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ABSTRACT

This proceedings document presents summaries of selected presentations of the Society for the Advancement of Gifted Education, an Alberta (Canada) organization for gifted education. The conference focused on "state-of-the-art" knowledge regarding integrated curriculum in the content areas, social-emotional development, parenting issues, achievement issues, accelerative practices, and individualized program planning. Included papers are: (1) "Classroom Resources for Teachers of the Gifted" (Barbara Brydges); (2) "Using the Talent Search To Discover and Develop One's Gifts" (Janneke Frank and Jennifer Aldred); (3) "Personality Typology in the Quest for Giftedness" (James F. Lavers); (4) "The Sensitivity-Anxiety Connection: A Novel Perspective on Gifted Students' Negative Behaviours" (Sal Mendaglio); (5) "The Independent Learner Program" (Richard Pentelbury); (6) "The Giftedness/Perfectionism Connection: Recent Research and Implications" (Michael C. Pyryt); and (7) "Gifted Education in Canada" (Carolyn Yewchuk). (Individual papers contain references.) (DB)

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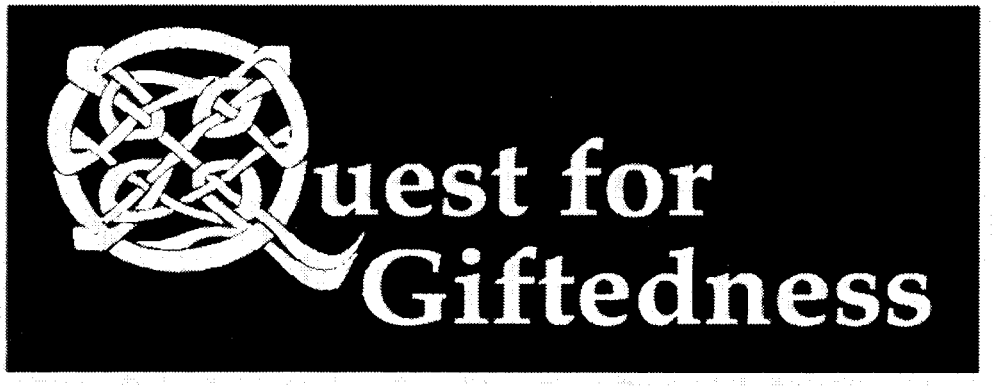
SAGE 2000



CONFERENCE PROCEEDINGS

11th Annual SAGE Conference
November 17-18, 2000

University of Calgary
Calgary, Alberta

Society for the Advancement of Gifted Education

THE QUEST FOR GIFTEDNESS 2000

CONFERENCE PROCEEDINGS

11th Annual SAGE Conference
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THE QUEST FOR GIFTEDNESS

11th Annual SAGE Conference

The Society for the Advancement of Gifted Education (SAGE) is an umbrella organization consisting of the primary stakeholders in gifted education in Alberta: the Centre for Gifted Education (CGE) at the University of Calgary, the Gifted and Talented Education Council (GTEC) of the Alberta Teachers' Association, the Alberta Associations for Bright Children (AABC), and Alberta Education.

The 11th Annual SAGE Conference with a theme of *The Quest for Giftedness* was held at the Univesity of Calgary on November 17-18, 2000.

The major focus of the Conference was to explore "state-of-the-art" knowledge regarding integrated curriculum in the content areas, social-emotional development, parenting isssues, achievement issues, accelerative practices, individualized program planning, Alberta Education policies, educational technology, Dabrowski's Theory of Positive Disintegration, and gender issues as they relate to the unique needs of gifted and talented individuals. Once again, this year's conference sponsored a Youth Strand component which provided instructional activities for students ages 7-14.

We are pleased to provide this document, which represents summaries of selected conference sessions. For those participating in the 11th Annual SAGE Conference, we hope these Proceedings capture the spirit of the conference. It should be noted that an article by Dr. Joyce VanTassel-Baska on the William and Mary Curriculum model specifically for language arts appeared in the Fall 1999 issue of AGATE (Journal of the Gifted and Talented Educational Council of the Alberta Teachers' Association).

We are grateful to the University of Calgary Special Projects Fund for providing a grant to support conference expenses.

We hope you find these Proceedings informative.

Michael C. Pyryt
Linda Finlay
Conference Co-Directors

CONFERENCE PROCEEDINGS 2000
11th Annual SAGE Conference
'The Quest for Giftedness'

CONTENTS

Classroom Resources for Teachers of the Gifted

Barbara Brydges, Librarian
Centre for Gifted Education

In 1998 the library of the Centre for Gifted Education took a new direction in response to the needs of teachers. The library already housed a comprehensive collection of academic works about the theory and practice of gifted education, but the Centre saw a need to make available materials which would assist teachers in planning lessons and delivering instruction to gifted students. There is now a wide-ranging and well-used collection of "classroom resources" which encompasses everything from books which show how to incorporate higher level thinking skills into lesson plans, to guidelines and ideas for independent study, to print and non-print materials which offer extensions or alternatives to regular curriculum.

Criteria for Selecting Educational Materials for Gifted Students

The first task in developing this collection was to delineate appropriate selection criteria. The second step was to locate any reputable sources which assessed and identified commercially available material. A list of some of these sources is appended to this article. To establish selection criteria we drew heavily on the work of Johnson & Sher (1997) of the Center for Gifted Education of The College of William and Mary, adapting from their work the following criteria:

- Contains a high level of sophistication of ideas
- Presents opportunities for extensions that challenge the most able learners
- Has content which can be tailored to meet the individual needs of high ability learners
- Integrates higher order thinking skills (i.e. analysis, synthesis, and evaluation) into the lesson
- Encourages a sufficiently high level of abstraction
- Provides opportunities to create products that are open-ended and advanced
- Fosters and enhances research skills.

Categories of Resources

The library of the Centre for Gifted Education contains the following categories of classroom resources for use by educators of the gifted:

Theory and research

The Centre subscribes to all the journals and buys all the academic works in the field of gifted education. All journal articles, articles in edited volumes and individual monographs are indexed, using ERIC descriptors, in the library's database, allowing the librarian to generate a list of appropriate materials on any topic. For example a search on teaching mathematics to gifted students results in a listing of 271 articles in journals or books and 217 monographs.

Curriculum differentiation

The foundation of the classroom resources collection is the understanding that for curriculum to be truly differentiated for gifted students adaptations must be made in **content**, **process**,

product and **environment**. Materials are screened for the collection on the basis of whether their use will result in modifications of at least one of these aspects. To assist educators in understanding the meaning of curriculum differentiation, the collection contains such seminal works as *Comprehensive curriculum for gifted learners* (VanTassel-Baska, 1994)

Program models and teaching strategies

The possibilities for differentiating the **environment** for gifted learners are explicated in many different works dealing with program models. These range from descriptions of specific models such as the Autonomous Learners Model (Betts & Kercher, 1999) to Winebrenner's (2000) strategies for teaching gifted kids in the regular classroom.

Thinking skills material

Modifying the **process** usually means ensuring that higher order thinking skills are fostered; that the curriculum advances the students' abilities to undertake critical and creative thinking. Examples of such materials include *CPS for kids: A resource book for teaching Creative Problem-Solving to children* (Eberle & Stanish, 1996), the *Thinkin' things collection* (1995) computer software published by Edmark, and almost everything published by Critical Thinking Press & Software.

Ideas for product differentiation

The easiest dimension to begin modifying is the **product** (Harvey, 1997). Ideas for independent study can be found in publications such as *Student projects - Ideas and plans* (Roets, 1994). Schack & Starko (1998) have written an excellent guidebook for conducting original research with Middle and High School students. Used cautiously (no, it's not necessary to turn every assignment into an opportunity to exhibit 'musical intelligence') various works about Multiple Intelligences, such as *Multiple intelligence centers and projects* (Chapman & Freeman, 1996) can be helpful sources of ideas for product differentiation.

Remodeling your lessons

Current curriculum theory emphasizes that **process** skills should not be taught in isolation but in order for students to handle advanced **content**. Among the excellent books which assist teachers to re-design their own lesson plans to incorporate higher order thinking skills are *Developing higher order thinking in the content areas K-12* (O'Tuel & Bullard, 1993) and *Infusing the teaching of critical and creative thinking into content instruction* (Swartz & Parks, 1994).

Subject specific

A priority for the classroom resources collection is the purchase of curriculum which is specifically focused on offering advanced content to gifted learners. This includes the language arts and science units developed by the Center for Gifted Education at the College of William and Mary and any other curriculum units, such as Addison-Wesley's *Challenge* math series (Haag et al, 1986-87), which are designed for gifted students. Whenever possible the library also purchases material which enriches and takes students more deeply into the existing curriculum. Examples of this are the National Council of Teachers of Mathematics *Addenda* series, which extends the regular math curriculum, and Greenhaven

Press' *Opposing Viewpoints* series, books which help students to understand the differing viewpoints that exist about major social/political/scientific issues.

Purpose of the Classroom Resources Collection

The classroom resources collections exists to serve as a "model collection", providing an opportunity for teachers to preview, to use, and to assess materials schools may want to purchase for their own professional libraries.

Accessing the Centre for Gifted Education Library

- Any individual or school may obtain lists of the library's **Classroom Resources**, which are organized by subject area and division (e.g., Elementary Science, Secondary Social Studies) by contacting the Centre via e-mail (gifteduc@ucalgary.ca) or phone (403-220-7799).
- Schools anywhere in Alberta can borrow from the Centre's library upon purchase of a Corporate Borrowers Card. Contact the Centre for more details. Borrowing privileges are also available to individuals where appropriate.

APPENDIX: Some Sources which Evaluate and Recommend Commercial Resources for the Gifted

Alberta Learning, Special Education Branch (2000). *Teaching students who are gifted and talented (Programming for students with special needs: Book 7)* Edmonton. AB: Alberta Learning (in Section 8).

Boyce, L. N. et al (1993). *Consumer's guide to Science curriculum.* Williamsburg, VA: Center for Gifted Education, The College of William and Mary.

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Steen, L. A. (ed.) (1992). *Mathematics books: Recommendations for high school and public libraries.* Mathematical Association of America.

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O'Tuel, F. S., & Bullard, R. K. (1993). *Developing higher order thinking in the content areas K-12* . Pacific Grove, CA: Critical Thinking Books and Software.

Roets, L. (1994). *Student projects: Ideas and plans*. Des Moines, Iowa: Leadership Publishers Inc.

Schack, G. D., & Starko, A. J. (1998). *Research comes alive: Guidebook for conducting original research with middle and high school students*. Mansfield Center, CT: Creative Learning Press, Inc.

Swartz, R. J., & Parks, S. (1994). *Infusing the teaching of critical and creative thinking into content instruction: A lesson design handbook for the elementary grades*. Pacific Grove, CA: Critical Thinking Press & Software.

Thinkin' things collection, 1- 3 (CD-ROMS). (1995). Redmond, WA: Edmark Corporation.

VanTassel-Baska, J., Feldhusen, J., Seeley, K., Grayson, W., Silverman, L., & Foster, W. (1994). *Comprehensive curriculum for gifted learners* (2nd ed.). Boston: Allyn and Bacon.

Winebrenner, S. (2000). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the academic needs of the gifted and talented* (Rev. ed.). Minneapolis, MN: Free Spirit.

Using the Talent Searchto Discover and Develop One's Gifts

Janneke Frank and Jennifer Aldred
University of Calgary

Background Information

The Centre for Gifted Education at the University of Calgary, in collaboration with The Belin-Blank International Center for Gifted Education and Talent Development of The University of Iowa, has twice conducted an Elementary Academic Talent Search for the past two consecutive school years (1998 – 1999 and 1999-2000). BESTS (The Belin-Blank Elementary School Talent Search) was offered to highly able fourth, fifth, and sixth graders as well as to exceptional third graders in the Calgary and Edmonton areas. The best candidates for the Talent Search are those students who have scored in the top 5% on Provincial Examinations, standardized tests such as the Canadian Tests of Basic Skills CTBS), or individual intelligence tests.

The purpose of BESTS is to use standardized above-level tests to discover students who need further educational challenge to fully realize their potential. Elementary students who registered for BESTS were administered a multiple-choice test called EXPLORE®, which was designed for eighth-graders in the United States. The EXPLORE® test measures academic development in English, Mathematics, Reading, and Science Reasoning.

Off-level testing involves giving younger students tests typically designed for older students; in other words, giving the test "off-level." For highly able learners, it is recommended that continued assessment of specific aptitudes or achievement, using the tests of higher-grade levels, be administered in order to gauge precise levels of skills and knowledge and therefore a more accurate estimate of student potential.

Although in-grade achievement tests indicate a high level of knowledge in the grade specific content areas, they do not give a complete picture of the potentiality of highly able students. Standardized achievement tests are unable to accurately assess some students' capabilities because they are designed for groups of students who differ widely in their knowledge of particular subjects. Although these tests contain a range of items that vary in difficulty level, they typically have too few difficult items that would make them a more accurate and appropriate measuring device of highly able learners' capabilities. In educational terms, these tests do not have an adequate "ceiling" to give a detailed picture of highly able learners' abilities.

Off-level testing, as provided in BESTS, means that the selection of the EXPLORE® test is made on the basis of the student's pre-existing level of knowledge, skill, or capabilities in an area of domain rather than chronological age or grade. BESTS includes three important components, which are: 1) diagnosis of strengths and weaknesses 2) educational guidance and 3) talent development opportunities.

EXPLORE® Tests

EXPLORE® is designed to measure eighth-grade students' progressive development of knowledge and skills in four academic areas: English, Mathematics, Reading, and Science Reasoning. EXPLORE® is a curriculum based assessment that measures what students can do with what they have learned. One hundred thirty-three students in Grades 3-8 participated in the 2000 BESTS Testing conducted at the University of Calgary and University of Alberta. Results indicated that Students in Alberta compare favorably to Talent Search participants in the United States. Eighty-One percent of the 2000 BESTS participants scored better than the average eighth grader in the United States on at least one of the subtests or composite. EXPLORE® provides Standards for Transition which are sets of statements that represent widely held learning goals or expectations of what students have learned up to 8th grade that is important for success in high school and beyond. The standards show how skills can progress, becoming increasingly sophisticated from score range to score range. Standards for Transition have been written for all four academic areas measured in EXPLORE® and are provided for five score ranges (9-11, 12-15, 16-19, 20-23, and 24-25) along the EXPLORE® score scale.

The Alberta Learning Program of Studies: Junior High Schools

Program of Studies: Junior High Schools (1988) identifies the expectations for the required and optional learning components for students in grade 7 – 9. Content is focused on what students are expected to know and be able to do. *Program of Studies: Junior High Schools (*1998) states that although organized into separate subject, course or program areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated segments. Integrating across content areas, and providing ways for students to make connections, enhances student learning. Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. The three programs described in the Alberta Learning *Program of Studies: Junior High Schools* (1988) and relevant to this study are Language Arts, Mathematics, and Science. Required student outcomes in these four curricular programs are examined and compared to the required student outcomes in the four academic areas of the EXPLORE® test: English, Mathematics, Reading, and Science Reasoning.

Comparing the EXPLORE® English Test to the Alberta Junior High Language Arts Program

The EXPLORE® English test focuses specifically on grammar, mechanics, and sentence structure. Many test descriptors are linked to the demonstration of proficiency in technical writing and a mastery of distinct parts of speech. In the Alberta Learning *Program of Studies: Junior High Language Arts*, these specific objectives are addressed in the Writing strand (Concepts 15 – 22). While EXPLORE® names and addresses mastery of specific parts of speech such as conjunctions, pronouns, and possessives, the *Program of Studies* points to a general mastery of the conventions of written language. Attention to technical conventions in the EXPLORE® English test is primarily addressed by Concept 18 in the Writing strand of the Junior High Language Arts Program. As well, the EXPLORE® English test focuses on the coherence, transitions, and cohesiveness of

writing and students' abilities to revise, clarify, and identify main ideas and supporting ideas. These skills are similarly emphasized in the Writing Strand of the Junior High Language Arts Program, and primarily in Concept 17.

CONCEPT 17: effective editing involves revision for the purpose of evaluating ideas and further shaping of the composition (Grade 7 – 9). The student should be able to:

- Review writing carefully to ensure that it addresses the author's intention
- Identify those ideas that need clarification for the purpose of addressing the chosen audience
- Identify and remove irrelevant or unnecessary ideas
- Identify and add ideas which need to be included
- Evaluate the effectiveness of the development of the writing, addressing, where appropriate, such features as beginning, ending, developmental pattern, register, point of view, transitional devices, key words
- Demonstrate an increasing independence in revision strategies (Grade 9 only)

There is one significant difference between the skills addressed in the Writing strand of the Alberta *Program of Studies for Language Arts* and the skills tested in the EXPLORE® English test. The Alberta writing curriculum focuses primarily on students' own writing: their attitudes about writing; the development of an authentic writing voice that draws on personal experience and prior knowledge; the generation, organization, and clarification of ideas; and reflection on the process of writing. The EXPLORE® test requires that students apply these skills to writing samples provided.

Comparing the EXPLORE® Mathematics Test to the Alberta Junior High Math Program

The EXPLORE® Mathematics test addresses all mathematical skills covered in the Alberta Learning *Program of Studies* for Division II (grades 4-6) Mathematics. These skills and concepts are further developed and applied in the Junior High program. The Junior High Mathematics program is organized according to six content strands that are developed in increasingly complex contexts through consecutive grades. The six content strands are Number Systems and Operations, Data Management, Algebra, Problem Solving, Measurement and Geometry, and Ratio and Proportion. The Alberta Program of Studies Mathematics curricular strands positively correlate with the EXPLORE® Mathematics test primarily at the grade seven level. The Number Systems And Operations content strand is addressed by the EXPLORE® lower score range in the area of whole numbers (maintenance of previously developed skills and the application of problem solving skills) and decimals (application of previously developed rounding skills). The higher score range addresses application of fractions skills. The entire scope of the grade seven Program of Studies Data Management, Algebra, Problem Solving, and Measurement and Geometry, as content strands, are thoroughly addressed in the EXPLORE® Mathematics test. Grade eight and nine skills and concepts in these content strands are generally not reflected in the EXPLORE® test. The EXPLORE® Mathematics test addresses a variety of skills in the Ratio and Proportion

content strand of the Alberta Junior High Mathematics Program. At the grade seven level, previously developed skills are maintained, and calculating percents, ratios, and decimals are introduced. At the grade eight level, students are introduced to proportions and rates, and at the grade nine level, students learn how to apply ratios and proportion skills in practical situations.

Comparing the EXPLORE® Reading Test to the Alberta Junior High Language Arts Program

The Alberta Learning *Program of Studies for Language Arts* is addressed by way of five content concepts: speaking, listening, viewing, writing, and reading/literature. While the writing strand relates to the EXPLORE® English test, the reading/literature strand relates to the EXPLORE® Reading test. Of the four comparisons between the EXPLORE® tests and the Alberta *Program of Studies*, the correlation between the Reading/Literature strand of the Language Arts Program and the EXPLORE® Reading test is the least existent.

The EXPLORE® score range descriptors in English, Mathematics, and Science Reasoning primarily correlate with learner outcomes in the Program of Studies for Language Arts (Writing Strand), Mathematics, and Science. As well, all EXPLORE® descriptors in the Score Range 9 – 11 and 24 – 25 correlate with learner outcomes in the Alberta Reading/Literature strand. However, a significant number of EXPLORE® Reading test score range descriptors do not correlate with learner outcomes in the *Program of Studies Language Arts* Reading/ Literature strand. Of all concepts in the Literature/Reading strand, Concept 29, "Human attitudes and values can be explored through a study of characters encountered in literature," is most adequately addressed by the EXPLORE® Reading test.

Comparing the EXPLORE® Science Reasoning Test to the Alberta Junior High Science Program

The EXPLORE® Science Reasoning Test addresses the majority of the general learner expectations as outlined in the Alberta Junior High Science Program. The Program of Studies identifies three general learner expectations or skill/concept areas of emphasis, listed as: Nature of Science (attitudes, science inquiry skills, and concepts); Science and Technology (attitudes, technological problem-solving skills, and concepts), and Science, Technology, and Society (attitudes, decision-making skills, and concepts). These generalized skills are developed and applied through particular grade level topic areas and specific units. Although the specific content areas are not explicitly addressed within the EXPLORE® Science Reasoning Test, the test does draw on skills and concepts developed through the specific curricular contexts. The EXPLORE® test correlates primarily with scientific inquiry skills and attitudes developed in the Nature of Science; problem-solving skills in Science and Technology; and decision-making skills in Science, Technology, and Society. The EXPLORE® Science Reasoning test also addresses data management skills in the Alberta Program of Studies for Mathematics, and reading skills in the Program of Studies for Language Arts.

Examining the Junior High Science Program only through the EXPLORE® score range

descriptors would misrepresent the scope and breadth of the Alberta Secondary Science program. Although students who score high on the EXPLORE® Science Reasoning test demonstrate the scientific inquiry skills required in the Junior High Science program, they would not necessarily possess the required content background. These content areas primarily provide a context for the development and application of necessary skills and attitudes; however, several of the topics are cumulative from one grade level to the next. For example, the biology, chemistry, and physics strands continue through the various grade levels and are important foundations for high school sciences.

The SUCCESS summer program offered at the University of Calgary is one example of the ways in which Talent search information can ensure continuity between identification information and subsequent programming and instruction. The SUCCESS program is designed to challenge and stimulate students in their areas of strength and passion. In the summer of 2000, four courses were organized to provide elementary students with exposure to advanced academic experiences typically not available in their elementary schools. Courses are structured around the assumption that participating students (grades 4-6) have mastered skills and concepts at a grade 8 level or above, and could therefore benefit from an enriched opportunity to explore complex, multidimensional ideas and concepts typically reserved for older/advanced-level students.

The SUCCESS courses offered at the Centre for Gifted at the University of Calgary in July, 2000 were as follows:

Social Studies/Humanities focus:	**GLOBAL STEPS FOR WORLD PEACE**
Language Arts/Creative focus:	**THE GRACE OF GREAT THINGS**
Science/Biology focus:	**MARSHES, MEADOWS AND MEANDERINGS**
Mathematics focus:	**THE WONDERS OF MATHEMATICS**

Evaluations of the SUCCESS 2000 were very positive. Students and parents believed that the programs achieved their intended goals.

Other Opportunities

Results of the Talent Search can be a valuable piece of information to be used in developing appropriate Individualized Program Plans for Gifted Students. These plans should incorporate opportunities for subject matter acceleration, compacting, self-directed learning in areas of passion, development of higher-order thinking skills, flexibility in generation of academic products, and interaction with intellectual peers.

References

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Personality Typology in the Quest for Giftedness and/or Does Giftedness Exist and, If So, Where and When

James F. Lavers

Background

It is the contention of this presenter that we may be looking in the wrong place, both substantively and substantially, for giftedness. We fail to take into account the given of personality typology worldwide and we place far too much credence in both our capacity to identify and to nurture what Nietzsche calls Apollonian or rational style. Typically our approach to giftedness neglects time orientation, which is vastly different for each personality group.

Phenomenological aspects of personality

Mary Meeker, of the Structure of Intellect (S.O.I.) Institute in Vida, Oregon, noted that giftedness, even measured clinically (Cognition, Memory, Convergent thinking, Divergent thinking, Evaluation), was a two edged sword with conventional schooling focused heavily on convergent thinking. Divergent thinking and exploratory conceptualizing are more difficult to assess, clinically, and much more future than past time oriented. Recognizing the need for balance, she produced a chart giving some credence to imponderables such as leadership and artistic/athletic capacities (talents) but does not indicate that these immeasurables (affective functioning) are equal or superior to the measurables which, of course, they are, in the real worlds of business, technology and creative innovation in the arts, which have driven every successful civilization. If the child/adult has both capacity and versatility, then they will succeed regardless of typology but they will succeed, in or out of conventional systems, based on a totally ignored but inherent element of personality - time orientation. Before examining the crucial biological element of time orientation and in fairness to the Meeker's seminal contributions, it should be noted that Neuro Linguistic Program research had not come on the scene at the time of her work. At any rate it is difficult to include phenomenological elements in a tightly structured evaluation process. I have combined, for the first time, personality typology (Social Style Integration) with N.L.P. (Learning Modes Orientation).

Typology and Time Orientation

My current model suggests that there are 4 types of individuals. Their personality characteristics and time orientation will be briefly identified.

Expressives

Expressives have, to put it bluntly, a very short fuse; thus their appellation as warriors. Also, they are very hard to threaten (with conventional penalties) since they "know", at a visceral level, what

is appropriate for them and quite often a value in society (Trudeau, and perhaps Laurier, are "classic" examples). Note that both of them took us out of subservient empire building; Laurier with the Navy and Trudeau with the constitution and human rights. They erred elsewhere. Chrétien, rightly, calls himself "a fighter". Their time frame, throughout their life, is six months to two years. Extremely action oriented but in a rational way, they do not suffer fools lightly, take risks others perceive as foolhardy and suffer the slings and arrows of outrageous fortune with singular aplomb and simply, resolutely, as part of their internal learning mechanism, go on to the next project. Very little of this has to do with lock step pedagogy nor can tradition bound modalities accept or develop the energy levels or innovations necessary to adequately cope with the time orientation of this rather large (33% of the population), dynamic and versatile part of humanity. Expressives are the truly gifted; they do a practicum almost every day of their life and care not at all for the accolades there from. They "get along" with others in the following ways:

- with Drivers by supplying them with ideas, and accountability.
- with Analytics by substantiating analysis and giving it force.
- with Amiables by recognizing humanistic alternatives (sharing feeling modes).

Expressives are natural leaders in dynamic situations and followers only when they perceive that a goal, preferable related to a tangible, is realistic. Thus they are poor candidates for verbiage or hierarchy. Expressives are highly inventive and likely the most in tune with their unconscious. Again, they refuse to fee bargain or enter into long term contracts unless there is variety, urgency and group dynamics that are non-political. Expressives supply to all societies the most truly creative and gifted representations in both concrete and more esoteric manifestations. They are ignored by conventional pedagogy and bureaucracy and, feeling this, move on to generate independent work places.

Drivers

Drivers are totally concerned with generating workable ideas and must have free reign to do so. Like Expressives, their creativity, their gift, is bound to future considerations but with slightly longer time frames. They will stay in an academic or work place setting so long as it allows for creative development. Being what Jung called "irrationals", they sense what is happening long before others and can creatively advance a cause, an idea, and design programs that are innovative and workable.

Giftedness here, with ideas, is a given and Drivers gain access to the facts of the Analytic, the human resources skills of the Amiable and the creative instincts of the Expressive to generate new, workable edifices of social reconstruction. They are the Chiefs in tribal settings, the classic case in the late 19th century, locally, being Crowchild.

Unlike Expressives, they do not sort for difference first. Drivers' giftedness is in organizational genius - difficult to quantify except as an end product. By then, the person responsible has moved on.

Analytics

Analytics, the group other than Drivers that are productivity oriented, have made great impact in the area of rationality. So much so that John Ralston Saul calls them, collectively, "Voltaire's Bastards". In the last two hundred years it has been assumed that giftedness rests here. Since, disproportionately, they are mentored in public and, particularly in private systems of education, the legend grows. Forty-three (43%) of populations, worldwide, mentored by 56% of teachers. Analytics carry their own low temperatures about with them, disputing mightily what they perceive to be facts. Even Einstein fell into the trap - "God does not play dice with the Universe" - when faced with the uncertainty principle. Psychologically, because they have no five second delay in perceiving auditory/digital signals, translating them immediately visually, it is presumed their intellect is broad based.

Because it is likely that Analytics have greater conscious recall of sequential events (remembering 7, 8, or 9 digits rather than 2, 3 or 4), it is presumed that this is some form of genius. They, tribally, are the gurus but seldom the Chiefs and, in modern lexicon, often represent the first stage of decline in the corporate sector. Obviously they almost totally dominate academia and simply view science and society as givens to be examined. Minutia is their gravy. Analytics, because they are highly rational and are taught, work with, and succeed through other analytics, are perceived as having a monopoly on giftedness.

Amiables

The gift of love, generosity and support (of existing regimens) goes mostly unnoticed in a materialistic society. Iintuition governs Amiables, a small but important group (12% of population, but 33% of professionals - mainly in the humanities). These people are often community leaders, are excellent staff officers, public and private sector, as well as working in the humanities, as practitioners, not theoreticians. Since they dislike theory, much preferring practice while intuiting the actual process, few ever get to the gifted lists. Amiables can be successful in organization and the political sphere.

Conclusion

If we are to come close to dealing with all variables in the Quest For Giftedness, we must first recognize that those with the most creativity, capacity and versatility seldom, if ever, accept lock step pedagogy as their given. In my experience, each time I present personality typology as a *raison d'être* for the mismatch of education and life success, the only people who approach the podium are

Expressives and a few Drivers. These people are Future-Present time oriented, dislike the status quo and invariably have a "dropout/dropin" story to tell. In the seminar of November 18 at the University of Calgary, out of 35 attendees, two Drivers and three Expressives commented. These numbers are about average for teachers. The other thirty, mainly Analytics with a few Amiables, simply take new ideas under advisement. Gifted individuals who are Expressives and Drivers simply move too quickly for the status quo, even with a few recent innovations, and they return to conventional education at their own felt need, not at society's behest. So, those students we accept as participants in gifted programs are mostly (disproportionately) the remainder; those who accept the tortuous time frame leading to conventional academic excellence.

Societies and institutions are remiss in their planning and programming unless they take into account two givens - two facets of personality largely ignored in the 20th Century, being:

1. World wide, as empirical information demonstrates, societies consist of four distinct groups divided by time line orientation, varying from future to past, divided between people who tell and people who ask and divided between those whose primary concern is productivity versus an equal number who are oriented to people.

2. Within these groupings Jung, over one hundred years ago, correctly confirmed what others had recognized long before, that a much larger group employed logic to arrive at conclusions but that major leadership and followership, both gifted, were derived by relatively small groups who seemed to be arriving at their processing differently and to whom societies turned in time of crisis. He called them Irrationals. In my model these are the Amiables, who intuit, and the Drivers who sense.

Understanding Gifted Children's Intense Emotionality: Sensitivity

Sal Mendaglio
Division of Teacher Preparation,
Graduate Division of Educational Research,
Centre for Gifted Education • University of Calgary

Introduction

Heightened sensitivity (HS) has long been recognized as an affective characteristic of gifted children. Understanding this characteristic and its implications assists in our understanding of gifted children's behaviours and emotionality associated with them. HS is a complex concept that simultaneously poses great opportunities and challenges for gifted children. At times it leads to altruistic behaviours. Highly sensitive gifted children share readily with others and come to their aid. These gifted children also are easily hurt emotionally and accept responsibility for the burdens of others. The purpose of this article is to discuss this double-edged quality of HS and its relationship to anxiety in gifted children.

Heightened Sensitivity: Multi-faceted

HS is not a unitary concept. There are many facets to this affective characteristic. At the core of HS is the process of awareness or consciousness. The various facets associated with HS represent different foci of awareness. A multi-faceted view of sensitivity (Mendaglio, 1995) encompasses awareness of emotion, thinking in self and others. HS is composed of interpersonal and interpersonal sensitivity. Each of these is concerned with both thinking and feeling. That is, we can have heightened awareness of other people' thoughts and feelings. Similarly, we can have keen awareness of our own thoughts and feeling. Descriptors such as "heightened" need to be used because sensitivity is not the sole province of gifted persons. All persons have the capacity to be sensitive and this can occur in a very high degree. With gifted persons, this heightened sensitivity is seen as characteristic rather than transitory. That is, HS is part and parcel of being gifted. HS is not an environmentally produced phenomenon—it comes with the territory. For some readers, this may seem like some form or elitist thinking. However, it will become evident from the ensuing discussion that HS is not not exactly a "gift" which makes life easier for gifted persons, nor does it make them more valuable as persons. In fact, even common usage often has a rather negatfëe tone to "sensitivity." When a person is described as "sensitive" the word "too" is often implicit if not stated outright. Both from such common usage as well as a more deliberate elaboration of HS, it is apparent that this can become more of a curse than a blessing for gifted persons.

In presenting the multifaceted HS, I decided that it would be useful to use existing suitable terms to describe the facets, rather than inventing a lexicon. A perusal of literature in both the

gifted area as well as developmental psychology netted four extant terms that captured essentially the conception of the various fa`Äts. For interpersonal HS empathy and perspective taking were seen as reflecting aspects associated with this facet of HS. For intrapersonal HS, emotional experience and self-awareness were selected. While HS can be described in a segmented fashion, i.e., interpersonal, intrapersonal, cognitive and affective with the various terms further refining these latter domains, it must be remembered that these operate simultaneously in daily life.

There are many positive consequences of HS for gifted persons, this discussion, because of its purpose, focuses on the negative implications of HS.

Interpersonal HS: Empathy and Perspective Taking

Essentially, interpersonal HS refers to the process of becoming very aware of other persons' emotions and thoughts. Empathy and perspective taking are two concepts, which describe this facet of HS. Through empathy gifted children begin to feel the emotions of others. Through empathy (or interpersonal affective sensitivity) a gifted child vicariously experiences emotions that caregivers, parents in particular, present in their interactions with gifted children. Empathy here can best be described as an emotional contagion. This is not unique to children who are gifted—it is not uncommon for young children in a group to all beginning to cry if one child cries. Due their giftedness, it is assumed that gifted children experience this emotional contagion more frequently. Further, gifted children need less stimulus value for this contagion to be triggered. Gifted children detect subtle expressions of emotions in other children as well as teachers and parents.

In this multifaceted view of HS, perspective-taking ability is seen as the "driving force" behind empathy. Gifted children can, through perspective taking (a cognitive activity) grasp the meaning of a situation that is creating emotions in others. This is due to their intellectual prowess. Because of their superior intellectual abilities they can see more details in an interpersonal situation and process that information rapidly to a conclusion.

A few caveats are in order. Gifted children see more details and process information rapidly but the conclusions they draw are not always accurate. Nor can they necessarily articulate in a precise manner, the emotions in others that they experience vicariously. They are not little computers, nor are they little "shrinks."

The importance of interpersonal HS for teachers and parents is that the emotions that these adults bring to gifted children will be detected and often experienced by the children. In many cases, a teacher's or parent's bad mood may have devastating effect on these children, even if the source of the negative emotion is not related to children's behaviors. Interpersonal HS also

is responsible for stress gifted children feel stemming from their awareness of such issues as conditions in third world countries. Interpersonal HS also is operative in daily contact with other students in schools where gifted children feel other children's pain when teasing occurs.

Intrapersonal HS: Emotional Experience and Self-Awareness

Emotional experience and self-awareness are concepts, which describe intrapersonal HS. Through emotional experience, children become aware of their own emotions. Self-awareness refers to making oneself as the object of awareness and this includes knowing one's thoughts and other aspects of self. Emotional experience is a subset of self-awareness focusing attention on the importance of emotions for persons. Both of these operate in concert though they can be distinguished for discussion purposes.

HS serves to magnify the experience of emotions in gifted children. As a result they are very aware of their feeling states and can be overwhelmed as a result. This heightened emotional experiencing comes closest of all the HS facets to the common usage of "sensitivity." Gifted children with heightened emotional experience have their "feelings easily hurt." They are the ones who cry readily in the face of perceived unjust treatment or teasing.

As for self-awareness, this intrapersonal cognitive sensitivity, often leads to self-consciousness, which is painful both for the child and for parents who observe this. Such heightened self-awareness interferes with daily tasks at school, which require children to be the focus of others' attention. Such a high level of self-consciousness also interferes in peer relations by, among other things, resulting in an inability to initiate conversations with other children.

HS: Generating Emotions, Which May or Not Be Expressed

HS is not in and of itself an emotion or set of emotions. Heightened awareness (the core of HS) of certain situations, which involve others, self, or a combination, leads to the creation of strong negative emotions. HS creates emotions by detecting emotions in the social environment and by rapid processing of information in social interactions and self-observations.

The ensuing emotions may not see the light of day—when it comes to emotions we must distinguish between experience and expression. Emotions may remain at the covert, experiential level. The implication for HS is that parents and teachers may not know the extent of their children's sensitivity if they are only convinced by explicit, direct expressions. Many of the products of HS, the clues of its presence, remain covert. All children are exposed to rules of emotional expression at home and at school. Sometimes these are communicated explicitly, e.g., "Big boys don't cry" (yes this still happens!), but more often indirectly, e.g., modeling by parents and teachers. Children, especially gifted children, learn the rules very quickly. While some

emotions simply go unexpressed, other products of HS get transformed. Angry outbursts can be expressions of hurt feelings. Anxiety may be the result of tuning into the ills of the world. The experience—expression dimension must be borne in mind when looking for signs of HS in gifted children.

Heightened Sensitivity—Anxiety Connection

A connection between HS and anxiety can be seen in the emotional products of HS, which create states of anxiety in children. From interpersonal HS there is the potential of gifted children's experiencing of anxiety as they sense negative emotionality in parents or teachers. It is difficult for a child to be secure—relatively free of anxiety—if significant adults are stressed and a child detects that tension. Tension, anxiety or stress in parents will affect the child through emotional contagion. Children will experience anxiety from this external source.

HS increases the potential for anxiety for gifted students because aspects of HS can be seen as internal sources of anxiety. Heightened self-awareness and emotional experience intensify gifted children's fears. Self-awareness itself can produce anxiety as children become aware of physical sensations. And of course, painful self-consciousness is itself equated with anxiety.

HS is double edged but it in this article its dark side was made the exclusive focus. This was done to draw teachers' and parents' attention to the dynamics of HS as an emotion generator. Such emotion generation ultimately leads to a connection with gifted children's experiences of anxiety.

An Indepenedent Learner's Individualized and Self-directed Enrichment Program

(FRED FLINSTONE TO LUKE SKYWALKER, BEAM ME UP!)

Richard F. Pentelbury
Calgary Board of Education

Origins

After the 1960's in Pretoria Boys' High (based on a 'British' education) as well as attending a Canadian University in the mid 70's, this writer came to realize that there were huge gaps in his overall comprehension of time-past. No foundation for an essential *synthesis* of school curricula, post-secondary education, or the organization of general knowledge had been 'provided'. Furthermore, in checking with colleagues as well as students at large over the past thirty years, it has been evident that educational curricula, *per se*, does not provide for the ready comprehension of a basic chronological framework. Most curriculums are delivered as disparate entities. Yet Gallagher's (1997) statement that intelligence may be viewed "...as a series of interconnected knowledge structures, a network of interrelationships. The more complex the knowledge structure, the more likely it is that new information can be usefully inserted into that structure or across structures", augments the fundamental contention of the need to implement an Independent Learner Program.

History

Originally designed by the author in 1983 as the Humanities Graduation Program at Oakley Centre for the Gifted, a five-year longitudinal study of the pupils involved proved its ongoing efficacy. As well, this program has been implemented on an ongoing basis with very many other independent students at several schools over the past two decades. Also, as presented at various education conventions since its inception, the program has met with evident audience interest, approval, and implementation by both parents and teachers.

Purpose

The purpose of this Individualized and Self-directed Program is to provide the relatively autonomous student with a comprehensive background of historical information from the Big Bang to the present. Within *the first month* of acquiring information most students will be enabled to have at least one bit of pertinent information about each century since the origins of our universe. Preferably, that continuum of information, however superficial, will be comprised of facts of particular or special interest *as discovered* by the individual (e.g. the Chinese invention of typeset) rather than a likely listing of historical events comprised of the more usual Eurocentric approach. Furthermore, the student thereafter is encouraged to process ongoing learning 'in the round', that is, purposefully to practice differentiated learning styles and variegating methods of knowledge representation. The ultimate purpose is for the student to gain the

advantage of realizing a relatively comprehensive sense of chronological events in order more readily to append the ongoing historical information likely to be revealed over a lifetime.

Rationale

We all know more than we know we know. But generally, our mental files are disorganized, our system of storing information random, and therefore our interest in seemingly unrelated data tends to depend on the subjective relevance of the moment. That Dinosaurs existed for over a 135 million years, separated from Cave Man by another 63 million, give or take a year or two, takes most children by surprise (Fred Flinstone notwithstanding). So we're watching a filmed documentary as divers excavate a Spanish Armada Galleon, and we see the sharks nosing the treasure, and we hear "1588", and for the vast majority of students of all ages, almost nothing else comes readily to mind. Ask them, and Shakespeare, Elizabeth I, Galileo, The Crusades, Robin Hood, Marco Polo, and Joan of Arc appear to co-exist. Test students, and the vast majority struggle with placing the 'Romans, Greeks, Egyptians, Chinese Age of Print, Reformation, Renaissance, Iron Age, Industrial Revolution, and The Romantics' into a chronological order. As with information in the documentary, data perceived as disparate or disjointed, to most of us, is mentally discarded. Our insecurity with 'what we don't know' inhibits the acquisition of other knowledge. However, once an individual has even one individually interesting thing that assertively can be placed on each time period of the whole Time Line, an evident excitement about adding to the mental file cabinet is readily witnessed. Hence, The Independent Learner Program was born.

Across the last two decades, with the author's making presentations about the program to colleagues at conventions, as well as to students at large, individually or collectively, including sharing it with Adult Education Students at Night School for nine years, the 'ah-ha' factor has been significant and remarkable. The 'common sense' of it all has inspired student after student to wonder why it is not part of every school's curriculum, and to wish that it had been. Colleagues who've implemented it have reported its efficacy, and its continuing success. Designed to accommodate the individual, its 'independent' nature is more readily taken on by most students than were it specifically to be called a 'gifted' program. Ideally, *every* student at any age should be afforded the advantage of this chronological conceptualization. An individual's interest in a given subject, however diverse, as observed developing through the ages, makes for an ongoing interest in very many other things in other centuries that can be added to the mental (or actual) 'scrap book' of the independent learner. The educator's task is to provide the student with a methodology, an organizational framework for perpetual learning, and 'a common sense' basis for ongoing self-education.

Process

1) For Administrative purposes, students who are essentially self-motivated and who also are keen on enrichment learning, as proven by the student, as determined by teachers and administra-

tion, and thereafter sanctioned by parental permission, are candidates. As such, the program need not necessarily be labeled 'for the gifted.' Establishing this Program may make better use of the potential for students of independent learning habits. Its annual framework of proceeding with chronological knowledge in a logistical self-directed process provides for a focus on multi-level work habits and productivity, using every imaginable medium, rather than 'just' a continuing acquisition of 'more' knowledge, *per se.* The program's course is intended to provide a lifetime basis of ongoing relevance for perpetual reference-based learning and interest.

2) The Independent Learner, all in-class work having been met, or able to be met, and at the teacher's discretion, is 'free' to progress (usually in the library) with the Enrichment Program. A (r)-evolving 'contract (s)' is/are suggested.

3) As an adjunct to a regular curriculum for students wanting such opportunity, minimal monitoring of this program by any given teacher is required. Nor is the teacher expected to know the material (!) The Program's annual focus is to overview a broad based chronological development of history (in every conceivable genre), successively learning more and more, and to challenge the student to reflect such learning 'in the round'. i.e., the student ideally is to practice differentiated learning styles in terms of application to task, to exercise cognitive, affective, concrete sequential, and abstract random domains with as many ingenious styles of presentation as creativity provides (see appendix). The duration of any given task, depending on the student, should encourage practice with the unfamiliar, rather than dissuade. (e.g., make a song up about the Vikings; 'play' it on a guitar.)

4) As such, the student ought to be encouraged to maintain a diary-portfolio of undertakings, studies, diversity of projects, readings, and insights throughout a lifetime.

5) Teachers within the school, now more aware of the program's efficacy in general, might more consciously allude or point out the historical context of their own programs. A more conscious relevance of the origins and history of mathematics, science, languages, physical education, art, drama, and music would enhance the general sense of integration and academic relevance to the whole of a student's education.

6) An Academic Certificate of Recognition, enhancing a student's resume, might be awarded, rather than a grade.

Conclusion

The Independent Learner Program provides for every student a comprehensive 'common sense' basis of chronological knowledge for a lifetime's interest. It is structured for the individual purposefully to exercise differentiated learning styles continually 'in the round', to employ

all conceivable mediums, and thereby to develop 'holistically'. It provides for a perpetual basis upon which forever to add information. And it is designed to be an addendum to every curriculum in every discipline, without the teacher, *per se,* needing any additional or specialized knowledge. Implemented at any grade, the program provides a continual basis for Subject enrichment as well as for the diversity of any individual's ongoing interests.

As educators, limited in resources and time as we are by artificial pupil-teacher ratios and a disparate but prescribed exam-based curriculum, we still ought to be striving to provide a common-sense interest basis for a perpetual reference-based education. As a learner comes to see the necessity of having a foundation for further learning, that learner soon finds a need to know more and more.

I trust that this program will do much to inspire the deserving students (and teachers) of all schools. All we have to do, as teachers, is beckon, and guide. Or is that, 'beam the learner aboard'?

Three Appendix handouts:

a) A suggested **Outline**
b) A suggested **Self-Evaluation**
c) A **Reference** and **Selected Resources**

Appendix A: OUTLINE: An Enrichment Program for The Independent Learner

Ten Months and Twenty Initial Chronological Stepping Stones
as a Possible Path of Progress:

Sept: 1. The Big Bang
2. The Universe (My Very Exotic Mother Jerked Suddenly Under Neptune's Pillow!)
3. Periods & Ages (Cam Orders Silly Dev's Car Perm, Tries Jury Creatures, Turns Quarters)
4. First Civilizations (Mesopotamia, Hammurabi, and yes: the origins of Iraq!)

Oct: 5. Egyptians & Chinese
6. Greeks
7. Romans
8. Vikings

Nov: 9. Saxons, Jutes, Aelfred, and Anglo Saxon
10. 1066 and all that!

Dec: 11. The Crusades
12. Marco Polo and The East of the 1200's

Jan: 13. Chaucer, Robin Hood, Prince John, and The Magna Carta
14. The Printing Press and The Reformation and The Russians
Feb: 15. The Renaissance, The Elizabethans, and Shakespeare, and The Inca
Mar: 16. Revolution and Religion
Apr: 17. The Romantics
18. The Industrial Revolution
May: 19. The Major Wars
June: 20. The Technical Tide Rushes In, Our Iconoclastic Age, The Future.

Procedure, Projects, and Product: Initially linear by nature, rather than mineshafts of knowledge, ongoing learning ought to be reflected by a perpetual 'exercise in the round' of such challenging productivity as:

Essays, Oral presentations, Posters, Paintings, Models, Multimedia (Computer)
Dioramas, Collages, Songs, Poems, Dramas, Videos, Virtual Graphics
Games, and anything else one's creative mind develops for the benefit of oneself
(and one's portfolio!

Appendix B: SELF -EVALUATION: **Individualized Enrichment Program**

Name: _____

This Enrichment Program, whereby you undertake a chronological research and overview of the development of our Universe and mankind from Big Bang to the present, is intended to provide for a knowledge basis within which to append information and to inspire insight throughout a lifetime. Your consistent application to task is vital to your Enrichment Activities. For each point below, please give yourself as fair a mark out of 10 as careful and honest thought about your average effort and behavior would reflect:

1) Self motivation _____

2) Application to task _____

3) Diversity of research _____

4) Variety of resources _____

5) Independent work habits _____

6) Respect of resource materials _____

7) Avoidance of distraction _____

8) Degree of sustained interest _____

9) Consideration of others _____

10) Creativity _____

11) Doesn't 'waste time' getting down to work_____

12) Stays on topic _____

13) Works to best of abilities _____

14) Neatness (care) of products _____

15) Diversity of products _____

16) Works at remembering academic content _____

17) Keeps on trying when others distract _____

18) Willingness to challenge oneself _____

19) Supports academic content by home based reading _____

20) Interest in pursuing ongoing studies _____

TOTAL: _____/200

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The Giftedness/Perfectionism Connection: Recent Research and Implications

Michael C. Pyryt
Centre for Gifted Education • University of Calgary

Purpose

The purpose of this paper is to discuss resent research regarding the linkage between perfectionism and intellectual giftedness.

The Construct of Perfectionism

One of the difficulties in describing the construct of perfectionism is recognizing the multiple uses that occur in the literature. There is a fine line between striving to reach high standards of excellence and feeling self-defeated through the inability to reach unreasonable expectations. Some writers deal with this dichotomy by contrasting two types of perfectionism. Bransky, Jenkins-Friedman, and Murphy (1987) distinguish between enabling perfectionism that empowers individuals and disabling perfectionism that cripples individuals. Hamachek (1978) distinguishes between normal and neurotic perfectionism. Recently, the contrast is between healthy and unhealthy perfectionism (Parker, 2000; Shuler, 2000). Other writers (Barrow & More, 1983; Burns, 1980; Greenspon, 2000; Pacht, 1984) use perfectionism to refer to the negative aspects of the syndrome.

Barrow and Moore (1983) prefer the term perfectionistic thinking to perfectionism. Perfectionistic thinking is viewed as a cognitive pattern that many people use at various times to varying degrees. The word perfectionism implies a trait that an individual either has or doesn't have. Barrow & Moore (1983) have identified common elements of perfectionistic thinking. Frequently, dichotomous (all-or-none) thinking is present. One's efforts are either perfect or worthless. Another element of perfectionistic thinking is viewing goals as necessities rather outcomes worth striving for. Desires (Wants) are transformed into demands (Musts). Often, perfectionistic thinking leads to focusing on unmet goals and challenges rather than savoring successes. Attention is placed on hurdles ahead rather than recognizing barriers cleared. Perfectionistic thinking leads to compulsiveness when less-than-perfect performance is attributed to permitting imperfections.

Clinicians have focused on the debilitating effects of perfectionism or perfectionistic thinking. Perfectionism has been identified as a possible cause of abdominal pain in children, alcoholism, anorexia, chronic olfactory paranoid syndromes, depression in children and adults, dysmorphophobia, erectile dysfunction, irritable bowel syndrome, Munchausen syndrome, obsessive compulsive personality disorders, Type A coronary-prone behavior, ulcerative colitis, and writer's block (Pacht, 1984).

Measurement of Perfectionism

Scales to measure perfectionism have evolved from viewed perfectionism as a unidimensional construct to viewing perfectionism as a multidimensional construct. There are currently two instruments; both called the *Multidimensional Perfectionism Scale,* that assess the multidimensional aspects of perfectionism. These instruments, which have different conceptions of perfectionism, were developed by Frost, Marten, Lahart, and Rosenblate (1990) and by Hewitt and Flett (1991). Frost et al. (1990) have developed a 35-item instrument that assesses six dimensions of perfectionism (concern over mistakes, personal standards, parental expectations, parental criticism, doubts about action, and organization). Hewitt and Flett (1991) developed a 45-item instrument that assesses three dimensions related to perfectionism (Self-oriented Perfectionism that focuses on excessively high self standards; Socially-Prescribed Perfectionism that addresses perceptions of standards and expectations set by others; and Other-Oriented Perfectionism that examines an individual's expectations for others). Both instruments have been found to demonstrate adequate psychometric properties. Frost, Heimberg, Holt, Mattia, and Neubauer (1993) administered these two instruments, among others, to a large sample of undergraduates. They identified two factors *Maladaptive Evaluation Concerns* and *Positive Striving* that accounted for 67% of the variance on the two instruments.

Perfectionism and Giftedness

Among educators of the gifted the link between giftedness and perfectionism is clearly established. The tendency toward perfectionism is an item on the most widely-used teacher rating scale for the identification of superior students (Renzulli, Smith, White, Callahan, & Hartman, 1976). Dealing with perfectionism among the gifted is often cited as one of the counseling needs of the gifted (Kerr, 1991; Silverman, 1993). Typically educators concerned with gifted children are concerned about two negative impacts of perfectionism: underachievement and emotional turmoil. In terms of underachievement, Whitmore (1980) reported that perfectionistic tendencies make some gifted students vulnerable for underachievement because they do not submit work unless it is perfect. In terms of emotional stress, perfectionism is seen to cause feelings of worthlessness and depression when gifted individuals fail to live.

Recent Research

Recent research by Parker (2000) suggests that the relationship between perfectionism and giftedness may not be as strong as the gifted education community believes. Few differences were found between gifted samples and average-ability comparison groups. Gifted individuals tended to exhibit healthy perfectionism marked by high personal standards and organization. Although the correlations between parental level of perfectionism and a child's level of perfectionism were modest, mothers' perfectionism were related to their children's adoption of personal standards. Since the research described by Parker (2000) utilized students who participated in academic talent searches, it is possible that students who achieve in specific disciplines show healthy perfectionism where students who are gifted in other ways do not.

Coping with Perfectionism

Pyryt (1994) identified several things that can be done to help individuals to effectively cope with perfectionism tendencies. First, individuals need to recognize that 80% of the reward structure comes from 20% of one's activities. This realization will help individuals concentrate on the few things that require extra effort. Second, individuals also need to develop the capacity for constructive failure by recognizing that present performance, even if imperfect, sets the tone for future improvement. Third, individuals need to develop self-concepts separate from their products. They need to understand that they have inherent dignity and self-worth, which is unconditional. Fourth, they should recognize that the commitment to excellence is a lifelong struggle and they need to view present circumstances as a step toward the future. Fifth, individuals with perfectionistic tendencies need to set realistic goals. Finally, perfectionistic individuals need to find avocational interests and pursuits that can bring joy.

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Gifted Education in Canada

Dr. Carolyn Yewchuk
University of Alberta

In the absence of direct federal jurisdiction over education, a discussion of gifted education in Canada must of necessity address the situation in every province and territory. On a general level, educational policies and practices must be compliant with the Canadian Charter of Rights and Freedoms, and the human rights codes passed by provincial/territorial legislative assemblies. At the local level, the delivery of educational services by school boards and schools is framed by the Education Acts, regulations, and ministerial directives within each political jurisdiction.

In order to arrive at a national overview, key figures in gifted education in every political jurisdiction within Canada were invited to contribute to a special millennium issue of AGATE, the journal of the Gifted and Talented Education Council of the Alberta Teachers' Association. Respondents from 9 provinces and 1 territory commented on the past, present and future of gifted education at the beginning of the millennium (see Table 1). What follows is a brief overview of the major issues and concerns raised by the respondents.

Use of the terms "gifted" and "gifted education."

The label "gifted" is reportedly falling out of favour within a general climate of educational inclusion because it connotes elitism, suggests that special educational provision is undeserved, and implies that other students are "nongifted." More favoured terms for students with exceptional abilities are "advanced learners," "highly able learners," "high-achieving students," "high-end learners," and "talented students." Opposition to programs perceived as elitist is particularly strong within the French-Canadian culture of Quebec. The term "gifted education" is not considered optimal as a descriptor of what the objective of education for highly able students should be, namely, the provision of curricula matched to levels of expertise in specific domains. More satisfactory terms include "talent development," "enrichment," "curriculum differentiation," "education for excellence," and "actualizing pedagogy" (New Brunswick).

The cyclical historical nature of gifted education.

In general, modern interest in, and provisions for, gifted and talented students can be traced back to the Soviet launching of Sputnik in 1957, which precipitated a flurry of activities across the country in the early 1960s. Support flagged in the late sixties and early seventies. By the late 1970s interest had increased again, to peak in the 1980s with the passing of mandatory and permissive legislation such as Bill 82 in Ontario, the hosting of the World Conference on Gifted and Talented Children in Montreal (1981), and in Alberta, the estab-

lishment of the Task Force on Gifted and Talented Education (1983). In the mid 1990s, however, budget cuts to education combined with the introduction of inclusive education policy and practice led to a decline in special educational provisions for gifted learners by the end of the decade. Across Canada, only a fraction of the estimated one to five percent of the total population of gifted students actually participate in gifted programming.

Table 1. Special millennium issue on gifted education in Canada. AGATE, 14(2), Fall 2000.

Gifted education in Alberta at the millennium

Don Delaney	GTEC: from 1986 to 2000 (and Beyond)
Janice Peters	Alberta Associations for Bright Children: The First 20 Years
Sal Mendaglio & Michael Pyryt . . .	Centre for Gifted Education: Yesterday, Today and Tomorrow
Garnet Millar	Looking Backward and Forward at the Millennium: An Alberta Learning Perspective

Gifted education in Canada at the millennium

John Klapp & Marion Porath . . .	Past, Present and Future of Gifted Education in British Columbia
Ken McCluskey & Annabelle Mays . .	Gifted Education, Enrichment, and Talent Development: Perspectives from Manitoba
Dona Matthews & Elizabeth Smyth . .	Gifted Learners in Ontario Enter the New Millennium: "Common-Sense" Style
Line Massé	Gifted Education in Quebec: A Short Past, a Few Appearances, and Almost No Future!
Léonard Goguen	Inclusion and Giftedness in New Brunswick
Alan Edmunds, Jill Blaikie & Lesley Cunningham	Gifted Education in Nova Scotia
Vianne Timmons & Cindy Wood . . .	An Oral History of Gifted Education in Prince Edward Island
Eva Whitmore	Educational Provisions for Gifted and Talented Students in Newfoundland and Labrador 1980 – 2000: A View from the Trenches
Darlene DeMerchant & Shirley Tagalik .	Building Inuit Qaujimajatuqangit Schools in Nunavut

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The role of parent advocacy groups.

Within many of the provinces and territories, parent advocacy groups have played pivotal roles in the establishment and maintenance of educational provisions for gifted and talented students. These groups have been particularly effective in lobbying governments for mandatory legislation and inclusion of gifted children within legislation on children with special needs. The first advocacy group, The Association for Bright Children (ABC), was established in Ontario in 1972, and continues to host an annual conference for parents, teachers and gifted children to this day. Chapters in other provinces followed later in the decade. The Alberta Associations for Bright Children (AABC) began as a charter group in Edmonton in 1979. In the same year the Newfoundland and Labrador Association for Gifted Children was also founded. On the west coast, the Gifted Children's Association of British Columbia was established four years later (1983). Parent groups continue to lobby for continuity of identification and programming across major educational transitions, across schools within districts, and across school districts; appointment of Ministry positions dedicated to gifted education; and inclusion of courses on gifted education within preservice teacher education programs. A Member's Handbook developed by the AABC has been distributed not only to members but also to all elementary and junior high schools in Alberta.

The role of professional groups.

Of the professional groups formed in the 1970s and 1980s for the purpose of increasing professional expertise in educating students with gifts and talents, only two remain active at the present time: The Association of Educators of Gifted, Talented, and Creative Children (British Columbia), and the Gifted and Talented Education Council (Alberta). Both groups are specialist councils of their respective provincial teachers' associations. One teachers' group, the Centrale des enseignants du Québec, the most important teachers' union in Quebec, is officially opposed to special services for gifted students, based on the rationale that gifted programs increase schooling inequalities and consequently social inequalities. For a number of years in the late 1980s and early 1990s, the Canadian Symposium on the Gifted ran national conferences on gifted education, but the group is no longer active.

The role of school districts.

In the absence of provincial mandates and/or monitoring systems, school districts have stepped into the vacuum to assume leadership roles in spearheading programming for gifted students in their respective provinces. In general, larger school districts throughout the

country, typically within large urban centres, have been positioned in terms of resources and consultants in gifted education to provide special services for gifted and talented students. But smaller districts, even in rural areas, have also provided opportunities for enrichment. In Manitoba, for example, the Lord Selkirk School Division initiated enrichment and talent development programs as early as 1976. And in Nova Scotia, the Dartmouth School Board introduced a full time congregated magnet class and enrichment programming with itinerant gifted consultants in the upper elementary grades in the late 1970s and early 1980s. In the final analysis, whether gifted students in Canada receive differentiated programs matched to their educational requirements depends to a large extent on the initiatives of school personnel dedicated to providing challenging school learning experiences for exceptional learners.

The role of universities.

The universities are considered to play a crucial role in teacher education programs. Many universities across Canada offer one or two courses in gifted education, mostly as options in BEd and/or MEd programs. Two universities, McGill and the University of Calgary, have centres for gifted education, and offer master's and doctoral programs in gifted education. McGill also offers a summer school for teachers containing a practicum component involving working with gifted and talented students under the direction of master teachers in gifted education. Elsewhere, the inclusive education movement has made great inroads into special education programs, including programs for gifted and talented students. At the Université de Moncton, a French-language university in New Brunswick, for example, a four-year BEd program in special education has been abolished in favor of a Master's program in resource teaching and a five year BEd including special education and actualizing of gifts and talents (Actualizing Pedagogy) through emphasis on enrichment activities, curriculum differentiation, the uniqueness of each learner, mastery to one's upper limits, and focus on higher level skills.

The role of government.

The importance of government legislation, policies and directives to provision of appropriate educational services for gifted and talented children was frequently mentioned by all of the contributors to the special issue. Many provinces have published resource books for teachers (see Table 2 for some examples). Without government mandates for gifted education, delivery of services is left to the discretion of individual school boards and /or schools or teachers. In Prince Edward Island, there is no reference to gifted students in any official provincial documents. In Newfoundland, despite numerous government inquiries and reports indicating the need for appropriate services for highly able students, no official government action has been taken, perpetuating the neglect of appropriate education for these students.

Table 2. Provincial resources books in gifted education

BC Enrichment and Gifted Education Resource Book (1981)
Gifted Education – A Resource Guide for Teachers (1995)

AB Educating Gifted and Talented Students in Alberta: A Resource Manual for Teachers (1986)
Teaching Students who are Gifted and Talented (2000)

MB Challenge: Sourcebook for Gifted Education (1989)
Success for All Learners: A Handbook for Differentiating Instruction (1996)

NB La Douance (1989)

NS Challenge for Excellence: Enrichment & Gifted Education Resource Guide 1999)

Provincial cutbacks to funding for education have led to the elimination of leadership positions in gifted education within government Ministries of Education, and previously earmarked funding for education of gifted and talented students. Coincidentally with the cutbacks, governments have officially sanctioned inclusive education as the educational option of first choice. The combination of less money and an inclusive education policy has resulted in the elimination or decrease in special class provisions, as more and more students previously educated in special class settings geared to their special learning needs, including gifted students, have been returned to the regular classroom.

Diversity of programming alternatives.

A variety of programming options was reported across the country (see Table 3). The availability of specific options varies between provinces/territories, school districts within provinces, and schools within school districts. Of special interest is the way in which education of gifted and talented students in Nunavut is framed within Inuit Qaujimajatuqangit, the inclusive term for all aspects of Inuit culture, language and heritage. All Inuit children and youth are looked at by their Elders as having a gift(s) to share and contribute to the well-being of the community. Students are expected to learn Inuit culture, language, heritage, and traditions, and to demonstrate aptitudes through practice of skills in any of leadership, visual arts, performing arts, sewing, and land-knowledge. They are also expected to be bilingual in Inuktitut or Inuinnaqtun and French or English.

Table 3: Programming alternatives.

- Early entry, e.g., derogation for early entry in Quebec

- Grade advancement (skipping)
- Challenge centres in regular classrooms
- Enrichment programs, resource rooms
- Pull out classes within schools
- Magnet (district) schools or classes
- Honours classes, Advanced Placement, International Baccalaureate, Transition Program for Academically Gifted Students (Vancouver School Board and University of BC)
- French/English immersion classes/schools, Schools of International Education (Que bec)
- Specialized schools in talent areas, e.g., National Ballet School for Dance (Toronto)
- Private schools for gifted students, e.g., Choice School for Gifted Students (Vancouver)
- Charter schools (Alberta)
- Arts-Studies and Sports-Studies programs (Quebec)
- Multicultural options, e.g., Inuit Qaujimajatuqangit (Nunavut)
- Home schooling
- Extracurricular options, e.g., Talent Identification/Program Canada, Shad Valley

Impact of inclusive education.

Widespread concern was expressed about the negative impact of inclusive education on special educational provisions for gifted students. In theory, the inclusive education focus on provision of appropriate individualized programs based on specific student needs through dynamic assessment and curriculum differentiation applies to students with gifts and talents as well as students faced with specific areas of deficit. In practice, the reality of budget cuts to central resources and special education consultants simultaneously with implementation of provincially-directed policies of inclusion, has left classroom teachers without special education training facing classes of children more diverse than ever before.

On a more positive note, with the move towards inclusive education, many of the programming and instructional models and practices once associated only with gifted education have moved into the mainstream within a concern for identifying and developing talent and aptitude in all students: problem-solving, creativity, self-directed learning, project work. The Université de Moncton's revamped teacher education program around the theme of Actualizing Pedagogy is a case in point. Nevertheless, many parents, frustrated with the inability of overburdened teachers to extend learning for highly achieving students, are turning to educational options outside the public school system, e.g., private schools, charter schools.

What of the future?

In general, the respondents were quietly hopeful that the pendulum of services to gifted students has reached bottom, and is beginning to swing the other way. In spite of the persistence of elitist myths about gifted students, there are encouraging trends indicative of the increasing acceptance of talent development, enrichment and curriculum differentiation across many instructional levels. In preservice and inservice teacher education programs, practical strategies such as curriculum compacting, mentoring, creative problem-solving, self-directed learning, and thematic unit planning emphasize the uniqueness of each learner and master to one's upper limits, irrespective of a child's aptitude or skill levels.

The unidimensional view of ability, usually a high IQ, is being supplanted with multiple views of high ability, and concern about how best to educate doubly-exceptional students (e.g., gifted and learning disabled, gifted and ESL), and gifted students from family backgrounds of poverty and/or at risk lifestyles. There is general caution about the impact of inclusive education on the educational experiences of gifted children in regular classrooms, and guarded optimism about recent developments that hold promise of greater appreciation and acceptance of the need to adapt curricula and educational practices for gifted and talent students within those classrooms. There is also an increasing realization that a "one size fits all" approach may need to be augmented with special services outside the inclusive classroom or school.

Author Note: Dr. Carolyn Yewchuk is Professor of Educational Psychology and Associate Dean, Research and Graduate Programs, Faculty of Education, University of Alberta, Edmonton, Alberta, T6G 2G5. Email: carolyn.yewchuk@ualberta.ca

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