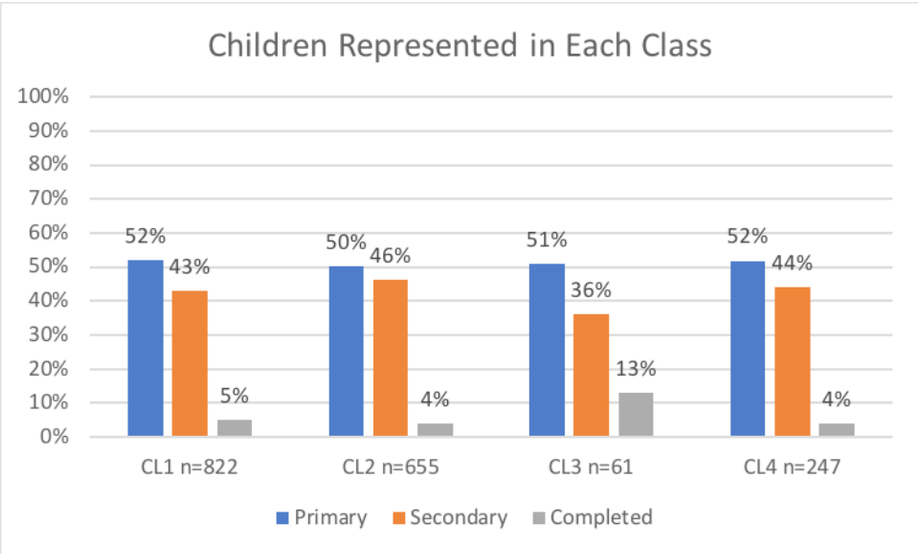


Figure 4.2. Mean Scores of Opinion Factors by Class

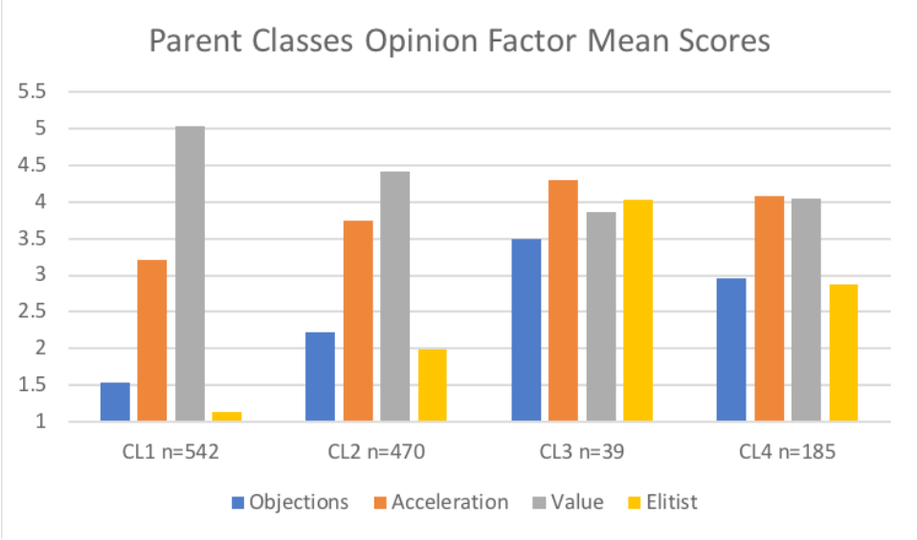


Figure 4.3. Parent Report of Their Own and Child's Academic Challenge by Class

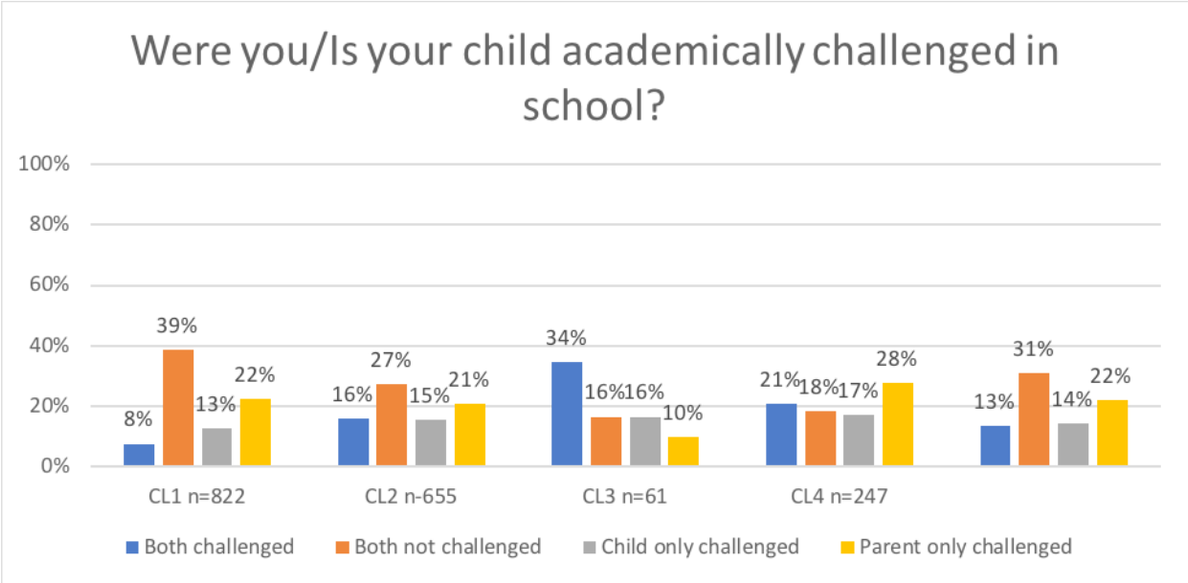
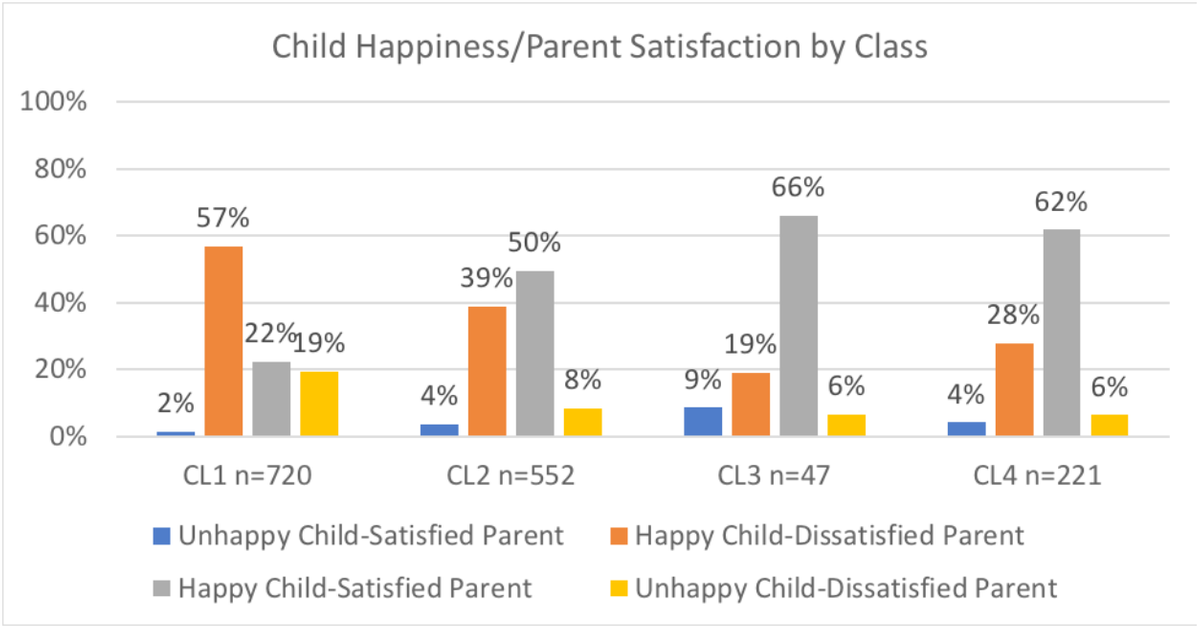


Figure 4.4. Child Happiness or Liking and Parent Satisfaction by Class



Chapter 5

Parents' Experiences and Perceptions of the Centre for Talented Youth – Ireland

A primary research question of this study was "What are parents' perceptions of the educational experiences of their gifted children?" CTYI offers a powerful educational experience for these students. Throughout the survey, parents were asked a variety of questions about their children's experiences of CTYI.

Half of parents responding (50.4%; *n* = 726) learned about CTYI through their children's school (see Figure 5.1). Friends (20.8%; *n* = 299), internet searches (11.6%; *n* = 167), and other sources (16.7%; *n* = 241; e.g., radio or television interviews, documentaries, or Irish Times newspaper articles) informed parents about this academic opportunity for their high-ability children. One of the few differences between parents from Dublin and counties that did not have CTYI programs was that a smaller percentage in these outside counties learned about CTYI from friends (16.6%; *n* = 92) in the non-CTYI-served counties than in Dublin (25.7%; *n* = 121). Presumably, word-of-mouth is more likely to spread in a location where so many students are participating. Psychologists were frequently the source of information about CTYI and physicians were sometimes mentioned. More than half of parents reported that their child's school had recommended being tested for CTYI (56.7%; *n* = 817). Many parents did not know if the teachers in their children's schools were aware of CTYI (36.4%; *n* = 524), but quite a few reported they were aware (54.1%; *n* = 771).

To participate in CTYI, students must take an out-of-level exam. These exams enable the assessment of scores for students who would "hit the ceiling" of grade- or age-level tests (O'Reilly, Shelton, & Apostolou, 2017), to best determine their level of ability. Test scores such as these could provide valuable information to schools, but parents rarely shared them (32.2% shared; *n* = 463). Parents most likely to share scores tended to be in Class 1 or 3 (see Appendix E). Very few used these scores beyond entrance to CTYI (3.2%; *n* = 46). Scores were used primarily in applications to secondary schools, but also for entry into programs or courses. Some parents gave their children's scores to psychologists as part of the diagnostic process.

Parents were asked to indicate all CTYI programs in which their children had participated. Most parents reported their children had attended CTYI primary school (76%; *n* = 1095; see Figure 5.2), but it should be noted that many secondary students had attended primary programs, as well. These secondary students would be included in the large percentage of primary program attendees.

The great majority of parents indicated their children had attended the CTYI programs (77%; *n* = 1101; see Figure 5.3). Attendance in CTYI or CAT programs was equally likely across Classes 1, 2, 3, and 4. Most families had one child who had attended CTYI (73.5%; *n* = 1,058), but many had two (21%; *n* = 302), three (3.9%; *n* = 56) or more (see Figure 5.4).

Why CTYI?

Parents bring their children to CTYI for a variety of reasons. The top three reasons mentioned in open-ended comments were to expand or broaden their learning experiences, to receive academic challenges, and to find peers who will accept them and with whom they can identify (see Figure 5.5). Tables 5.1 – 5.4 include representative comments from parents about why they have their children attend programs at CTYI.

Broadened experiences often included new subjects, new ways of learning, new people – frequently experiences that CTYI provided that regular schools did not (Table 5.1). Some parents wanted subjects that would be otherwise unavailable: "I think it was a good opportunity for the children to learn about other subjects that they wouldn't normally be exposed to at school." Others wanted their children to have the chance to

focus on particular areas of interest: “To give her the opportunity to explore subject areas that are of interest to her and more suited to her ability level which she would not normally get to try in mainstream primary.” Other parents focused on new ways of learning when their children did not seem to benefit from their regular school:

> *To learn how to learn. Neither of them seems to be able to learn much in a traditional classroom, anytime they showed interest in a topic in school and asked for extra information or did some work on their own, they were discouraged from sharing what they found. […] In CTYI they can explore a topic in as much detail as they need to.*

CTYI was seen as a way to expand past a homogeneous learning experience: “Mainstream schools try to fit children into one way of thinking that is not liberating.” Parents sent their children to CTYI in order to “expand their horizons,” “open their minds to new experiences,” and to “enrich their education in a way not catered for in mainstreams school.” Many parents saw this as a way to increase their child’s interest or opportunity for a career path (Table 5.2).

The second most frequent reasons parents cited for bringing their children to CTYI related to challenge and stimulation. Many parents stated that their children’s school experience “didn’t sufficiently challenge,” “was too repetitive,” or “wasn’t advancing at a sufficient pace.” Many children were described as “bored” and never having “to make any efforts in order to achieve,” with one parent afraid their daughter would “switch off” of learning.” Parents saw CTYI as a way to “keep the learning environment a challenge,” not just for educational achievement but to keep “enthusiasm for learning fulfilled” (see Table 5.3). The opportunity to provide education that their children found challenging, engaging, and enjoyable was important to parents: “Because she finds it exciting and challenging. It’s the one activity she loves.” Parents also saw increased confidence among their children who attended CTYI (see Table 5.4).

Parents saw the educational aspects of CTYI as primary reasons for bringing their children, but also strongly valued the social experiences. The opportunity to have successful social experiences with like-minded students and peers was sometimes even more important than the education and challenge: “Firstly to give him a place of acceptance and socialisation with other kids who are equally gifted, secondly to provide the kind of intellectual stimulation he needs.” Parents often saw their children struggling to fit in due to their interests and abilities and believed that CTYI provided something different: “To meet other kids with similar interests. To feel like she ‘fits’ in and aid her socialisation skills. To know that she is not alone and there are other kids like her.” One parent described initially seeking out the program for educational benefits, only to find out that the social aspects seemed more important:

> *At first, to let them learn something that would interest and challenge them. When they qualified for the summer programme, it became about allowing them to be with true peers, which for teenagers is a crucial part of their development. To see them so happy and engaged is the most satisfying aspect of the programme. After the long school year often fraught with difficulties around achievement, friendship, unhappiness and lack of academic challenge, CTYI is an oasis in the desert of all our lives.*

CTYI Participation and School Effects

About half of parents considered their children’s attendance at CTYI to have been helpful with their schools (48.1%; $n = 693$; see Figure 5.6, Table 5.6, Appendix F). The most commonly expressed reasons parents felt CTYI was helpful with their children’s school were that it broadened the student’s engagement with learning, was complementary to regular schooling, and increased their children’s confidence (see Figure 5.7).

Participation in CTYI was seen to help students engage in learning in their normal context (see Table 5.5). One parent said their child “blossomed once attending CTYI. She improved in all aspects of school

participation and achievement and is always now so positive and enthusiastic about learning." Another said that CTYI gave their child "a broader view of learning which has helped her to take a bigger picture view of assignments in school." While it may not have changed the types of education available in school, one parent thought it made their child "a bit more tolerant of the boredom at school."

Parents also described how CTYI was complementary to their children's regular schooling (see Table 5.6). Some parents mentioned benefits to specific subjects and activities: "CTYI has helped them express themselves in a very structured/methodical way so their English and descriptive subjects benefit. It has also helped them in discussion classes and debating topics in class - as they know how to research and present a topic." Some schools were helpful when they learned about CTYI: "Some teachers wanted to know more and wanted to help where they could." This wasn't always the case, but was a benefit when it was: "[Teachers who were aware of CTYI] were very engaging & liked to ask him about his course, etc. Most other teachers were not interested. My son responded well to teachers that were engaged & interested in his activities outside of school." CTYI had the potential to help teachers engage gifted children more:

> *Child was bored and disruptive in class. CTYI results helped to inform teachers that my child needs to be stimulated and encouraged to learn. Helped to get teachers to give harder material to my child/ children and that by doing so, my child is happier and better behaved in class. Also gave teachers an understanding about where child is coming from and needs more explanation on rules. A reason why my child was questioning everything.*

The third most referenced benefit from CTYI was a positive impact on confidence. CTYI was seen as "a great confidence builder" (Table 5.7). Parents saw development "both socially and academically" which helped "confidence rise immensely." This increase in confidence was often tied back to engagement in school:

> *CTYI (primary) has given my son a confidence in his abilities and a knowledge of a broad spectrum of topics. As a result of feedback from CTYI, he understands that he should not try to hide his own intelligence for fear of being singled out, and that he should push himself where possible. Rather than sit back and accept that his school work is relatively easy for him, he actively seeks additional work in order to further his education and also to avoid boredom if he has to wait for the rest of the class to complete their work.*

When asked if their child's participation at CTYI had been helpful in school, many parents explained that the schools were not helpful (Table 5.8; see also Figure 5.8). Schools were unaware of CTYI and many were disinterested in its purpose in the lives of their children. This lack of support for their high-ability children leads to frustration among parents.

The Social Experience of CTYI

According to their parents, the social experience is a powerful one for many CTYI-attending children. Overall, parents believe that 66% (n = 1,414) of their CTYI-attending children had a positive experience of other students in the programs. Only 1.8% (n = 39) had a negative experience of other students and 20.2% (n = 432) were neutral about it. These perceptions differ among the classes. Parents in Classes 1 and 2 were more likely to report their children had positive experiences than did parents in Class 3 (see Figure 5.9). Class 3 parents reported the highest percentage of neutral experiences (38.3%; n = 18). Class differences are detailed in Appendices E and F.

The two primary positive experiences of other students related to finding like-minded peers and being engaged in the course (see Table 5.9; Figure 5.10). Parents reported that their children made friends, found a sense of identity or belonging, and had positive social experiences that they might have struggled with in other settings. Parents also described their children finding other students engaged in the course, which seemed unique to CTYI.

Group belonging was a common refrain: "My child has found a peer group that he can thoroughly

relate to." Parents described their children as often feeling "different" or alone, and that CTYI allowed them to experience something new: "For the first time in his life, he felt he was surrounded by people like himself at CTYI. He's made some great friends." CTYI allowed children to realize "there are other kids like them." Being around like-minded peers helped children feel more comfortable about themselves: "It has helped him to accept himself for who he is and that he is not alone or different from everybody. There are other kids just like him."

One aspect of being around like-minded peers was that other students were engaged with learning at the same levels (see Table 5.10).

> *It was great for him to be in a class with other people who had the same interests as him for once. It was also the case that the students were interested in answering questions and not afraid to show how much they knew about a particular subject and that was welcomed and encouraged by the class tutors. This would not have been the experience in school in general for him.*

Parents described their children appreciating being around peers with the "same interests and desire to gain knowledge," which was "different to what they get from their usual school classes." Many parents mentioned that their children liked that their classmates were willing to participate as much as they were: "They like the level of participation and understanding of subjects by their peers in the groups."

When parents did mention negative experiences with other students (see Table 5.11), they generally revolved around a lack of social skills and how that affected engagement in class. Some were frustrated by others' "behaviours during class discussion," "misbehaviour in certain classes." Parents mentioned that they believed this was due to "underdeveloped social skills" or "dual exceptionality." Some parents did mention that their children found certain others to be "know-alls" or "very self-important/entitled and irritating."

Parents' Responses to CTYI

In general, parents were exceptionally positive about CTYI. In many different ways they expressed their appreciation for the program. Table 5.12 includes responses from parents when asked to provide any additional comments, about how programs like CTYI are good for high-ability children, suggesting this was a prominent thought as they completed the survey.

Parents were asked to "Please complete this statement: When I think about my child participating at CTYI, I feel _____." Items in this open-ended response could be classified into 19 categories. Figure 5.11 is a word cloud, produced by Atlas TI, a qualitative data analysis software package. The size of words in the cloud indicates their frequency in the 1,116 responses provided. Most parents felt proud of their children (n = 343) and happy for their opportunity to attend CTYI (n = 327). Less frequent were negative feelings, such as disappointment (n = 59) or being money conscious (n = 63). The cost of CTYI was mentioned in other open-ended comments, as well. It was clearly a major concern for some parents.

References

O'Reilly, C., Shelton, A. L., & Apostolou, A. (2017). Out-of-school programmes for gifted students using a talent search identification model. In J. R. Cross, T. L. Cross, & C. O'Reilly (Eds.), *Providing for the special needs of students with gifts and talents* (pp. 125-152). Dublin, Ireland: CTYI Press.

Table 5.1

Why do you bring your child(ren) to CTYI? Broaden Experience

Class Number	Broaden Experience Comment
2	It is a fantastic experience for him and he learns so much on other areas that may not be covered in school and he soaks information and does not get bored there.
3	To give her the opportunity to explore subject areas that are of interest to her and more suited to her ability level which she would not normally get to try in mainstream primary.
.	He is interested to participate in the advanced courses offered. When he was at primary school, he was impatient with the school curriculum, which didn't sufficiently challenge him, and he found too repetitive, wasn't advancing at a sufficient pace for him and which didn't sufficiently challenge him. We felt he would benefit from the CTYI programme, through stimulation and a degree of stretch for him.
2	There are very little support systems for gifted kids through schools, especially country schools, where we found that with having such a talent it needed to be challenged. There are programmes in school for kids that need extra support, such as resource teachers. Our school's solution was for our child to skip a class, which was fine but means they will be a little young going to secondary school.
2	I feel that it offers another perspective on potential options for the future. Mainstream schools try to fit children into one way of thinking, which is not liberating.
1	To allow them to explore subjects that they are interested in with other children with the same interests as them. [Explore] subjects that wouldn't be covered in any depth in school.
2	I think it was a good opportunity for the children to learn about other subjects that they wouldn't normally be exposed to at school. I believe education is extremely important and would hope that attending some CTYI courses would broaden their horizons for future life.
2	I think it's great for them to be exposed to new ideas and to see what type of topics they can work on.
1	To increase knowledge and keep interested in learning, especially new subjects.
1	To enrich their education in a way that is not catered for in mainstream school.
2	I feel it opens a world of opportunity about courses she would like to pursue in the future, and it facilitates learning, which is enjoyable and she enjoys going.
1	Stimulation, to meet kindred spirits, to be able to be passionate, and talk about the stuff that interests him
4	To expand their horizons and reinforce the attitude that they can do anything they set their minds to.
.	To support other interests that are not on the curriculum, and they are way too advanced for the classes they are in primary school.
2	Because it is a place that helps foster their natural gifts, isn't it a duty of any parent to help bring out the best in their child either academic, sporting or socially? I have to mention that I am also lucky to be in a position to financially support their attendance at CTYI.

1	To learn how to learn. Neither of them seems to be able to learn much in a traditional classroom. Anytime they showed interest in a topic in school, asked for extra information, or did some work on their own, they were discouraged from sharing what they found. They are told they don't need any more information than what is in the book, and I have been told that I was going to "burn them out" by making them do extra work. In CTYI, they can explore a topic in as much detail as they need to.
4	To open their minds to new experiences and to stimulate thought on future career paths.
1	To expand her exposure to topics never touched on at school. School work can be boring, and CTYI provides an opportunity to learn more at more challenging levels
2	To give them the opportunity to develop and explore a whole range of subjects and interests that are not in the primary school curriculum.
1	It is a great opportunity to be independent from your parents for a few weeks, and learn to think for yourself. It gives teenagers a chance to study subjects that would otherwise not be available to them. It also gives them a taste of University life, such as living on campus and having to mix and make new friends. The routine is also good, and the fact that they are so busy and don't have time to get bored!
2	To broaden their education. It's excellent that they experience subjects which would not be in the school curriculum. It is also wonderful for them to meet new peers and make friends.
4	My son loves the course opportunities that he does not have living rurally in Donegal. My daughter is quiet, and I think it is a good social opportunity for her to meet with other children who are academically well able.
2	Broaden their experience, help him realise what he is capable of and to keep him engaged in a very positive way with his education.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 5.2

Why do you bring your child(ren) to CTYI? Career/College/Future

Class Number	Career/College/Future Comments
2	The primary education system in Ireland is targeted at maintaining an average and there is nothing done to stimulate children who may be on the brighter side. We wanted to introduce them to aspects of study that they may consider pursuing when they are older.
2	I feel it opens a world of opportunity about courses she would like to pursue in the future, and it facilitates learning, which is enjoyable, and she enjoys going.
4	To expand their horizons and reinforce the attitude that they can do anything they set their minds to.
1	So they can be properly challenged and they got a taste of university life. This helped reinforce their choice of careers.
1	For an academic challenge. For a new experience. To show future possibilities through learning. To interact with kids of similar abilities and have fun. To give a positive message on 3rd level education.
1	To maintain a challenge at school and explore different career paths.
1	Opportunity to meet like-minded people. Opportunity to try a college education and hone in on the area they might wish to pursue at 3rd level. Opportunity to enjoy college faster, and eliminate a subject they might have chosen and then discover they dislike/unsuited to. Opportunity to stimulate their thinking during the summer months.
4	To open new horizons for her and to stimulate her more. Great experience of college environment.
1	I was hoping for him to expand his love of learning into different more challenging topics which are useful for his continuing education!!!
1	Mental stimulation. Career choice opportunity.
.	To help them with their education, give them an extra edge in school and help them choose the correct career for themselves and to give them up-to-date computing skills, make them more Web literate.
4	He enjoyed it and I felt it would help his academic career.
2	To allow them to “stretch” themselves and to open them to new possibilities and directions for how they might develop themselves personally in the next stage of their lives.
1	Because my child really enjoys it and wants to go back each year. I feel it will help motivate and reassure him that he will be able for college life after leaving cert.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 5.3

Why do you bring your child(ren) to CTYI? Enjoyment

Class Number	Enjoyment Comments
1	Because she finds it exciting and challenging. It's the one activity she loves. It's also great for her self-esteem.
1	She loves every minute of it, and all I want is for her to be happy. She's mentally challenged by it, and it answers her questions (which I can't always do!) And expands her thought process, which makes her feel excited and focused, something that she struggles with at times in school.
1	To get him the mental stimulation and interaction that he cannot get in school. He can meet other people his age that are on his wavelength so that he knows he's not weird. He also really enjoys it.
1	I'm from a working-class background and did not attend college until I was a mature student. CTYI gives the children opportunities and experience to learn about things that I have very little knowledge of. Their experience of primary school has been negative. CTYI stimulates them and they now talk about dreams they have for the future. They love attending, and it is great to see them being themselves (they are very cautious about being true to themselves in other environments). They meet like-minded people here. They are always happy when leaving home to go to CTYI.
1	It helps broadening his knowledge and gives him challenges in a way that school doesn't. He finds regular school boring but has a lot of fun during his CTYI lessons.
2	We were apprehensive about it at first, and we thought it might be elitist. However, the main benefit for both of our kids was that they got to see a variety of subjects and careers ideas, and they both found areas that really appealed to them. This has helped both of them set long term goals and see how regular school helps them toward their goals. It has given them focus. And the sense that they can see where their life is heading has actually given them a sense of peace, particularly the older child. So - I bring them because it's stimulating, and they enjoy it, but it has other benefits we didn't foresee at the outset.
1	They love it. They are interested and challenged at an appropriate level.
1	For our first daughter, we thought it would be interesting and challenging and a way for her to experience being away from home for 3 weeks. It made such a huge positive impact for her that we kept on going back for as long as she could and her sisters too. They all wanted to go and loved every minute of being there.
1	My child really enjoys the stimulation that the courses provide. He really enjoys learning.
4	To follow her passions. To develop to a level in line with her intellect. To make her happy.
1	Because he found a safe comfortable and stimulating environment which nurtured him and his talent. He enjoyed it immensely. We drove 2 hours to get there every Saturday, and he would be up and waiting in the car :) He found like-minded children like himself and he fitted in. To see him chatting to children on the way on to class, to hear him expound the "beauty" of binary numbers with such excitement :):) and he has delved into numerous subject areas and explored topics not covered in school. And he learned loads!!!!!
2	Because she enjoys it and likes the challenge. To allow her to try different subjects.
2	Development, challenge and most of all because they enjoy the programmes.
.	They enjoy the experience. School is often boring for them

1	Because she wanted to go and was very excited and stimulated by her courses.
2	We bring him because he finds his school work quite easy and can get bored then. He loved all the courses he has done to date, and finds the hands-on learning much better than the way they are taught in school.
4	Initially, I brought her because I felt she was bright and maybe not being challenged or stimulated by the class environment... although she never said so. Then I continued to bring her because she enjoyed it, and it seemed to give her a bit of pep in her step and additional confidence.
2	They enjoy the courses and the challenges of mastering new skills.
2	For stimulation beyond the school curriculum, she gets bored at times with the regular school content. For extra science-related content, as she loves this. To expose her to the wide array of subjects and related professions. To challenge her academically or her own enjoyment, but also so she realises everything is not easy. The school level is at danger of making her complacent with homework etc. as she sees it as so easy. Needless to say, this won't last. To meet other kids who are similar minded. To ensure her confidence is maintained.
2	We felt our eldest daughter was getting bored and distracted at school and she was being marginalised because she was top of the class, always participating actively and being noticed by the teachers. She loved the experience so much that the others wanted to go too. Now they've found real friends, as well as enjoying the subjects they learn about.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 5.4

Why do you bring your child(ren) to CTYI? Confidence

Class Number	Confidence Comments
1	I think CTYI is the most unique and precious opportunity I have ever been able to give my children. Over the years, I have taken out loans and accepted financial assistance from family to be able to send my daughter, and I am now delighted to be able to send my son also. The variety of subjects available, the passion and positivity with which those subjects are taught, the friendly open environment. I can honestly say without hyperbole that CTYI saved my daughter. She was a lost little girl, bullied at school, without many close friends, who felt like she never fit in anywhere. Finding other children who didn't think she was odd because she wanted to learn was an incredible turning point for her. She has learned how to get along with anyone now. She is no longer bullied, no longer feels left out or different. She learned to fit in with herself and to accept and love herself for who she is. I think that is a gift we can never repay but I will always have the highest admiration for the wonderful work done at CTYI. If my son gains half as much, I will be eternally grateful.
1	I hoped he would feel more confidence, get greater intellectual stimulation, and meet other kids he would connect with.
.	To be with intellectual peers, challenge, new friends, self-confidence building.
1	To allow her an avenue to broaden her skills & education and gain confidence
.	I feel this programme has helped him become aware of his ability, and to understand he has the ability to do well academically, and has helped him remain focused and interested. He loves the opportunity to study different subject areas that he wouldn't get at school. He loves going to CTYI.
1	To challenge them academically, to let them find their tribe, and for them to learn that it is normal to be gifted. Also to give them a sense of independence.
2	To give her the opportunity to challenge herself and build up her confidence.
1	My son loves it - it is brilliant for his confidence to feel part of a group that he relates to.
2	I believe it challenges her, something she thrives on. I hope it helps boost her confidence too, as she can be very shy in group settings.
2	He enjoys the classes offered, the teaching, and the social aspect. [CTYI] makes him happy and more confident.
4	It is good for them to acknowledge that she can do a lot more with her life and she loves it.
.	Learning, enjoys the subjects, and the way they are taught. Growing in general confidence by attending the course. Great experience and has given him an insight into a subject/topic that he would not get in school.
1	Enjoyment, reward and recognition of their abilities
2	The same reason why we support our son with competitive sport - to enhance personal and social development, raise awareness, and allow experiences to emerge which are outside of the hum drum of school routines. We don't want our child's entire world to be about one realm (i.e., mainstream). Mainstream was pretty stressful for our son at a primary level, socially, emotionally and intellectually. Being involved in competitive sports has allowed experiences that enhance academic performance and world view. Our son just completed the CTYI residential medicine module. This has had a huge impact in his self-esteem and his focus regarding future study. It was entirely affirming for him.

. Confidence and develop potential. Awareness there are areas they may like to specialise in future career.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 5.5

Has your child's CTYI participation been helpful with his/her school? Broadened Engagement with Learning

Class Number	Broadened Engagement with Learning Comments
1	Only some teachers are aware of CTYI. CTYI has helped their confidence, which helps with their learning and belief in themselves. CTYI has helped them express themselves in a very structured/methodical way so their English and descriptive subjects benefit. It has also helped them in discussion classes and debating topics in class - as they know how to research and present a topic. Of course, this is not examined in the Irish education system currently.
1	The courses that my children have done are for their own interests only and are not subjects that are covered in school, but I think they have gained a confidence from doing the courses and being accepted into the program.
1	It has given her a broader view of learning, which has helped her to take a bigger picture view of assignments in school. It also was a great confidence builder.
1	My child attended CTYI between the ages of 7 and 11. CTYI helped him realize that there was teaching available at a level he could engage with. He was used to being the kid in his primary school class who already knew all the answers before lessons started (with the exception of Irish!) and was bored. CTYI was exciting because he learned new stuff and because he met other kids who were as smart and as interested in learning, as him.
1	Widens knowledge on approach to learning. Improves social skills broadening their attitudes and forges new friends outside their comfort zone. Increase independence and responsibility in organisation of time and personal liability. A new area to increase personal development without parents, classmates, and friends
.	Through CTYI, he became much more ambitious as far as school and his career ambitions are concerned. Because of that, he studies more than he used to. The Cutting Edge Science course made him even more interested in science, especially physics, which he is considering studying at third level.
1	CTYI had fostered higher order thinking and has developed their critical reasoning. We have also observed an increase in confidence in both academic and social ability along with maintaining their love of learning. Thank you CTYI.
1	I think they got satisfaction from learning in CTYI that school didn't fulfill so while they were still bored in school it wasn't as big an issue.
1	My child is inquisitive and loves learning new things, so attending CTYI exposes him to new ideas, information and knowledge which he can apply in his school work.
1	He is challenged now and knows there's stuff he can learn. I think it made him a bit more tolerant of the boredom at school
1	While we haven't informed our child's school about the CTYI assessment or results, I feel it has helped my child in that she has been quite bored for some time now with her curricular school work. This program challenged her and interested her and led to any interesting discussions at home.
1	CTYI has given my children plenty of scope and interest outside school, to the extent that they look forward to Saturday classes and after school online sessions much more than school itself. The school now encourages them to share their CTYI experiences with the class each week. CTYI has developed their learning and curiosity about many subjects, while also providing them with the opportunity to meet new friends.

1	My child was quite bored in school, I feel that attending the course and challenging him at the weekend not only helped him to become less distracted in school. I also feel when a clever child keeps finding things easy, they withdraw quite quickly when they are actually challenged. Attending CTYI has taught my son to embrace a challenge in a fun and rewarding way and not to be afraid or adverse to it.
1	He can see a greater value in learning.
2	My daughter participated in several week-long primary summer courses in engineering, architecture, codes and ciphers, and a May course in science. These did not directly relate to her school work, but did encourage her own interest. She got 100% in her 2nd year science exam.
2	Yes, involved in Credit union quizzes and it helped broaden his knowledge base. He loves reading and writing and absolutely loves learning and CTYI allowed him to explore new subjects not available at Primary School.
1	My son is bored at school so CTYI provides challenge and experience of meeting his intellectual equals. CTYI experience boosted the confidence of my daughter and provided her with a peer group where she failed to have on at school. The economic downturn put access to the course beyond our reach. This had a bad psychological effect on her.
2	I believe that encouraging her interest in learning outside of school has improved her ability in school.
2	It has helped them socially by making new friends and academically by broadening their education helping them make decisions for their future.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 5.6

Has your child's CTYI participation been helpful with his/her school? Helpful in School

Class Number	Helpful in School Comments
2	Has helped my child feel more confident to speak in front of the class. However, some teachers have heard of CTYI, but for the most part, I was the person relaying information to them about it. While showing some interest, there was sometimes a defensiveness present regarding CTYI. On the other hand, some teachers wanted to know more and wanted to help where they could (resource teachers in particular).
2	Both of my sons that attend/attended the CTYI have retained a lot of knowledge about various subjects. This information is used in discussions in the primary classroom when the relevant subject comes up. Also, both of my sons are dyslexic and have difficulty with spelling and writing. This puts them at a disadvantage in the primary classroom where proficiency at these skills is often rewarded. Attending the CTYI courses means that they are free of these academic restraints and pressures, so they can just enjoy learning new facts and skills. This is also great for their confidence.
1	Both my children attended briefly. My eldest son really enjoyed the first course which took place in an academic year when he had a very young teacher who was struggling with a mixed ability class. He found the second course boring, and now he does Coder Dojo. My younger child was in a similar situation at school when he attended a course. He has not done another one since, but he has expressed an interest in doing so.
4	Yes, as it has helped further him in some subjects.
.	When I told his teacher, she had never heard of the centre. She did make an effort to give him extra work to challenge him but little else was done.
1	Only some of his teachers were aware of CTYI. Those that were, were very engaging & liked to ask him about his course etc. Most other teachers were not interested. My son responded well to teachers that were engaged & interested in his activities outside of school.
1	The courses my child has taken to date has allowed her to utilise the knowledge and skills she attained within the classroom environment. She has been asked by teachers and peers where she has read/learned information, and she openly discusses having attended CTYI. We feel it has encouraged her to research more within her subjects of interest at school and thereby enhances her learning experience whilst impacting positively on her confidence in herself and her abilities.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 5.7

Has your child's CTYI participation been helpful with his/her school? Increased Confidence

Class Number	Increased Confidence Comments
2	CTYI (primary) has given my son a confidence in his abilities and a knowledge of a broad spectrum of topics. As a result of feedback from CTYI, he understands that he should not try to hide his own intelligence for fear of being singled out, and that he should push himself where possible. Rather than sit back and accept that his school work is relatively easy for him, he actively seeks additional work in order to further his education and also to avoid boredom if he has to wait for the rest of the class to complete their work. He looks forward to CTYI, in the knowledge that he can get to meet and work with people of similar abilities who are keen to learn and to be challenged, which is something that he has not experienced much of in his first year in secondary school. However, some of the teachers who are aware that he is a CTYI student, do try to push him that bit harder and challenge him where possible, and the feedback is that has a great attitude towards learning and that he contributes a lot to the class, particularly in open discussions.
1	My daughter (age 17) has benefited greatly from her time in CTYI. She has developed both socially and academically. We have seen her confidence rise immensely. All this has had a huge effect on her school life.
1	It has given her a broader view of learning which has helped her to take a bigger picture view of assignments in school. It also was a great confidence builder.
1	Both my children have just done one term of classes so far. It has boosted their confidence in class. Their stem and stet results were higher, and I think this was helped by the CTYI assessment. They have retained a lot of what they learned so far and are enthusiastic to learn more and to be challenged.
1	The move towards physics and higher math was not as daunting. It helps when discussing career choices. Has raised confidence levels in terms of competitiveness and willingness to try things and participate
1	It has helped our younger child in particular to 'learn how to learn'! He has been more challenged in CTYI with the coursework provided and the peer group around him. He has had to apply himself to the tasks in hand and this has helped him to engage in school work more and to apply his skills to his school work. In primary school, he thoroughly enjoyed himself, however, he sailed through the coursework in school and we felt he was never really challenged enough to discover the skill of actually learning. He has loved being able to think laterally in CTYI and this has encouraged him to feel confident enough to do this in school also - with great results!
2	With CTYI courses, my child got challenged and had an advantage with the rest of his classmates. He was more confident!!!
2	He has gained confidence in expressing his unique talents, e.g. built an exceptional drawbridge for a school project (had done architecture course).
1	The courses my child has taken to date has allowed her to utilise the knowledge and skills she attained within the classroom environment. She has been asked by teachers and peers where she has read and learned information and she openly discusses having attended CTYI. We feel it has encouraged her to research more within her subjects of interest at school and thereby enhances her learning experience whilst impacting positively on her confidence in herself and her abilities.
1	A bigger interest in learning, more confidence, improvement in self-learning. Keen to speak in class about their new interest or new acquired knowledge.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 5.8

Has your child's CTYI participation been helpful with his/her school? School Was Unhelpful

Class Number	School Was Unhelpful Comments
4	The question is unclear to me. If you are asking whether participation in CTYI helped the school as an educational establishment, then the answer is no, as there was no formal or informal link between the school and CTYI, to my knowledge. If you are asking whether participation in CTYI was helpful in our daughter's schooling at an individual level, then the answer is yes, as it provided extra stimulation at a time when she was well ahead of the others in her class, and helped to keep her engaged with her education in general.
1	On the contrary, the school (secondary) threatened to report my daughter for truanting from TY for the days she attended Early University Entrance TY Programme despite being aware that CTYI would share attendance records with the school. The school placed no value on any student attending the CTYI programme.
1	The school does not get involved. CTYI offers her a chance to be challenged in education. She is bored at school. School does not provide for her need for extra, more challenging work.
1	In primary school, it did help with challenging them as very bored in school, but we couldn't afford to send them in secondary school and son's school are dismissive.
1	My son finally has an outlet, in which to explore a love of learning, whilst surrounded by his peers. He is completely bored in school and feels that he learns nothing. This has led to varying levels of frustration on his part, which at times has resulted in a rejection of learning and activities that will broaden his mind. As he gets older, he is maturing and is handling his frustration better. At the same time, he has started CTYI and has been genuinely excited to learn new things and to discuss and explore these topics at home. Having this outlet has helped as he knows that he will now be challenged and tested at some points during the year
2	School is unaware. CTYI participation just provides a level of stimulation that he doesn't get at school.
2	Some teachers are aware, but not all. Various courses have helped in some way at school but not hugely. It benefits the children's own interest as most courses are not even touched on at school.
1	School not aware the children were assessed by CTYI or participated in some of the courses. Our children took the courses to challenge themselves as they were not challenged in school and the school was not in a position to provide resources for gifted learners.
1	As he is not stimulated by the Irish primary curriculum, it allows him exposure to topics he is actually interested in.
1	I sent my son to get experience in other fields. Being dyslexic, he's not helped or understood in school, so I need him to be able to access environments where he shines.

.	I do not think the capacity for in-depth learning exists within the primary school curriculum and fear my child's experience of 'his university' as he calls it, may make him less patient with the slower, and more rote, learning focused on in his primary school. Imaginative engagement is encouraged at CTYI, whereas while it's encouraged in the classroom, his homework is drill work that appears to disengage the imagination and focus on repeated and restricted tasks.
1	I feel attending the courses helped my son Robert to think and explore for himself. He was not restricted to school directed work. The courses also gave him the confidence to appreciate that being "good" at something was a positive. In School, he was no given 'ability' appropriate work, he was given 'age' appropriate. During the courses, he was positively encouraged to think and express himself as much as he wanted and to engage with the teachers and students in the pursuit of 'new thinking'.
2	It was helpful for the children as they benefited from the experience of learning something at a deeper level, which was far more motivating than going through the motions of learning in school. Didn't find schools interested in children who were very able or way above average. They didn't understand why it could be a difficulty regarding not fitting in with peers and being so frustrated having to go to school. It was the usual "I have 30 other children ... mind you that was also said for my other child who has an intellectual disability (along with other complex needs) also attending mainstream school!" It's very difficult for any child who falls outside the "norms" in the school setting.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 5.9

Has the experience of being with other gifted students at CTYI been __ for your child(ren)? Positive Experience of Finding Like-Minded Peers

Class Number	Positive Experience of Finding Like-Minded Peers Comments
1	My child has found a peer group that he can thoroughly relate to.
1	While all three enjoyed the primary school programme and benefited from being around peers, I feel CTYI really began to be a crucial part of their lives at second level. For two of the three, the three weeks of the summer programme are the highlight of third year, where they can be with their best friends and really connect with their peers in a way that is not possible for them in school.
2	My son has met and enjoyed the company of other like-minded children. He was very nervous starting but looks forward to going now. He has looked for a bigger variety in materials, books, etc. If anything, he has realised that there are plenty of other kids hat think like him.
1	Definitely positive. He really enjoyed the topics and the group discussions and to see there were others like him and that there were even kids more quirky than him. I think he liked analysing the different groups of children attending. He used to mention the different categories of kids: the question askers, the story tellers, the talking out of turn kids and the know-all-ers!
4	He enjoys meeting other gifted children from around the country and loves being able to interact with other like-minded children. It's his favorite week of the year.
1	Being around like-minded children helps to promote a feeling of inclusiveness.
1	He felt like he was more accepted than in school even though he is very popular in school with great social skills
1	Child enjoyed being with others who 'get' him and enjoyed being able to chat at his level on his favourite subject
1	The general atmosphere, which is positive and kind, was refreshing. They said of the other students: Child #1 "What's amazing is all the kids are nice." Child #2 "Everyone is nice." The overall standard being high, there were some very gifted kids in there, an 8-year-old holding his own with pre-teens. Child #2 found that interesting, and wondered what it was like for them, being that smart so young.
2	It was great for him to be in a class with other people who had the same interests as him for once. It was also the case that the students were interested in answering questions and not afraid to show how much they knew about a particular subject and that was welcomed and encouraged by the class tutors. This would not have been the experience in school in general for him. As it was based in DCU, he also enjoyed the buzz of being in the college with tons of other kids doing what he considered fun and interesting stuff. As we were from outside Dublin, he didn't get to make many close friendships but recognises people occasionally in other places.
2	My child felt very much "at home" with other children who were as enthusiastic about learning as he was
1	Child number one felt 'different' to the other kids in both primary and secondary school and they were amused/bored/jealous at his interest in science especially. He was therefore subject to bullying. At CTYI, he is with like-minded kids and this has helped his self-esteem greatly and given his the confidence to follow his interests. This has been invaluable for him. Child number two attends CAT, and he has also enjoyed the courses but not to the same extent.
2	Enjoyed participating with peers of similar ability. Conversations were interesting and stimulating.

1	He finds he has little in common with most of his classmates in school. In meeting other bright and interested/interesting kids at CTYI, he realises there are other kids like him out there.
1	They make great friends who understand them better.
1	Especially for our eldest, the social dimension has meant a lot to him, a place to belong and share ideas and interests. He has had a chance to experience being really popular. It's been so good for him. Our youngest has Asperger's and he has his close friend who goes to CTYI too so it's been more about the learning for him. CTYI is a place where he is very comfortable
1	She now understands there are other students like her.
2	It has helped him to accept himself for who he is and that he is not alone or different from everybody. There are other kids just like him.
1	When he attends the course(s) he says he feels the subject interesting and usually says he meets people that "get him" and feels he belongs. This year he attended the Summer 2 week residential programme and not only learned about law but learned his personal development to "lose a debate" is not the end of the world. He also experienced social development in that he went to his first disco and enjoyed it and enjoyed the banter. Also, one of the other students had an interest in 1916 and he learned more about his own culture. He himself noticed that he enjoyed the "banter" and learned about his "Irish culture" and the disco.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 5.10

Has the experience of being with other gifted students at CTYI been __ for your child(ren)? Engaged in the Course

Class Number	Engaged in the Course Comments
4	They feel comfortable being with kids that have the same interests and have chosen the same topics. They don't seem to want to stay in contact with any of them, but are quite happy for the week in their company, unless people are misbehaving.
1	My son said he felt for the first time he was among his real peer group. He has enjoyed the courses immensely, and it has given him new confidence both academically and more importantly, socially. He realises he is not a Nerd, and that his ability is a gift to be encouraged not shunned.
1	Has enjoyed the challenge of new and diverse subjects and thinking. Enjoys the interaction and style of learning provided. Comments on the mutual respect shown by tutors and RAs to student. Comradery plays a huge role.
1	Mixed genders, as she attends all girls school, was a very positive part of course. Her attitude was she was among like-minded people (i.e. interested in learning) and she found participation much easier as a result. At fourteen, she felt she was treated as an adult and that attitude suited her concept of self to instill responsibility. Other children in her group were of same attitude as her.
1	They each thoroughly enjoy the classes with other children, who have the same interests and desire to gain knowledge different to what they get from their usual school classes. They love a challenge and can get that when in a class of children who are of similar high ability. They love getting to meet other children in a different class setting and feel a step ahead by attending classes in a third level institution.
2	I'm not sure if it's the fact that they are gifted or if it's the programme they are undertaking. She has had a great time working with partners and groups while undertaking programmes at CTYI and has enjoyed being in these students' company and working with them on a topic of mutual interest.
4	She has made lots of friends and really enjoyed the content.
1	I think she felt comfortable in the room and enjoyed discussing things she was interested in, rather than things the school curriculum offers, in which she often has little interest. She was able to express opinions and suggestions both in team-work and in the classroom, without feeling different or incurring criticism. (She is encouraged to participate only "helpfully" in school, or at a level appropriate to her peers and not to "show off," her teacher's own words).
2	He enjoyed material content and the comradery of the classes.
1	There are more children at CTYI with whom he connects and clicks with. Also there are children who are more knowledgeable than he is in some subject areas, which creates a dynamic that he wouldn't be accustomed to in an educational setting and that challenges and motivates him in ways that other settings don't.
2	They like the level of participation and understanding of subjects by their peers in the groups
2	Encountering peers with similar interests and similar abstract thinking skills. Peer participation in activities which were both imaginative and stimulating in content. Opportunity to make lasting friendships and to further develop social skills.

2 For child one CTYI has been positive. She started at a young age. She was finding school monotonous. CTYI gave her a new interest especially this year in the EUE program. She made some great like-minded friends. For child 2, she hates school, but CTYI on the other hand she loves. She loves that other people get her. It has increased her self-confidence.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 5.11

Has the experience of being with other gifted students at CTYI been __ for your child(ren)? Did Not Enjoy

Class Number	Did Not Enjoy Comments
3	She felt nervous about speaking out in class as she would normally do in school as another student made little of her comment. She was also frustrated at the misbehaviour of certain students in certain classes and the failure of the tutor to address same, given the fact that there exists a clear code of behaviour. Some students were given endless 'last chances'. From a parent's perspective (who is also a teacher), it is frustrating to think that any type of misbehaviour would be tolerated given the cost of these courses.
2	DCU's CTYI primary program does nothing to integrate the students, and it meant that those children who may be disruptive in class due to possible conditions (such as Asperger's) never got to mix with my kids on a 1 to 1 basis. There is a short break for a snack where the children were not encouraged to integrate or socialise. While they generally enjoyed the courses they attended, I felt the lack of integration was a big negative. I do understand that there is more social integration in the secondary programs, but we had already decided not to continue to attend.
1	As a younger child, child #1 actively disliked being with other CTYI children and felt they were "geeks and know-alls". She did not have that experience in the TY programme but for the first time chose a subject with greater gender balance in the class and it seemed to help.
1	Positive feedback. She did mention there being a high number of children with difficulties as well as high abilities who were also in the classes, which she found frustrating (some of the behaviours during class discussions etc.).
4	At primary level, the experience was very mixed, some positive but also negative experiences, like bullying etc., which were dealt with by staff but put him off being in similar groups. At second level, he didn't go back until this year because of this. This year was an excellent experience, but as it is the last year, he cannot go and he is upset now not to be able to return.
.	This has, for the most part, been very positive. For the first time in his life, he felt he was surrounded by people like himself at CTYI. He's made some great friends. He's also seen how hard they study during the school year and how ambitious they are. This has made him more studious and ambitious. One part of his experience with other students was extremely difficult, though. He started dating someone from the CAT program who lived on the other side of the country. She was very troubled. Every night for months she would threaten to commit suicide and keep my son up until the wee hours of the morning without our knowledge. This had a very negative effect on his mental health. But he actually learned a lot through this relationship and came out a better person for it, with better knowledge about mental health issues, better able to take care of himself, and with better coping and communication skills.
1	Older child was quite confident with good social skills in school and found some children of dual exceptionality disruptive. In CTYI, younger child was less confident and enjoyed meeting kids of similar ability.
1	The courses feed her mind, which she loves, but she often says after a course that she hasn't made any friends at it. The lecturers don't seem to realise that some of these kids don't have the skills to socially mingle and this can leave them feeling despondent and excluded after the course.

1	Initially, he was extremely enthusiastic about the courses and about meeting children that had similar interests to him. As the years progressed, this waned. As an 8-year-old, the primary courses were fun and different but by 5th class, we struggled to get him to attend as he felt that everyone was too young.
2	Hard to be accurate here - sometimes quite positive when the other children are nice, but more often than not, classes are disrupted by children with severely under-developed social skills.
4	My daughter has enjoyed making friends with some others in her course who have similar interests. However she did find in the younger course 6-7's some of her Classmates weren't very respectful of classroom rules.
1	It was somewhat freeing for her initially being surrounded by her peers, those with high intelligence/academic ability as she had never experienced the company and surrounding atmosphere of such a collection of similar individuals. It was beneficial for her to see that she was not alone in many of her behaviors, difficulties, opinions etc., and extremely eye-opening in certain instances. After the extended period of time (3 weeks) with "like-minded" (or at least highly intelligent) children, she valued the company of her more "ordinary" friends as many "gifted" kids can be very self-important/entitled and irritating.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Table 5.12

Please share any additional comments about gifted education: Special Programs are Good for Gifted Kids

Class Number	Special Programs are Good for Gifted Kids Comments
2	I think that CTYI is a wonderful resource. I feel that mainstream school does not always appreciate the skills that these children can contribute, and it is very important that they are not left to feel different, alone, and weird. An effort should be made to teach gifted children to understand how their unique skills fit into the bigger picture and how they can change the world.
1	I think this program is laudable. Children shouldn't be all tarred with the same brush. Just as there are programs for children with disabilities, there should equally be programs for gifted children in schools so they don't get bored and frustrated in the classrooms, especially in the public school system
1	I believe it is as necessary to provide special assistance to the top 10% as it is to the bottom 10% - all are different from the mean. Gifted education makes gifted children feel normal and less complacent about their ability. They enjoy solving problems with like-minded children. I can almost see our daughter's shoulders drop and the stress of trying to fit into "normal education" fade away as she enters CTYI, an environment where she is at ease with her peers and enjoys the company of the tutors. I could write all evening about the economic and social benefits to society as a whole by nurturing the young adults, but this is probably not the forum. I believe that many gifted children come from families where the parents are also high achievers, and as parents, we would be willing to forego many financial opportunities abroad if it there was a gifted education environment for the children in Ireland which could not be matched elsewhere. For example, a CEO or entrepreneur living in London would possibly be happy to take a 10% or 20% drop in income if they knew that their children or a child was eligible for a gifted educational opportunity not available in their current location. Many achievers move for challenges, and if that challenge benefits the children by multiples, then it becomes a factor in the decision-making process. However, most decisions are based on risk and reward analysis. If we, as a society, reduce the risk of gifted children being lost in an education system and increase the probability that they will receive more than available elsewhere, the reward will follow for all parties.
1	Gifted education in Ireland is really hit or miss! The attitude seems to be "be grateful that he is not struggling," but he is struggling—struggling with boredom and feeling different and alone with the urge to give up and not be bothered to do anything in school. The whole attitude in Ireland needs to change from the children, parents, teachers, and department of education, not to ignore these gifted children and force them to sit through mind-numbing lessons day after day, but to cherish them and encourage them. The CTYI programme should be integrated into schools to identify gifted children early on and have a system in place for after school programmes, or even a gifted class, which could have students sent to it from local schools. Something needs to change because gifted children are not getting the education that they need!

4 My child has SEN and benefited in the past from Resource Hours etc. However, he could equally benefit from more opportunities to stretch him, such as what CTYI offers. Gifted education and special education are not mutually exclusive. There is a cohort of children who will benefit from both, as well as those who benefit from one or the other. My son has no access to gifted programmes outside of school. School performance may not correlate with giftedness either. Without CTYI, he would not even guess what his actual capabilities are. This time, he shone for a few weeks, and we got a glimpse of how different he can be in this kind of environment. We are more grateful for that than I can ever put into words here.

1 I think CTYI is invaluable in supporting children in their education. It staves off boredom and gives the many gifted who have social issues a safe place to socialise as themselves and not be in an environment which is hostile and alien to them.

2 It would be great to have more groups or classes available nationwide at secondary level as CTYI becomes too expensive after primary school.

2 I think children who are gifted should be challenged more at second level school or have classes and extra subjects available to them at the weekends with other like-minded kids.

1 Thank god for gifted education. We have only started attending CTYI. I believe it will change his life for the better, and he is a happier child since.

2 Gifted education gives children a chance to learn with children their own age in an environment where everyone wants to learn. The subjects are new and varied. The children come from class excited, fascinated, and eager to return for more. (Pity they are so expensive.)

1 I feel this is a fantastic opportunity for gifted children. Unfortunately, where we live the range of programmes is limited.

2 I believe CTYI is a brilliant opportunity for the gifted children to work and learn with like-minded people and develop their education at a speed that keeps them interested, and presents a challenge for them to aspire to, which is key to their development.

2 In my experience, there is little or no support for gifted children in the N.S. system due to lack of resources, which is a pity. On the other hand, only a small part of what is learned in primary school is academic. Social development is very important, and, except in exceptional circumstances, gifted students are probably better off learning to get along with their peers. At second level, they do not completely support streaming of students by ability because it would probably lead to an elitist ethos in the schools and a brain drain in the weaker classes. However, extracurricular activities for gifted students or some in-class customisation for gifted students would be advantageous. CTYI is great for those who are able to take advantage of it. The cost is somewhat prohibitive for some people, so better government funding for the programme would increase access for a greater number of deserving students.

4 Gifted children sometimes hide their talents in order to blend in with peers, and the great benefit of programmes, like CTYI, is that it allows them to see they are not odd or unusual but different in a good way.

2 My son definitely benefited enormously from participation in the CTYI Summer Programme. He found it very interesting, he had great fun and made many new friends, it boosted his confidence, and it made him more aware of what he would like to go on to study.

2 I commend the efforts that have been invested in CTYI and its programs so far, but maybe we should think about forming a school for gifted children in Ireland in the very near future.

2 I think it is important that gifted children are given the resources necessary, often they feel the need to pretend or hide their abilities so as not to make others feel inadequate. Being a part of CTYI should be recognised and praised in the school system.

Note: Class 1 – Determined Advocates, Class 2 –Ambivalent Supporters, Class 3 – Uncertain Objectors, Class 4 – Tepid Supporters

Figure 5.1. Parents' Report of How They Learned About CTYI

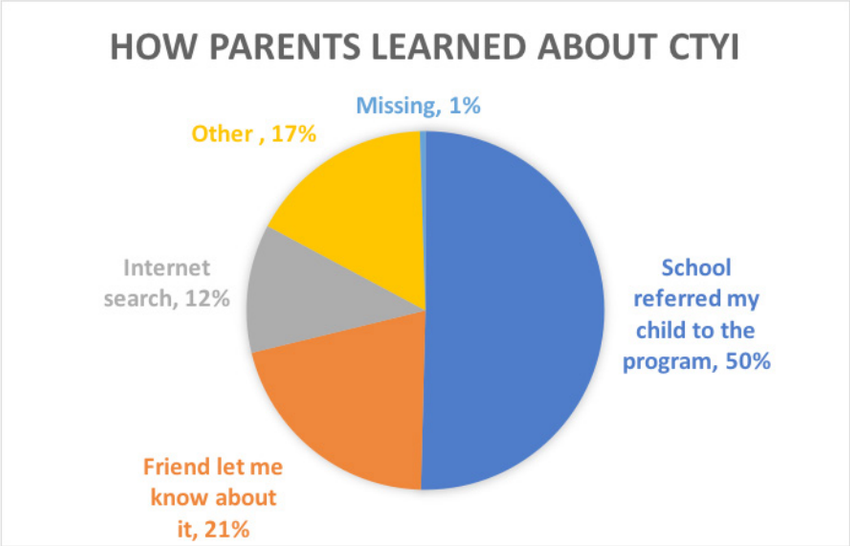


Figure 5.2. Parents' Report of All CTYI Programs Attended

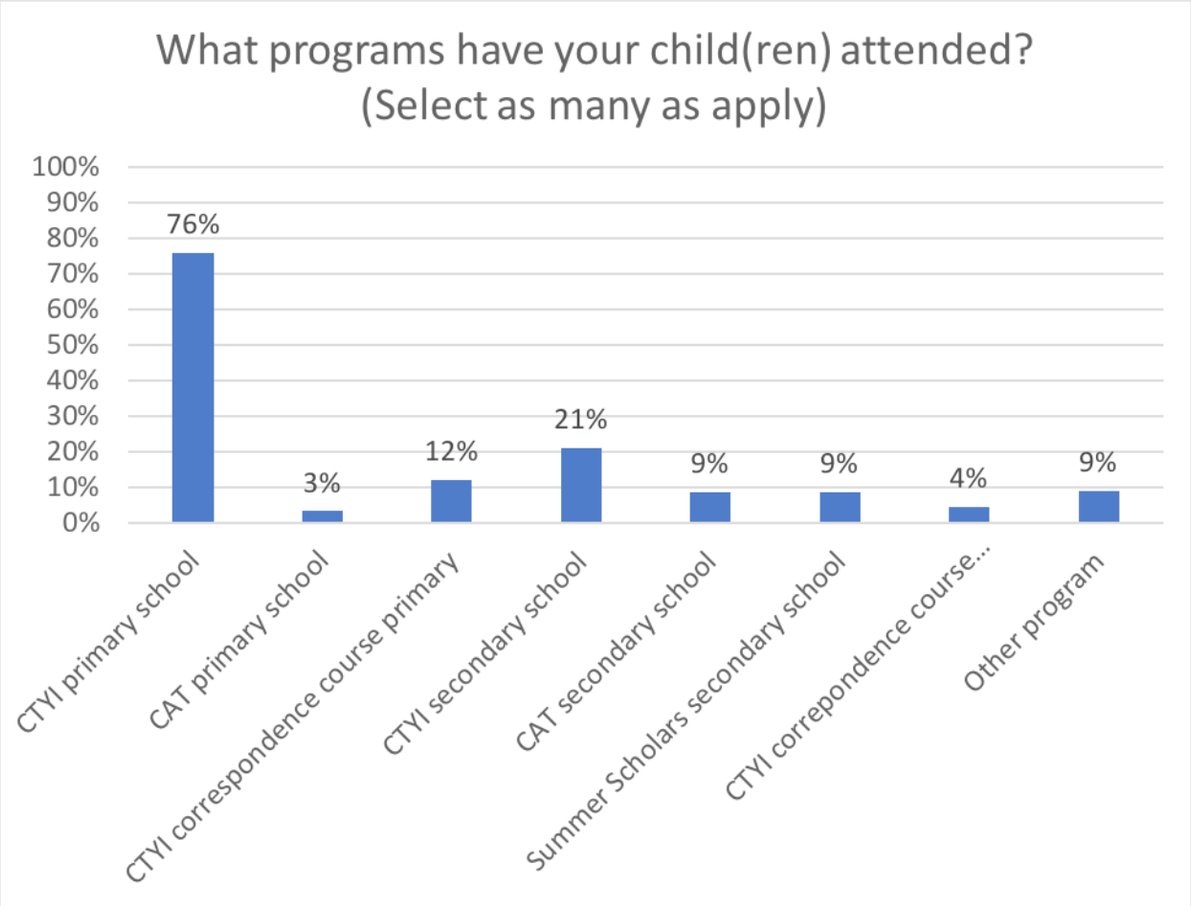


Figure 5.3. CTYI or CAT Programs Attended

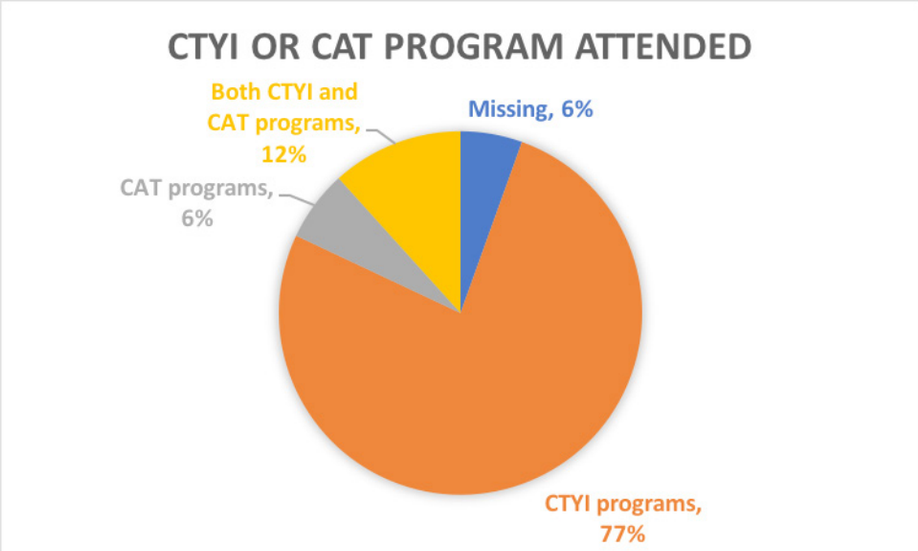


Figure 5.4. Frequency of Children Who Have Attended CTYI by Respondent

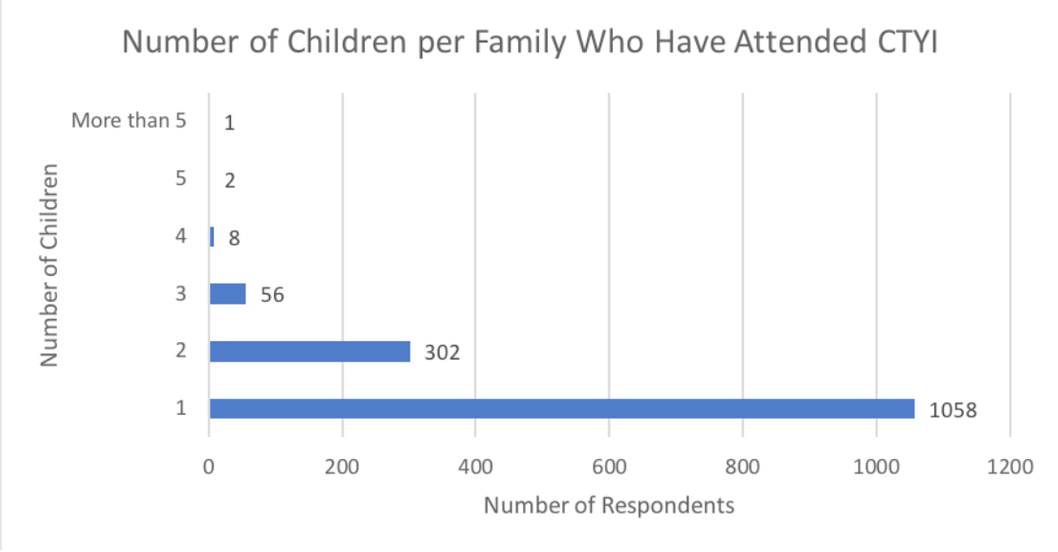


Figure 5.5. Frequency of Open-Ended Comments about Why Parents Bring Children to CTYI

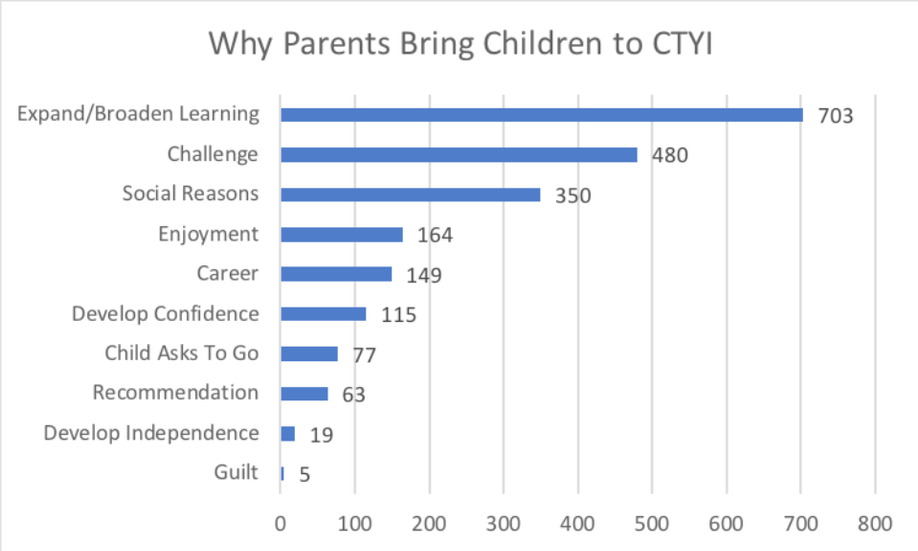


Figure 5.6. Parents' Perception of CTYI Helpfulness with School

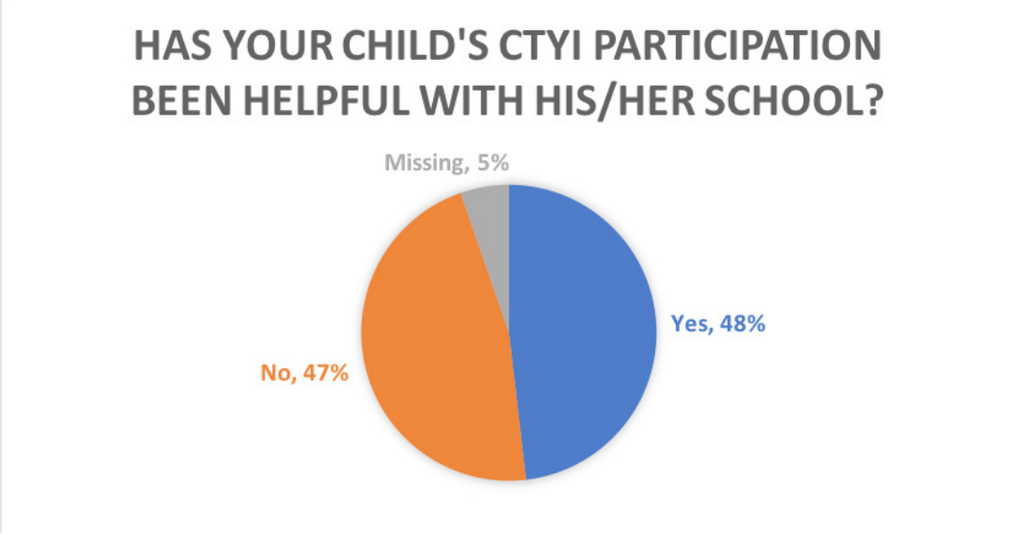


Figure 5.7. Frequency of Parent Comments About How CTYI Participation was Helpful with School

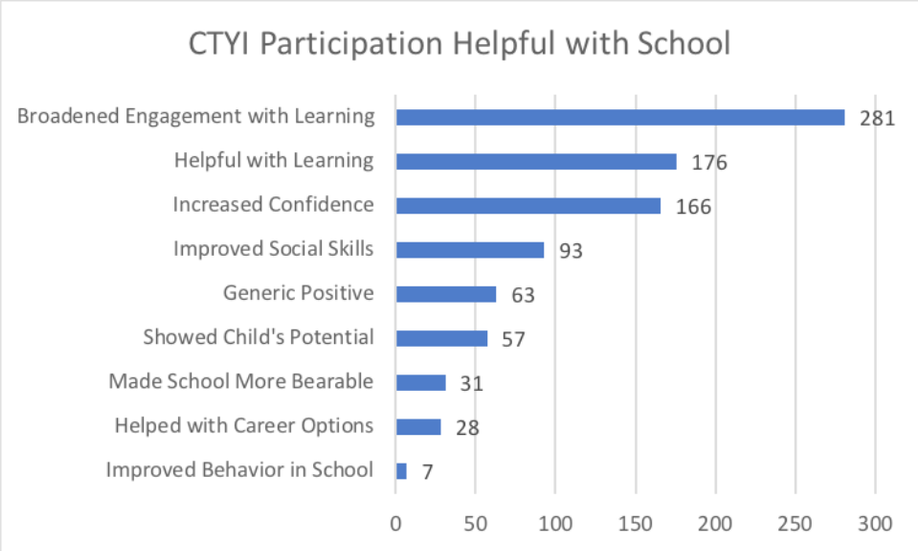


Figure 5.8. Frequency of Parent Comments About How CTYI Participation was Not Helpful with School

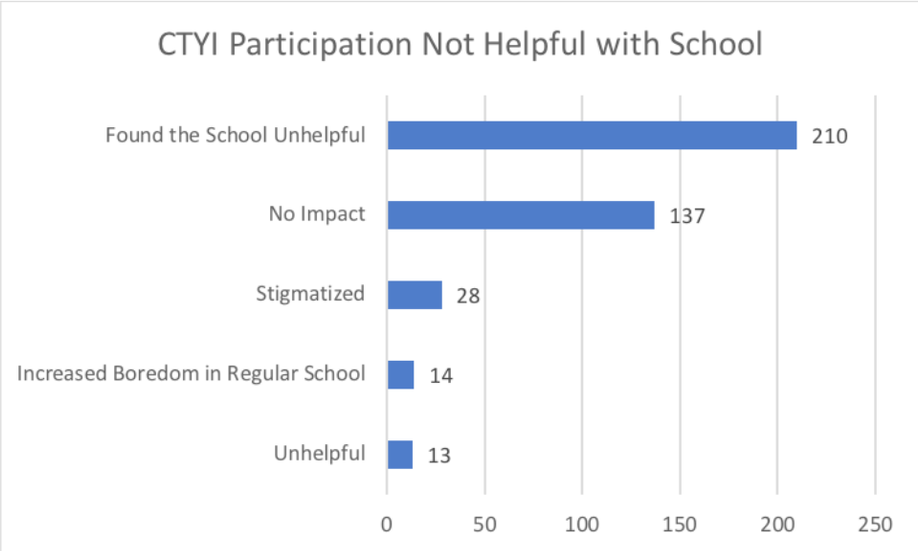


Figure 5.9. Parent Perceptions of Children's Experience of Other Students at CTYI by Class

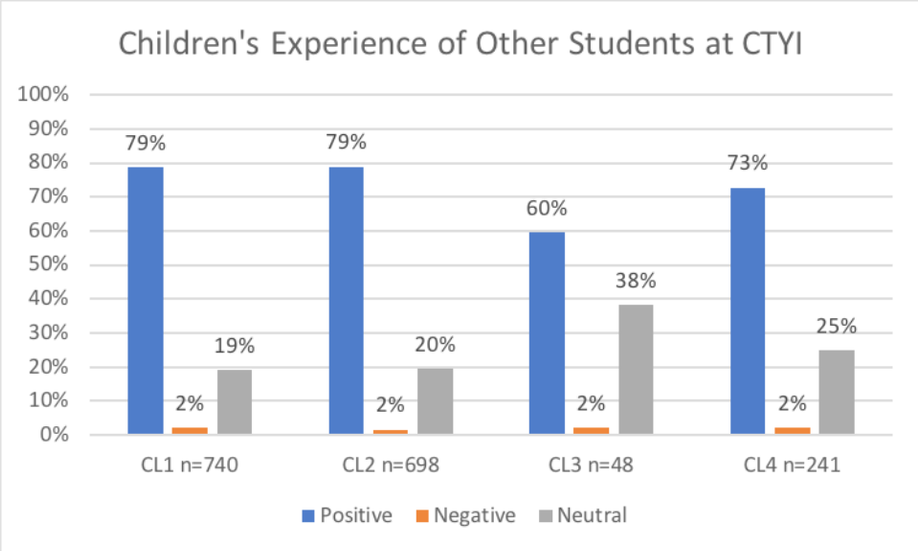


Figure 5.10. Frequency of Comments About Child's Experience of Others at CTYI (N = 1,440)

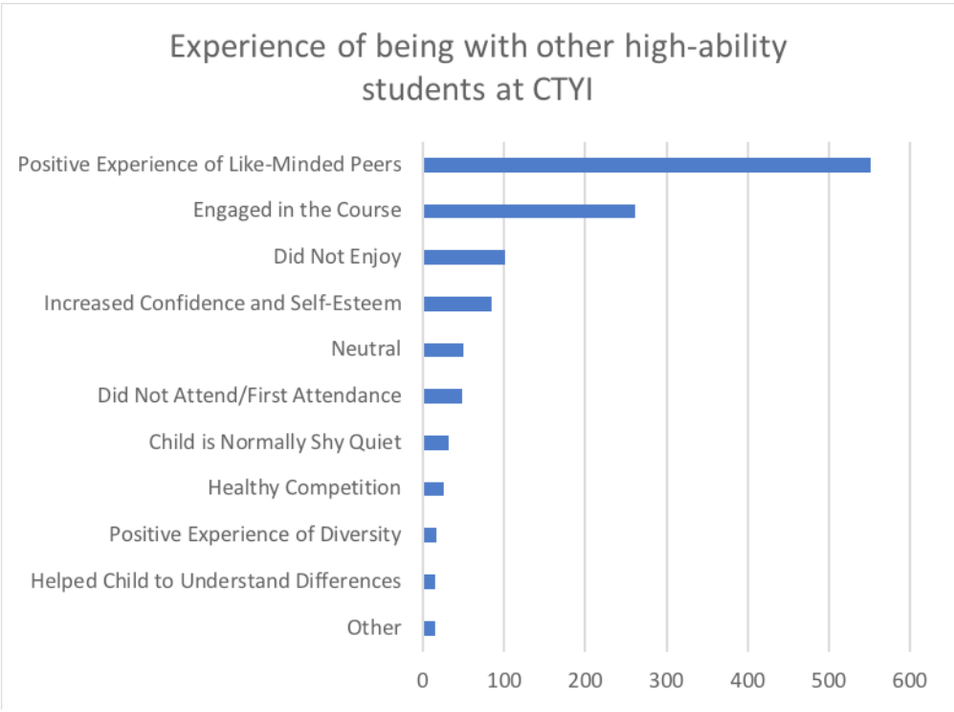


Figure 5.11. Parent Responses to "When I think about my child participating at CTYI, I feel _____." (*n* = 1,116)

Note: Word size indicates frequency.

Chapter 6

Responding to High-Ability Students' Needs

Are schools providing what the students of high ability who attend CTYI need? To answer this question, an in-depth analysis of school practice, including observations in the classroom and an assessment of teacher professional development, would be required. The question to be answered by this study was "Do parents believe schools are providing what their high-ability children need?" If examined by averaging responses, it would appear from this data that parents are dissatisfied; their children are not being challenged; and differentiation is rare, at best. On average, it appears that parents do not object to gifted education, they value giftedness and support special services for gifted students, do not consider such services elitist, but do oppose grade acceleration. These summary beliefs belie differences among parents, however. The ability to classify parents into groups according to their different opinions paints a more nuanced portrait of parents' beliefs and their perceptions of their children's experiences. Understanding this nuance can be useful in developing plans to advocate for the services schools can provide to their high-ability students.

The Determined Advocates (Class 1), Ambivalent Supporters (Class 2), Uncertain Objectors (Class 3), and Tepid Supporters (Class 4) are all parents of children attending CTYI programs. Members of each group are likely to take a different approach to fulfilling their children's academic needs. Parents' comments parallel their class assignment. For example, this Tepid Supporter expresses both objections and support: "I don't really think of my child as gifted - I don't really like that word 'gifted'. CTYI has been a great stimulus for our son and we are delighted he has attended." Through education and thoughtful design of special services that respect the powerful desire for egalitarianism as they help students maximize their individual potential, such concerns can be allayed. As gifted education is still nascent in Ireland, perhaps a different term can be adopted.

Educational Experiences

Although many parents were not dissatisfied with their children's education, many more were. The lack of challenge was the most frequent complaint. Differentiated assignments targeted at students' ability level were rare, inconsistent, and dependent on specific teachers with the interest and ability to implement them. If schools had systems for identification of their high-ability students or policies for acceleration in place, many parents in this study did not know about them. CTYI offered a portal to gifted education not otherwise available to most of these high-ability children. Even as they lauded the services provided by CTYI, many parents lamented the lack of a public offering of similar advanced opportunities. Stimulated by their enrichment at CTYI, their children return on Monday morning to a school that does not offer a deliberate, advanced education appropriate to their exceptional ability. So few parents sharing their children's CTYI test scores suggests the schools may be unprepared to utilize information about their exceptional capabilities. The fee-based programs, located in Dublin, are inaccessible to many eligible students across Ireland. CTYI cannot and should not be expected to bear the sole responsibility for educating the highest ability students throughout the entire country.

Improving the CTYI - School Linkage

The benefits CTYI can offer to high-ability students are not known in all schools. Information shared widely about the program; procedures for determining eligibility; and, especially, scholarship availability; will help to reach more students who would benefit from participation. Perhaps the most important role CTYI can play in improving the education of high-ability students is in increasing awareness of this unique population and the possible ways schools can teach them appropriately. By offering a model of one means of identifying high-ability students – the talent search – CTYI educates schools about this perspective on their students. When teachers and administrators learn that some of their students have been selected for participation at CTYI, not only can they be alerted to the child's potential, but they may also see the increased engagement with learning and improved social skills these parents report. CTYI is not obligated to do so, but in its efforts

to expand gifted education across the country, it can continue to encourage the professional development of teachers and administrators about the needs of high-ability students and methods for maximizing their potential. Psychologists in the school systems should also be targeted. They were frequently reported as being the source of parents' learning about CTYI. Boredom and the associated negative emotional and, possibly, behavioural outcomes may lead many high-ability students to the psychologist's office. They need to know that an appropriate educational experience may be the solution to the presenting problem.

Addressing a Dissatisfying Educational Environment

Some parents in this study had no complaints about their high-ability children's education and would change nothing about it. Many parents, especially those in Classes 2, 3, and 4, were not clamouring for change. The majority, however, identified a lack of challenge for their children and inadequate differentiation of instruction in the schools. CTYI provides one opportunity to address these students' needs, but the primary responsibility lies with the schools. Ideally, an appropriate education would be planned and executed with the maximization of every student's potential as the goal. This requires attention to the unique needs of the students at the highest levels of ability.

Gifted education has existed in the US for more than 60 years. Even with legislative mandates for identification of gifted students and certification of teachers, adequate provisions for high-ability students are not found in many places across the country (National Association for Gifted Children and the Council for State Directors of Programs for the Gifted, 2015). Resistance to support for those at the top of the ability curve is found in many communities. Some Irish parents of CTYI-attending children in this study had concerns that gifted education is elitist or provides an unfair advantage. Segregated gifted classes are common in the US, potentially establishing a two-tiered educational system. With varied definitions and practices for identification, school systems in the US have likely spent more energy and resources on keeping students out of gifted education than on providing an appropriate education to their most capable students. A differentiation model, where teachers offer a different education to the heterogeneous ability levels in their classes, is difficult or impossible to achieve in large classrooms with under-trained teachers (Adams & Pierce, 2009; Mills et al., 2014). The most recent gifted education movement in the US is based on a talent development model (Cross & Coleman, 2005; Subotnik, Olszewski-Kubilius, & Worrell, 2011). With this approach, schools provide ample opportunities for all students at early stages to identify areas in which they have outstanding potential or interest. As students are exposed to advanced content or skills in multiple domains, their abilities are assessed continuously to determine how best to support their individual talent development. With a talent development approach, there is no need for formal identification of students based on a test score or for a label, such as "gifted," which several parents in this study strongly reject. Instead, students are identified by their increasing success within a domain over time. This model emphasizes the movement from potential to achievement. As Irish educators examine options for gifted education in their schools, it would be beneficial for them to consider the benefits of a talent development model.

Regardless of the approach taken, teachers and administrators require professional development on the population of high-ability students and best practice in schools. In the previous report in this series (Cross et al., 2014), an apparent disconnect was identified between administrators' and teachers' perceptions of the support teachers in their schools had to differentiate instruction for high-ability students. Effective differentiation requires significant time and resources, in addition to the training required for teachers. To be of benefit to the students, all stakeholders should be aware of the actual requirements. Through professional development, educators can be made aware. Parents can best support these efforts by encouraging professional development activities and demanding an appropriate education for all students, including those who are highly able.

Limitations and Future Research

This study explored parent beliefs and experiences. While it successfully answered the research questions, it did not examine details about the children, which may matter in parents' attitudes about gifted education. For example, the child's ability level or gender may influence parents' thinking about their educational experiences. This level of demographic detail was not included in this study. The 15% response rate could

have been improved on with follow-up emails to parents. Due to the technological limitations and resources required, the dataset of 1,440 parents, with broad demographic representation, was considered adequate.

The survey used in this study allowed for numerous open-ended comments. Interviews with parents may provide important details that parents could not include in their brief responses. Any future research of parents should be inclusive of parents from all four classes. It would be easy to end up with all Class 1 parents, giving a skewed perspective of parent beliefs or attitudes. Selection of parents could begin with the Opinion survey to identify those with profiles similar to the different classes found in this study.

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Chapter 7

Recommendations for Parent Advocacy

Based on the survey results, parents of children attending CTYI generally agreed that Irish schools and school districts could do more to adequately meet the academic and socio-emotional needs of their high-ability children. Although some parents reported being satisfied with their children's current experiences in school, more attention can be directed to the needs of high-ability students across the country of Ireland to increase access and equity to an appropriate education. Parents of high-ability students can advocate for services and supports; however, all parents may not have the knowledge or capacity to conduct advocacy efforts for and on behalf of their children. When parents are passive or avoid involvement in their children's educational progress, the high-ability child aimlessly drifts along with boredom rather than moving purposefully with challenge (McIntyre, 2004). Thus, this section of the report will offer recommendations for parents to effectively advocate for their children's needs and engage in beneficial and collaborative activities to become a more informed advocate.

Previous research and expertise from gifted education researchers, educators, and parents suggested that parents can advocate for their high-ability children by beginning at the school level. Parents begin by enhancing their own knowledge and awareness of giftedness and gifted education, and then parents can work collaboratively with teachers, seek services from the school and district level, and even advocate at the local and national levels.

Self-Education for Parents

Parents can develop an understanding of the diverse characteristics of giftedness and the unique needs of their children. Grantham, Frasier, Roberts, and Bridges (2005) suggested that parents can learn about and use the 10 core attributes of giftedness, according to Frasier's Talent Assessment Profile (F-TAP) Model (Frasier, 1994), to understand their own children's giftedness. These 10 core attributes are:

1. Motivation: Evidence of desire to learn.
2. Interests: A feeling of intentness, passion, concern, or curiosity about something.
3. Communication skills: Highly expressive and effective use of words, numbers, symbols, and so forth.
4. Problem-solving ability: Effective, often inventive, strategies for recognizing and solving problems.
5. Memory: Large storehouse of information on school or non-school topics.
6. Inquiry: Questions, experiments, explores.
7. Insight: Quickly grasps new concepts and makes connections, senses deeper meanings.
8. Reasoning: Logical approaches to figuring out solutions.
9. Imagination and creativity: Produces many ideas, highly original.
10. Humour: Bringing two or more heretofore unrelated ideas or planes of thought together in a recognized relationship. (p. 145)

Parents can also engage in independent readings for themselves about giftedness as well as teach their children about what it means to have the capacity to achieve at an exceptional level and monitoring how they best learn inside and outside of the classroom setting (Davidson Institute for Talent Development, 2009a; Rogers, 2002). The Davidson Gifted Database offers various recommended readings for parents and children to learn about giftedness. (See https://www.davidsongifted.org/Search-Database). Moreover, parents can peruse resources from the National Association for Gifted Children (NAGC), which offers tip sheets and tools for parents to understand and advocate for their high-ability children's needs.
(See https://www.nagc.org/resources-publications/gifted-education-practices/acceleration).

Parents Advocating for Their High-Ability Children

Initiating in-school supports.

To seek appropriate academic services for their high-ability children at school, parents are the best advocates when they understand and explain their child's needs, and then help other educators understand how their children learn and grow (Centre for Talent Development [CTD], n.d.). In addition, parents need to be educated about how schools and school districts define and identify giftedness and what programs and services are already offered to match what is available with their child's needs (CTD, n.d.). Although the parents of this study indicate no such supports are available, schools may have more to offer in the form of interested teachers or resource hours that could be applied, for example, if administrators are made aware of the need. To comprehensively present their child's strengths and needs, parents can begin by gathering pertinent data and information about their child's cognitive functioning (including ability and achievement scores), teacher and parent ratings of cognitive ability and strengths, academic and non-academic content that demonstrates the child's abilities, a list of the child's learning strengths and preferences, personal characteristics, and in-school and out-of-school interests and involvements (Rogers, 2002). Parents are also encouraged to share CTYI data and documentation with schools to add to their child's portfolio.

With the collected information, parents can then collaboratively work with schools and request that the school create and support an educational plan that identifies the students' strengths and needs, as well as the types of academic programs, services, or accommodations at the school level to consistently challenge their children (Davidson Institute for Talent Development, 2009a; Rogers, 2002). Rogers recommended that within the child's educational plan, 65% of the plan should be focused on developing the child's talent, 10% focused on re-mediation of gaps in knowledge or skills, and 25% focused on socialization and self-esteem building. High-ability children benefit most when accessing challenging and rigorous curriculum on a direct, daily, and consistent basis, whereas a pull-out program and other sporadic programs not only create divisions among children in schools but also inadequately provide the consistency required for continuous practice and challenge (McIntyre, 2004; Rogers, 2002). In addition, advocating for subject-based or grade-based acceleration may be appropriate for high-ability children's educational planning, which not only requires a presentation of collected information about the child, but also requires school and district support and approval (NAGC, n.d.; Teach, n.d.). The parents of this study were generally quite strongly opposed to grade acceleration, but it should be noted that there are more than 20 types of acceleration, one or more of which may be effective and acceptable to all parties (Cross, Andersen, & Mammadov, 2015).

Parent-teacher collaboration.

Another important role for parents as advocates is to establish positive and collaborative partnerships with their children's classroom teachers. Irish teachers have generally reported seeing gifted education favourably (Cross, et al., 2014), but without adequately trained and supportive teachers, high-ability students risk being bored, getting assignments of busywork, and feeling intellectually starved and alienated from peers (Coleman & Cross, 2005). In a study of elementary teachers' attitudes toward gifted education, teachers with greater negativity toward parents expressed greater negativity toward gifted students and programs, as well as decreased interest in teaching gifted students (Chipego, 2004). Chipego (2004) reported that the study's findings connect to previous research by Seligman (1979) in which, when teachers feel subordinate, intruded upon, or controlled by parents, whether through intimidation or legal means, they express less positive feelings toward the child. Parents can avoid becoming adversarial with the school, and instead, approach the school in a collaborative manner (Chipego, 2004; CTD, n.d.). Suggestions include:

- Rather than saying how bored your child is, re-frame the statement to focus on your child's need for challenge through quality, not necessarily quantity (i.e., more work).
- Share your perceptions of your child in the home environment when he or she is working on academic and non-academic tasks, and help the teacher understand your perceptions.
- Avoid telling the teacher how he or she should teach, as this may appear offensive. Instead, ask the teacher, "How can we work together to support my child? What types of cooperative learning opportunities have you done in the past that have worked well? What strategies and resources do you have

for us at home? What classroom interventions or school personnel provide the needed supports for my child?"

Outside-of-school supports. In addition to academic services, high-ability children benefit from socialization opportunities and extracurricular activities that connect with the child's choice and interests (Rogers, 2002). Rogers recommends that parents offer activities that support, yet challenge, students' academic and socio-emotional development, as well as promote a balance in which children can express, practice, and enhance their gifts and talents in multiple ways. For instance, one or a few activities can cover a broad spectrum of developmental goals, including talent development, socialization with children and adults of like and varying abilities, self-awareness and confidence, fine and gross motor skills, memorization, communication, and problem solving and critical thinking in social and real-world issues (Rogers, 2002). In the US, there are many gifted program opportunities outside of the school, including early college entrance and mentorship opportunities, which can offer gifted children connections with peers and adults who highlight and support their gifts and talents (Davidson Institute for Talent Development, 2009b; Robinson & The Davidson Institute Team, 2009; Smutny, 2015). Some of these exist through CTYI, but it may be possible for parents to approach other institutions to find appropriate advanced experiences, particularly for older students. Parents also need supports for themselves, and it may be useful and helpful to connect with local parent groups who experience similar challenges or can share helpful ways of navigating schools and school systems to access gifted programming (Smutny, 2015).

Systemic Advocacy for High-Ability Children and Gifted Education

If parents are dissatisfied with their children's academic experiences, it is suggested that parents begin with the classroom teacher (CTD, n.d.; Smutny, 2015), and if the classroom teacher is either resistant or unaware of how to adequately support your child, then move up the ladder to seek the principal, superintendent, and the Education and Training Board.

Parents can seek and collaborate with educators and policy makers to advocate on behalf of high-ability children and their unique needs as learners (Besnoy, 2005; Robinson & Moon, 2003). In addition, parents can raise awareness of how schools and school districts require systemic changes, such as educator trainings in gifted education, as well as structured and consistent gifted program offerings in-school and out-of-school, so that all capable students can equitably access gifted education services. As advocates, parents have the potential to create forums for dialogue and share their knowledge with other parents to seek rigorous learning standards for any student who desires the challenge (Hertzog, 2003; CTD, n.d.). Advocacy at the local and national levels of the political process by attending school board meetings or other public education forums can increase awareness about the gaps in program access and services for high-ability students, and even become the starting point for introducing formal legislation that increases funding and services for all high-ability students (Delcourt, 2003; Enerson, 2003; CTD, n.d.; Robinson & Moon, 2003).

According to Smutny (2015), progress may be slow and incremental at first, but parents should never underestimate their power. Most importantly, parents are modelling to their children the value of determination, collaboration, and creative problem solving, which are important skills needed for progress and achievement (Smutny, 2015). Parents are powerful individuals, and with the support of CTYI and a spirit of collaborative advocacy, parents can make impacts not only on their own children but also on all high-ability children across the country.

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Appendices

A - IRB approval
B - Survey
C - Invitation letter
D - Code book for open-ended items (with comments?)
F - Table of Parent Level Frequencies and Percentages
G - Table of Child Level Frequencies and Percentages
H - Parent Comment Code Counts by Class

APPENDIX E

Table of Parent Level Frequencies and Percentages

	All Respondents	Class 1	Class 2	Class 3	Class 4	Class Total	Significance
Parent *n*	1440	542	470	39	185	1236	
%	100	37.6	32.6	2.7	12.8	85.8	
Opinion Factors *n* = 1,236		1.53					
Objections *M*	2.07						Welch's *F*(3, 159.43) = 237.66, *p* < .001 (all differ)
		1.53	2.22	3.49	2.96		
SD	.88	0.63	0.64	1.18	0.76		
Acceleration *M*	3.57						Welch's *F*(3, 170.84) = 50.24, *p* < .001 (Class 1 < Class 2, Class 4, Class 3; Class 2 < Class 3)
		3.20	3.74	4.30	4.08		
SD	1.11	1.21	0.96	0.97	0.77		
Value *M*	4.61						Welch's *F*(3, 162.11) = 165.66, *p* < .001 (Class 3 & Class 4 < Class 2 < Class 1)
		5.03	4.42	3.86	4.04		
SD	.73	0.59	0.62	0.85	0.63		
Elitist *M*	1.81						Welch's *F*(3, 15.90) = 3443.11, *p* < .001 (all differ)
		1.12	1.99	4.03	2.88		
SD	.78	0.19	0.24	0.49	0.25		
Gender							*n.s.*
Male *n*	212	79	74	7	28	188	
%	14.7	14.60%	15.70%	17.90%	15.10%	15.20%	
Female *n*	1220	460	391	32	157	1040	
%	84.7	84.90%	83.20%	82.10%	84.90%	84.10%	
Other *n*	5	1	4	0	0	5	

%	0.3	0.20%	0.90%	0.00%	0.00%	0.40%
Prefer not to respond	3	2	1	0	0	3
%	0.2	0.40%	0.20%	0.00%	0.00%	0.20%
Age						*n.s.*
25-29	4	0	2	1	0	3
%	0.3	0.00%	0.40%	2.60%	0.00%	0.20%
30-34	34	12	7	0	5	24
%	2.4	2.20%	1.50%	0.00%	2.70%	1.90%
35-39	165	68	47	5	18	138
%	11.5	12.60%	10.00%	12.80%	9.70%	11.20%
40-44	448	177	144	12	50	383
%	31.1	32.80%	30.80%	30.80%	27.00%	31.10%
45-49	460	163	158	13	65	399
%	31.9	30.20%	33.80%	33.30%	35.10%	32.40%
50-54	260	96	88	7	39	230
%	18.1	17.80%	18.80%	17.90%	21.10%	18.70%
55+	64	23	22	1	8	54
%	4.4	4.30%	4.70%	2.60%	4.30%	4.40%
Income						*n.s.*
Less than €19,999						
n	57	20	19	2	3	44
%	4.0	4.00%	4.30%	5.90%	1.80%	3.90%
€20,000 - €39,999						
n	162	58	52	7	25	142
%	11.3	11.70%	11.90%	20.60%	14.60%	12.50%
€40,000 - €59,999						
n	227	82	75	7	25	189
%	15.8	16.50%	17.10%	20.60%	14.60%	16.60%
€60,000 - €79,999						
n	225	82	76	6	30	194
%	15.6	16.50%	17.40%	17.60%	17.50%	17.00%
€80,000 - €99,999						
n	206	77	67	4	33	181
%	14.3	15.50%	15.30%	11.80%	19.30%	15.90%
€100,000 - €149,999 *n*	262	107	93	4	29	233
%	18.2	21.50%	21.20%	11.80%	17.00%	20.40%
€150,000 - €199,999 *n*	104	43	33	3	14	93
%	7.2	8.70%	7.50%	8.80%	8.20%	8.20%
€200,000 or higher *n*	68	28	23	1	12	64
%	4.7	5.60%	5.30%	2.90%	7.00%	5.60%
Highest Degree Earned						*n.s.*

Junior Certificate							
n	53	14	18	5	5	42	
%	3.7	2.60%	3.90%	13.20%	2.80%	3.50%	
Leaving Certificate *n*	202	67	59	5	34	165	
%	14	12.60%	12.90%	13.20%	19.00%	13.60%	
Advanced/Higher Degree *n*	116	39	43	4	16	102	
%	8.1	7.30%	9.40%	10.50%	8.90%	8.40%	
Ordinary Bachelor Degree *n*	87	27	35	5	9	76	
%	6	5.10%	7.60%	13.20%	5.00%	6.30%	
Honors Bachelor Degree/Higher Diploma *n*	299	117	108	7	36	268	
%	20.8	22.00%	23.50%	18.40%	20.10%	22.20%	
Masters Degree/ Post-Graduate Diploma *n*	372	165	110	8	46	329	
%	25.8	31.00%	24.00%	21.10%	25.70%	27.20%	
Doctoral Degree (e.g., Ph.D./ Ed.D., M.D. or Higher Doctorate) *n*	68	28	23	1	7	59	
%	4.7	5.30%	5.00%	2.60%	3.90%	4.90%	
Other *n*	200	76	63	3	26	168	
%	13.9	14	18	5	5	42	
How Learned About CTYI							χ^2 (9, N = 1230) = 63.02, p < .001
School referred my child to the program *n*	726	208a	251b	29b	109b	597	
%	50.4	38.50%	53.90%	74.40%	58.90%	48.50%	
Friend let me know about it *n*	299	117a	99a	6a	42a	264	
%	20.8	21.70%	21.20%	15.40%	22.70%	21.50%	
Internet search *n*	167	97a	40b	2a, b	12b	151	
%	11.6	18.00%	8.60%	5.10%	6.50%	12.30%	
Other *n*	241	118a	76a, b	2a, b	22b	218	
%	16.7	21.90%	16.30%	5.10%	11.90%	17.70%	
School Recommended CTYI Testing							χ^2 (3, N = 1231) = 35.57, p < .001
Yes *n*	817	249a	283b	29b	119b	680	
%	56.7	46.10%	60.60%	74.40%	64.30%	55.20%	

No	617	291a	184b	10b	66b	551	
%	42.8	53.90%	39.40%	25.60%	35.70%	44.80%	
Number Children Attended CTYI							*n.s.*
1 *n*	1058	375	347	32	141	895	
%	73.5	69.70%	74.50%	84.20%	76.20%	72.90%	
2 *n*	302	128	102	5	39	274	
%	21.0	23.80%	21.90%	13.20%	21.10%	22.30%	
3 *n*	56	28	16	1	2	47	
%	3.9	5.20%	3.40%	2.60%	1.10%	3.80%	
4 *n*	8	5	1	0	2	8	
%	0.6	0.90%	0.20%	0.00%	1.10%	0.70%	
5 *n*	2	1	0	0	1	2	
%	0.1	0.20%	0.00%	0.00%	0.50%	0.20%	
More than 5 *n*	1	1	0	0	0	1	
%	0.1	0.20%	0.00%	0.00%	0.00%	0.10%	
CTYI Programs Attended							
CTYI Primary School *n*	1095	443a	345b	24b	135a, b	947	χ^2 (3, N = 1236) = 16.95, p < .01
%	76.0	81.70%	73.40%	61.50%	73.00%	76.60%	
CAT Primary School *n*	46	21	12	2	8	43	*n.s.*
%	3.2	3.90%	2.60%	5.10%	4.30%	3.50%	
CTYI Correspondence Course Primary *n*	174	86a	51a, b	5a, b	13b	155	χ^2 (3, N = 1236) = 11.82, p < .01
%	12.1	15.90%	10.90%	12.80%	7.00%	12.50%	
CTYI Secondary School *n*	301	122	102	6	32	262	*n.s.*
%	20.9	22.50%	21.70%	15.40%	17.30%	21.20%	
CAT Secondary School *n*	124	47	37	2	20	106	*n.s.*
%	8.6	8.70%	7.90%	5.10%	10.80%	8.60%	
Summer Scholars Secondary School *n*	123	51	42	4	10	107	*n.s.*
%	8.5	9.40%	8.90%	10.30%	5.40%	8.70%	
CTYI Correspondence Course Secondary School *n*	62	26	26	1	5	58	*n.s.*
%	4.3	4.80%	5.50%	2.60%	2.70%	4.70%	
Other *n*	130	47	45	3	19	114	*n.s.*

%	9.0	8.70%	9.60%	7.70%	10.30%	9.20%	
CTYI and/or CAT Participation							*n.s.*
CTYI Only *n*	1101	423	355	27	139	944	
%	76.5	78.00%	75.50%	69.20%	75.10%	76.40%	
CAT Only *n*	91	27	29	4	18	78	
%	6.3	5.00%	6.20%	10.30%	9.70%	6.30%	
Both CTYI and CAT *n*	169	71	56	4	17	148	
%	11.7	13.10%	11.90%	10.30%	9.20%	12.00%	
Teachers Aware CTYI							χ^2 (6, N = 1233) = 25.42, p < .001
Yes *n*	779	272a	258a	23a	112a	665	
%	54.1	50.40%	55.00%	59.00%	60.50%	53.90%	
No *n*	132	77a	30b	2a, b	10b	119	
%	9.2	14.30%	6.40%	5.10%	5.40%	9.70%	
I do not know *n*	524	191a	181a	14a	63a	449	
%	36.4	35.40%	38.60%	35.90%	34.10%	36.40%	
Shared CTYI Scores with School							χ^2 (3, N = 1227) = 16.46, p < .01
Yes *n*	463	205a	140b	11a, b	43b	399	
%	32.2	38.10%	30.10%	28.20%	23.20%	32.50%	
No *n*	966	333a	325b	28a, b	142b	828	
%	67.1	61.90%	69.90%	71.80%	76.80%	67.50%	
Used CTYI Scores Other Purpose							*n.s.*
Yes *n*	46	23	15	0	3	41	
%	3.2	4.30%	3.20%	0.00%	1.60%	3.30%	
No *n*	1378	514	452	39	181	1186	
%	95.7	95.70%	96.80%	100.00%	98.40%	96.70%	
CTYI Helpful with School							*n.s.*
Yes *n*	693	265	234	16	86	601	
%	48.1	51.70%	52.50%	41.00%	48.30%	51.10%	
No *n*	670	248	212	23	92	575	
%	46.5	48.30%	47.50%	59.00%	51.70%	48.90%	

Parents Challenged in Their Own School							χ^2 (3, N = 1,149) = 23.94, p < .001
Yes *n*	555	196a	202a	19a, b	100b	517	
%	38.5	38.40%	46.70%	54.30%	58.80%	45.00%	
No *n*	667	315a	231a	16a, b	70b	632	
%	46.3						

APPENDIX F

Table of Child Level Frequencies and Percentages

	All Respondents	Class 1	Class 2	Class 3	Class 4	Class Total	*Significance*
Child *n*	1914	822	655	61	247	1785	
%	100	42.9%	34.2%	3.2%	12.9%	93.3%	
Happy in School *M*	2.02	2.23	1.9	1.81	1.80		Welch's $F(3, 209.82) = 16.2$, $p < .001$ (Class1 > Class 2, 3, 4)
SD	1.05	1.14	.95	.92	.90		
Like School *M*	2.15	2.36	2.05	1.89	1.88		Welch's $F(3, 204.06) = 13.92$, $p < .001$ (Class 1 > Class 3, 4; Class 2 > Class 4)
SD	1.19	1.26	1.11	1.07	1.07		
Primary or Secondary							$\chi^2(6, N = 1785) = 12.69$, $p < .05$
Primary *n*	984	425a	328a	31a	128a	912	
%	51.4%	51.70%	50.10%	50.80%	51.80%	51.10%	
Secondary *n*	842	353a	302a	22a	109a	786	
%	44%	42.90%	46.10%	36.10%	44.10%	44.00%	
Completed *n*	88	44a	25a	8b	10a	87	
%	4.6%	5.40%	3.80%	13.10%	4.00%	4.90%	
Year in School							$\chi^2(42, N = 1{,}785) = 70.27$, $p < .01$
Junior Infants							
n	26	15a	6a	1a	1a	23	
%	1.4%	1.80%	0.90%	1.60%	0.40%	1.30%	
Senior Infants							
n	24	14a	5a	0a	2a	21	
%	1.3%	1.70%	0.80%	0.00%	0.80%	1.20%	
First Class *n*	70	30a	26a	2a	9a	67	
%	3.7%	3.60%	4.00%	3.30%	3.60%	3.80%	

Second Class *n*	99	41a	35a	0a	15a	91	
%	5.2%	5.00%	5.30%	0.00%	6.10%	5.10%	
Third Class *n*	133	75a	44a, b	1a, b	7b	127	
%	6.9%	9.10%	6.70%	1.60%	2.80%	7.10%	
Fourth Class *n*	184	67a	57a	9a, b	37b	170	
%	9.6%	8.20%	8.70%	14.80%	15.00%	9.50%	
Fifth Class *n*	199	74a	72a	11a	21a	178	
%	10.4%	9.00%	11.00%	18.00%	8.50%	10.00%	
Sixth Class *n*	249	109a	83a	7a	36a	235	
%	13.0%	13.30%	12.70%	11.50%	14.60%	13.20%	
First Year *n*	170	67a	55a	4a	27a	153	
%	8.9%	8.20%	8.40%	6.60%	10.90%	8.60%	
Second Year *n*	195	80a	79a	3a	24a	186	
%	10.2%	9.70%	12.10%	4.90%	9.70%	10.40%	
Third Year *n*	143	60a	50a	3a	20a	133	
%	7.5%	7.30%	7.60%	4.90%	8.10%	7.50%	
Transition Year							
n	136	54a	47a	8a	21a	130	
%	7.1%	6.60%	7.20%	13.10%	8.50%	7.30%	
Fifth Year *n*	141	64a	53a	3a	13a	133	
%	7.4%	7.80%	8.10%	4.90%	5.30%	7.50%	
Sixth Year *n*	57	28a	18a	1a	4a	51	
%	3.0%	3.40%	2.70%	1.60%	1.60%	2.90%	
School Completed *n*	88	44a, b, c	25c	8b	10a, c	87	
%	4.6%	5.40%	3.80%	13.10%	4.00%	4.90%	
School Type							
Public *n*	1483	623	523	45	205	1396	
%	77.5%	84.40%	87.30%	86.50%	88.40%	86.10%	
Private *n*	247	115	76	7	27	225	
%	12.9%	15.60%	12.70%	13.50%	11.60%	13.90%	
DEIS School							χ^2 (6, *N* = 1,785) = 39.40, *p* < .001
Yes *n*	215	66a	79a, b	18c	34b	66a	
%	11.2%	8.00%	12.10%	29.50%	13.80%	8.00%	
System to Identify Gifted							χ^2 (6, *N* = 1,610) = 82.75, *p* < .001
Yes *n*	360	141a	140a	6a	57a	344	

%	18.8%	19.20%	23.60%	11.80%	24.80%	21.40%	
No *n*	688	379a	192b	17a, b	60b	648	
%	35.9%	51.60%	32.30%	33.30%	26.10%	40.20%	
I do not know *n*	671	215a	262b	28b	113b	618	
%	35.1%	29.30%	44.10%	54.90%	49.10%	38.40%	
Policy for Acceleration							χ^2 (6, *N* = 1,622) = 84.11, *p* < .001
Yes *n*	80	26a	23a	5a	14a	68	
%	4.2%	3.50%	3.90%	9.80%	6.10%	4.20%	
No *n*	1053	554a	319b	26b	120b	1019	
%	55%	74.30%	53.60%	51.00%	52.20%	62.80%	
I do not know *n*	598	166a	253b	20b	96b	535	
%	31.2%	22.30%	42.50%	39.20%	41.70%	33.00%	
Child Challenged Academically							χ^2 (6, *N* = 1,605) = 73.07, *p* < .001
Yes *n*	553	168a	211b	32c	97b, c	508	
%	28.9%	22.80%	35.90%	61.50%	42.70%	31.70%	
No *n*	1038	528a	331b	17c	119b, c	995	
%	54.2%	71.50%	56.30%	32.70%	52.40%	62.00%	
I do not know *n*	115	42a	46a	3a	11a	102	
%	6.0%	5.70%	7.80%	5.80%	4.80%	6.40%	
Child vs. Parent Challenged in School							χ^2 (12, *N* = 1,785) = 103.89, *p* < .001
Both Challenged *n*	256	62a	103b	21c	51b, c	237	
%	13.4%	7.50%	15.70%	34.40%	20.60%	13.30%	
Both Not Challenged *n*	569	318a	179b	10b, c	45c	552	
%	29.7%	38.70%	27.30%	16.40%	18.20%	30.90%	
Child Only Challenged *n*	280	104a	100a	10a	42a	256	
%	14.6%	12.70%	15.30%	16.40%	17.00%	14.30%	
Parent Only Challenged *n*	412	184a, b	135a, b	6b	68a	393	
%	21.5%	22.40%	20.60%	9.80%	27.50%	22.00%	

Time Spent on Homework							*n.s.*
0 hours *n*	47	25	14	2	4	45	
%	2.5%	3.40%	2.30%	3.80%	1.80%	2.80%	
0-1 hours *n*	302	142	104	11	34	291	
%	15.8%	19.20%	17.40%	21.20%	14.90%	18.00%	
1-2 hours *n*	320	148	110	5	41	304	
%	16.7%	20.00%	18.40%	9.60%	18.00%	18.80%	
2-4 hours *n*	357	154	120	12	49	335	
%	18.7%	20.80%	20.10%	23.10%	21.50%	20.70%	
4-6 hours *n*	270	112	89	9	39	249	
%	14.1%	15.20%	14.90%	17.30%	17.10%	15.40%	
6-8 hours *n*	176	56	77	4	26	163	
%	9.2%	7.60%	12.90%	7.70%	11.40%	10.10%	
8-10 hours *n*	118	41	40	7	17	105	
%	6.2%	5.50%	6.70%	13.50%	7.50%	6.50%	
> 10 hours *n*	130	61	43	2	18	124	
%	6.8%	8.30%	7.20%	3.80%	7.90%	7.70%	
Assignments Targeted at Child's Ability Level							χ^2 (4, N = 1681) = 32.66, p < .001
Yes *n*	417	144a	163b	16a, b	60a, b	383	
%	21.8%	19.80%	28.20%	30.80%	26.40%	24.20%	
No *n*	1043	534a	320b	21b	121b	996	
%	54.5%	73.40%	55.50%	40.40%	53.30%	62.90%	
I do not know *n*	221	50a	94b	15b	46b	205	
%	11.5%	6.90%	16.30%	28.80%	20.30%	12.90%	
Frequency of Differentiated Assignments							χ^2 (12, N = 1689) = 106.06, p < .001
Daily *n*	34	20a	7a	1a	6a	34	
%	1.8%	2.70%	1.20%	2.00%	2.60%	2.10%	
Several Times/ Week *n*	74	27a	29a	2a	11a	69	
%	3.9%	3.70%	5.00%	4.00%	4.80%	4.30%	
Once/Week *n*	73	23a	27a	3a	11a	64	
	3.8%	3.10%	4.70%	6.00%	4.80%	4.00%	
Once/Two Weeks *n*	40	11a	20a	2a	5a	38	
%	2.1%	1.50%	3.50%	4.00%	2.20%	2.40%	
Once/Month *n*	60	24a	21a	2a	10a	57	
%	3.1%	3.30%	3.60%	4.00%	4.40%	3.60%	

Rarely *n*	395	156a	135a, b	5a	72b	368	
%	20.6%	21.30%	23.40%	10.00%	31.60%	23.20%	
Never *n*	1013	471a	338a, b	35a, b	113b	957	
%	52.9%	64.30%	58.60%	70.00%	49.60%	60.30%	
Always Satisfied with Child's Education							χ^2 (3, *N* = 1,543) = 198.15, *p* < .001
Yes *n*	705	172a	295b	35c	145c	647	
%	36.8%	23.80%	53.30%	74.50%	65.60%	41.90%	
No *n*	932	550a	258b	12c	76c	896	
%	48.7%	76.20%	46.70%	25.50%	34.40%	58.10%	
Child Education vs. Parent Education							χ^2 (6, *N* = 1538) = 43.35, *p* < .001
Better Than *n*	1257	492a	456b	43b	180b	1171	
%	65.7%	69.70%	81.30%	89.60%	80.70%	76.10%	
Worse Than *n*	151	100a	36b	3a, b	9b	148	
%	7.9%	14.20%	6.40%	6.30%	4.00%	9.60%	
The Same As *n*	224	114a	69a	2a	34a	219	
%	11.7%	16.10%	12.30%	4.20%	15.20%	14.20%	
Experience of Others at CTYI							χ^2 (6, *N* = 1,559) = 13.70, *p* < .05
Positive *n*	1275	562a	453a	28b	163a, b	1206	
%	66.6%	78.70%	78.90%	59.60%	72.80%	77.40%	
Negative *n*	32	15a	9a	1a	5a	30	
%	1.7%	2.10%	1.60%	2.10%	2.20%	1.90%	
Neutral *n*	349	137a	112a	18b	56a, b	323	
%	18.2%	19.20%	19.50%	38.30%	25.00%	20.70%	

Note: Each subscript letter denotes a subset of Class # whose column proportions do not differ significantly from each other at the .05 level.

APPENDIX G

Parent Comment Code Counts by Class

	Class 1	Class 2	Class 3	Class 4	Class Total	*Significance*
Why Dissatisfied						
Bad Teachers *n*	90a	43b	3a, b	14b	150	$\chi^2(3, N = 1{,}236) = 18.43, p < .001$
%	16.60%	9.10%	7.70%	7.60%	12.10%	
Lack of Challenge/ Stimulation *n*	213a	83b	5b	26b	327	$\chi^2(3, N = 1{,}236) = 8.99, p < .001$
%	39.30%	17.70%	12.80%	14.10%	26.50%	
No Academic Support *n*	103a	45b	2a, b	9b	159	$\chi^2(3, N = 1{,}236) = 35.41, p < .001$
%	19.00%	9.60%	5.10%	4.90%	12.90%	
Social Issues *n*	20a	6a	0a	2a	28	*n.s.*
%	3.70%	1.30%	0.00%	1.10%	2.30%	
Pace *n*	9a	7a	0a	1a	17	*n.s.*
	1.70%	1.50%	0.00%	0.50%	1.40%	
Value of Homework Assignments						
Little to No Value *n*	225a	135b	7b, c	32c	399	$\chi^2(3, N = 1{,}236) = 46.52, p < .001$
%	41.50%	28.70%	17.90%	17.30%	32.30%	
Beneficial *n*	84a	101a, b	9a, b	50b	244	$\chi^2(3, N = 1{,}236) = 13.54, p < .01$
%	15.50%	21.50%	23.10%	27.00%	19.70%	
Mixed *n*	120a	86a	7a	31a	244	*n.s.*
%	22.10%	18.30%	17.90%	16.80%	19.70%	
Neutral *n*	14a	12a	1a	9a	36	*n.s.*
%	2.60%	2.60%	2.60%	4.90%	2.90%	
Project Work is Beneficial *n*	37a	18a	3a	13a	71	*n.s.*
%	6.80%	3.80%	7.70%	7.00%	5.70%	
Provides Opportunity for Parental Engagement *n*	12a	9a	0a	6a	27	*n.s.*
%	2.20%	1.90%	0.00%	3.20%	2.20%	
Opportunity for Feedback *n*	0a	4a	0a	2a	6	*n.s.*
%	0.00%	0.90%	0.00%	1.10%	0.50%	
Homework is Punishment *n*	3a	0a	0a	0a	3	*n.s.*
%	0.60%	0.00%	0.00%	0.00%	0.20%	

Focused on Achievement						
n	4a	2a	0a	0a	6	*n.s.*
%	0.70%	0.40%	0.00%	0.00%	0.50%	
Beneficial for discipline *n*	11a	20a, b	0a, b	13b	44	$\chi^2(3, N = 1{,}236) = 12.28, p < .01$
%	2.00%	4.30%	0.00%	7.00%	3.60%	
CTYI Helpful						
Generic Positive *n*	23a	26a	2a	6a	57	*n.s.*
%	4.20%	5.50%	5.10%	3.20%	4.60%	
Found the School Unhelpful *n*	113a	59b	0b	17b	189	$\chi^2(3, N = 1{,}236) = 33.71, p < .05$
%	20.80%	12.60%	0.00%	9.20%	15.30%	
No Impact *n*	50a	42a	4a	21a	117	*n.s.*
%	9.20%	8.90%	10.30%	11.40%	9.50%	
Increased Confidence *n*	62a	59a	2a	20a	143	*n.s.*
%	11.40%	12.60%	5.10%	10.80%	11.60%	
Broadened Engagement with Learning						
n	122a	100a	4a	25a	251	*n.s.*
%	22.50%	21.30%	10.30%	13.50%	20.30%	
Helpful in School *n*	74a	60a	4a	18a	156	*n.s.*
%	13.70%	12.80%	10.30%	9.70%	12.60%	
Increased Boredom in Regular School *n*	11a	2a	0a	1a	14	*n.s.*
%	2.00%	0.40%	0.00%	0.50%	1.10%	
Improved Social Skills *n*	39a	33a	1a	5a	78	*n.s.*
%	7.20%	7.00%	2.60%	2.70%	6.30%	
Unhelpful *n*	8a	3a	0a	1a	12	*n.s.*
%	1.50%	0.60%	0.00%	0.50%	1.00%	
Showed Potential *n*	33a	16a, b	1a, b	2b	52	$\chi^2(3, N = 1{,}236) = 10.26, p < .05$
%	6.10%	3.40%	2.60%	1.10%	4.20%	
Related to Stigma *n*	14a	9a	0a	3a	26	*n.s.*
%	2.60%	1.90%	0.00%	1.60%	2.10%	
Helped with Career Options *n*	10a	9a	0a	0a	19	*n.s.*
%	1.80%	1.90%	0.00%	0.00%	1.50%	

Child Does Not Attend/ School is Home-schooled	*n*	6a	3a	0a	0a	9	*n.s.*
	%	1.10%	0.60%	0.00%	0.00%	0.70%	
Improved Behavior in School	*n*	5a	1a	0a	1a	7	*n.s.*
	%	0.90%	0.20%	0.00%	0.50%	0.60%	
Made School More Bearable	*n*	23a	5b	0a, b	2a, b	30	$\chi^2(3, N = 1{,}236) = 13.63, p < .05$
	%	4.20%	1.10%	0.00%	1.10%	2.40%	
Positive Experience of Like-Minded Peers	*n*	263a	190a, b	9b	55b	517	$\chi^2(3, N = 1{,}236) = 27.13, p < .001$
	%	48.50%	40.40%	23.10%	29.70%	41.80%	
Engaged in the Course	*n*	121a	82a	6a	34a	243	*n.s.*
	%	22.30%	17.40%	15.40%	18.40%	19.70%	
Increased Confidence and Self-Esteem	*n*	41a	27a	0a	9a	77	*n.s.*
	%	7.60%	5.70%	0.00%	4.90%	6.20%	
Healthy Competition	*n*	12a	5a	1a	4a	22	*n.s.*
	%	2.20%	1.10%	2.60%	2.20%	1.80%	
Did Not Enjoy	*n*	45a	30a	4a	15a	94	*n.s.*
	%	8.30%	6.40%	10.30%	8.10%	7.60%	
Did Not Attend/ First Attendance	*n*	15a	15a	5b	7a, b	42	$\chi^2(3, N = 1{,}236) = 11.35, p < .05$
	%	2.80%	3.20%	12.80%	3.80%	3.40%	
Positive Experience of Diversity	*n*	6a	7a	0a	1a	14	*n.s.*
	%	1.10%	1.50%	0.00%	0.50%	1.10%	
Positive New Ways of Learning	*n*	3a	1a	1a	2a	7	*n.s.*
	%	0.60%	0.20%	2.60%	1.10%	0.60%	
Child is Normally Shy Quiet	*n*	12a	14a	1a	3a	30	*n.s.*
	%	2.20%	3.00%	2.60%	1.60%	2.40%	

Regular School Does Not Do Enough	*n*	9a	3a	0a	1a	13	*n.s.*
	%	1.70%	0.60%	0.00%	0.50%	1.10%	
Unable to Maintain Relationships	*n*	5a	3a	0a	2a	10	*n.s.*
	%	0.90%	0.60%	0.00%	1.10%	0.80%	
Self-Conscious	*n*	3a	2a	0a	0a	5	*n.s.*
	%	0.60%	0.40%	0.00%	0.00%	0.40%	
Doesn't Like Labeling	*n*	2a	2a	0a	2a	6	*n.s.*
	%	0.40%	0.40%	0.00%	1.10%	0.50%	
Helped Child to Understand Differences	*n*	6a	7a	0a	2a	15	*n.s.*
	%	1.10%	1.50%	0.00%	1.10%	1.20%	
Twice Exceptional	*n*	4a	3a	0a	0a	7	*n.s.*
	%	0.70%	0.60%	0.00%	0.00%	0.60%	
Change Experience							
Gifted Education	*n*	319a	157b	5c	52b, c	533	$\chi^2(3, N = 1{,}236) = 104.41, p < .001$
	%	58.90%	33.40%	12.80%	28.10%	43.10%	
Diverse Learning Opportunities	*n*	110a	101a	5a	34a	250	*n.s.*
	%	20.30%	21.50%	12.80%	18.40%	20.20%	
Better Teachers	*n*	71a	38a, b	2a, b	10b	121	$\chi^2(3, N = 1{,}236) = 13.26, p < .01$
	%	13.10%	8.10%	5.10%	5.40%	9.80%	
Nothing	*n*	15a	25a, b	7c	19b, c	66	$\chi^2(3, N = 1{,}236) = 28.26, p < .001$
	%	2.80%	5.30%	17.90%	10.30%	5.30%	
Social Support	*n*	32a	26a	1a	10a	69	*n.s.*
	%	5.90%	5.50%	2.60%	5.40%	5.60%	
Peer Stigma	*n*	11a	14a	0a	2a	27	*n.s.*
	%	2.00%	3.00%	0.00%	1.10%	2.20%	
Better Discipline	*n*	9a	10a	0a	4a	23	*n.s.*
	%	1.70%	2.10%	0.00%	2.20%	1.90%	
Less Focus on Sport	*n*	8a	16a	0a	2a	26	*n.s.*
	%	1.50%	3.40%	0.00%	1.10%	2.10%	

Additional Comments						
Schools Don't Serve the Gifted	*n*	161a	85b	3b, c	17c	266	$\chi^2(3, N = 1{,}236) = 34.35, p < .001$
	%	29.70%	18.10%	7.70%	9.20%	21.50%	
Special Programs are Good for Gifted Kids	*n*	112a	75a, b	3a, b	19b	209	$\chi^2(3, N = 1{,}236) = 13.90, p < .001$
	%	20.70%	16.00%	7.70%	10.30%	16.90%	
Costly	*n*	54a	43a	4a	10a	111	*n.s.*
	%	10.00%	9.10%	10.30%	5.40%	9.00%	
Gifted Kids Need Support Encouragement	*n*	147a	75b	1b	18b	241	$\chi^2(3, N = 1{,}236) = 42.19, p < .001$
	%	27.10%	16.00%	2.60%	9.70%	19.50%	
Social	*n*	17a	17a	1a	4a	39	*n.s.*
	%	3.10%	3.60%	2.60%	2.20%	3.20%	
Geographical Limitations	*n*	33a	22a	2a	5a	62	*n.s.*
	%	6.10%	4.70%	5.10%	2.70%	5.00%	
Well-Rounded	*n*	15a	20a	0a	4a	39	*n.s.*
	%	2.80%	4.30%	0.00%	2.20%	3.20%	
Elitism	*n*	17a	14a	2a	8a	41	*n.s.*
	%	3.10%	3.00%	5.10%	4.30%	3.30%	
Why CTYI?							
Broaden Experience	*n*	292a	243a	18a	84a	637	*n.s.*
	%	53.90%	51.70%	46.20%	45.40%	51.50%	
Challenge	*n*	233a	155b	7b	52b	447	$\chi^2(3, N = 1{,}236) = 23.81, p < .001$
	%	43.00%	33.00%	17.90%	28.10%	36.20%	
Social	*n*	181a	114b	5b, c	25c	325	$\chi^2(3, N = 1{,}236) = 34.35, p < .001$
	%	33.40%	24.30%	12.80%	13.50%	26.30%	
Enjoyment	*n*	70a	60a	0a	17a	147	*n.s.*
	%	12.90%	12.80%	0.00%	9.20%	11.90%	
Career	*n*	57a	50a	3a	29a	139	*n.s.*
	%	10.50%	10.60%	7.70%	15.70%	11.20%	
Child Asks to Go	*n*	32a	23a	3a	14a	72	*n.s.*
	%	5.90%	4.90%	7.70%	7.60%	5.80%	
Recommenda-tion	*n*	18a	26a	0a	11a	55	*n.s.*
	%	3.30%	5.50%	0.00%	5.90%	4.40%	

Confidence *n*	55a	41a	1a	8a	105	*n.s.*
%	10.10%	8.70%	2.60%	4.30%	8.50%	
Will Not *n*	18a	6a	1a	7a	32	*n.s.*
%	3.30%	1.30%	2.60%	3.80%	2.60%	
Independence *n*	9a	9a	0a	0a	18	*n.s.*
%	1.70%	1.90%	0.00%	0.00%	1.50%	
Guilt *n*	1a	4a	0a	0a	5	*n.s.*
%	0.20%	0.90%	0.00%	0.00%	0.40%	
Goals for Child's Future						
Fulfilment *n*	210	181	10	67	468	*n.s.*
%	54.70%	56.90%	41.70%	54.00%	55.10%	
Career Success *n*	102	88	5	33	228	*n.s.*
%	26.60%	27.70%	20.80%	26.60%	26.80%	
Academic Success *n*	135	126	11	42	314	*n.s.*
%	35.20%	39.60%	45.80%	33.90%	36.90%	
Maximize Potential *n*	85	60	8	34	187	*n.s.*
%	22.10%	18.90%	33.30%	27.40%	22.00%	
Personal Development *n*	95	97	10	28	230	*n.s.*
%	24.70%	30.50%	41.70%	22.60%	27.10%	
Child Sets Goals *n*	45	40	3	16	104	*n.s.*
%	11.70%	12.60%	12.50%	12.90%	12.20%	
Confidence *n*	16	23	0	6	45	*n.s.*
%	4.20%	7.20%	0.00%	4.80%	5.30%	
Civic Engagement *n*	15	23	1	5	44	*n.s.*
%	3.90%	7.20%	4.20%	4.00%	5.20%	
Other *n*	6	4	0	2	12	*n.s.*
%	1.60%	1.30%	0.00%	1.60%	1.40%	

Note: *n.s.* = not significant; Each subscript letter denotes a subset of Class # whose column proportions do not differ significantly from each other at the .05 level. All open-ended comments were optional.