Understanding Gifted Education in Ireland: CTYI Parents Speak Out

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**Gifted Education in Ireland:**
Educators’ Beliefs and Practices
A Report Prepared for the Centre for Talented Youth—Ireland

By
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N = 837

- **Principal** 34%
- **Assistant Counselor** 11%
- **Special Needs/Resource Teacher** 16%
- **Classroom Teacher** 36%
- **Other** 2%

**N = 837**
Summer 2016 Parent Survey

- 10,949 parents invited to participate
- 1,595 completed the survey
- 15% response rate
What is your CTYI-attending child's school county?

No county named  
\( n=295 \)

Other  
\( n=13 \)
Respondent Demographics

- 84% mothers
- 64% ages 40-49
## Top Five Occupations

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Spouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retired, Home Care</td>
<td>Education, Training, Library</td>
</tr>
<tr>
<td>Education, Training, Library</td>
<td>Architecture &amp; Engineering</td>
</tr>
<tr>
<td>Healthcare Practitioners &amp; Technical</td>
<td>Healthcare Practitioners &amp;</td>
</tr>
<tr>
<td></td>
<td>Technical</td>
</tr>
<tr>
<td>Legal</td>
<td>Management</td>
</tr>
</tbody>
</table>
Respondent Annual Family Income Level

N=1595
Percentage with CTYI-attending Children in Year

Total CTYI-attending children = 1914
CTYI Programs attended

CTYI Primary School
CAT Primary School
CTYI Primary Correspondence
CAT Secondary School
Summer Scholars Secondary
CTYI Secondary Correspondence
Other
How did you learn about CTYI?

- School referred my child to the program, 49%
- Friend let me know about it, 20%
- Internet search, 12%
- Other, 16%
- Missing, 2%

N=1595
Are other teachers in your school aware of the gifted services provided by CTYI?

**Parent Survey (N=1595)**
- Yes, 52%
- I do not know, 35%
- No, 9%
- Missing, 4%

**Educator Survey (N=837)**
- Most others, 29%
- All others, 21%
- A few others, 23%
- No others, 2%
- I do not know, 19%
N=1595

**Used CTYI Test Scores Other Purpose**
- Yes, 3%
- No, 93%
- Missing, 5%

**Shared CTYI Test Scores with School**
- Yes, 31%
- No, 65%
- Missing, 4%

**Other**
- Secondary school applications
- Needs assessment
Preliminary analysis \((n=400)\)

Many schools
- ignored gifted students
- did not care about outside programming
- were hostile to idea of gifted education

Broader benefits
- increased confidence
- improved social skills
- improved motivation
Why do you bring your child(ren) to CTYI?

• Preliminary Analysis \( (n = 400) \)
  – Broaden Experience
  – Challenge
  – Social Experience
  – Experience Not Provided In Regular School
  – Stimulation
  – Enjoyment
  – Career/College/Future
  – Child Asks to Go
  – Recommendation

“He can meet other children of high ability, and challenging for my son. Primary schools do not cover subjects that are offered by CTYI nor do they have any extracurricular classes in place for gifted children. It’s the only opportunity to explore subjects in depth that he is really interested in.”
What are the benefits of bringing your child(ren) to CTYI?

• Preliminary Analysis \((n = 400)\)
  – Broaden Experience
  – Social Experience
  – Challenge
  – Confidence
  – Experience Not Provided In Regular School
  – Career/College/Future Learning
  – Change Attitude

“During the three weeks that he attends CTYI, he becomes a different person. People refer to being a ‘fish out of water.’ Well, he is that fish put back in the water. He blossoms. It is wonderful to see. I wish it could last.”
Experience of being with other gifted students at CTYI

- **Preliminary Analysis** \( (n=400) \)
  - **Positive**
    - Made Friends
    - Found Like-Minded Peers
    - Healthy Competition
    - Sense of Identity/Belonging
  - **Negative**
    - Did Not Like Others
    - Did Not Enjoy Experience

\[ N=1914 \]

- **Positive**, 74%
- **Neutral**, 23%
- **Negative**, 2%
- **Missing**, 2%
Does school use a system to identify gifted students?

- Yes, 18%
- No, 34%
- I do not know, 33%
- Missing, 9%

Top-Rated Systems of ID:
1. Achievement Tests
2. IQ Tests
3. Grades
4. Teacher Nomination
5. Teacher Rating Scales

N=1914
Does school have a policy regarding acceleration for high ability students?

- Yes, 4%
- No, 55%
- I do not know, 31%
- Missing, 9%

N=1914
Is your child challenged by the academics at her/his school?

- Yes, 28%
- No, 52%
- I do not know, 6%
- Missing, 15%

N=1914
Time spent on homework each week \((N = 1595)\)

### Preliminary Analysis \((n = 400)\) Mixed Responses

1. Little to No Value
2. Beneficial
3. Not Challenging
4. Neutral/Mixed
5. Repetitive
6. Teaches Good Habits
7. Reinforces Lessons
8. Project Work is Beneficial
9. Provides Opportunity for Parental Engagement
My CTYI-attending child receives assignments at school targeted at his/her ability level

- Yes, 22%
- No, 55%
- I do not know, 12%
Frequency of different (more challenging, more complex) assignments from classmates
Do you differentiate instruction for your high ability students?

- Yes, 85%
- No, 10%
- I do not know, 5%

**Chart:**
- **Yes:** Primary n=251, Secondary n=122, All levels n=43
- **No:** Primary n=25, Secondary n=10, All levels n=3
- **I do not know:** Primary n=1, Secondary n=1, All levels n=1
Students (N = 494) were asked by subject:

- How often are you given an assignment that is more challenging or more complex than the assignments other students in class are doing?
- How often do you get to go as in-depth as you would like on a lesson?
- How often are you bored by a lesson because you know it already?

Response options:
- Every day, A few times a week, About once a week, a few times a month, Rarely, Never
Percentage Reporting Rarely or Never to Question: How often are you given an assignment that is more challenging or more complex than the assignments other students in class are doing?
Percentage Reporting Rarely or Never to Question: How often do you get to go as *in-depth* as you would like on a lesson?

**N = 494**
Percentage Reporting *Once/Week or More Frequently* Being Bored by a Lesson Because They Know It Already

- Every day
- Few times/week
- About once/week
- Cumulative

$N = 494$
Does your child like school?

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likes it very much</td>
<td>35%</td>
</tr>
<tr>
<td>Likes it quite a bit</td>
<td>15%</td>
</tr>
<tr>
<td>Likes it a bit</td>
<td>10%</td>
</tr>
<tr>
<td>Does not like it very much</td>
<td>5%</td>
</tr>
<tr>
<td>Hates it</td>
<td>0%</td>
</tr>
<tr>
<td>Missing</td>
<td>5%</td>
</tr>
</tbody>
</table>

$N = 1914$
Is your child happy in school?

- Very happy: 35%
- Happy: 30%
- Neutral: 15%
- Unhappy: 10%
- Very unhappy: 5%
- Missing: 0%

N = 1914
Areas of Passion

- Science: 60% Children, 40% Parents
- Maths: 50% Children, 50% Parents
- Irish: 30% Children, 70% Parents
- History: 40% Children, 60% Parents
- Geography: 30% Children, 70% Parents
- English: 50% Children, 50% Parents
- Other: 40% Children, 60% Parents
- None: 10% Children, 90% Parents
Have you always been satisfied with your child’s education?

Preliminary Analysis \((n = 400)\)

1. Not Enough Stimulation/Not Challenging/Boring
2. Bad Teachers
3. No Focus on Gifted Children
4. Misjudgment of Ability
5. Subject Matter
6. Pace (Too Slow)
7. No Academic Support
8. Bullying
9. Rote Learning
10. Class Disrupted By Others

37% Yes, 49% No, 14% Missing

\(N = 1914\)
Have you always been satisfied with your child’s education?

Preliminary Analysis \((n = 400)\)

1. Not Enough Stimulation/Not Challenging/Boring
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6. Pace (Too Slow)
7. No Academic Support
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9. Rote Learning
10. Class Disrupted By Others
Opinions About Gifted Education

1 = Strongly Disagree    6 = Strongly Agree

Parents
Opinions About Gifted Education

1=Strongly Disagree    6=Strongly Agree

Parents

Educators
When I think about my child participating at CTYI, I feel ______.

Preliminary Analysis \((n = 400)\)  Percentage based on 256 comments.
Summary

- Parents are generally pleased with CTYI
  - Offers benefits to child in challenge, confidence, and socially
  - Cost, transportation sometimes an issue
- Parents are frequently dissatisfied with child’s school
  - Lack of attention to child’s abilities and needs for challenge and choice
  - Some parents are satisfied
- Parents are more supportive of gifted education, including grade acceleration, than educators
I am so proud of what he has achieved and his ability to cope with challenges and everyday life.

It was brave of my son to take that first step in attending CTYI at the end of 1st Year at secondary school.

CTYI has allowed them to see themselves differently.

In primary school teachers often didn't value my child's advanced creative writing telling my child it was "not appropriate writing for her age" My child often felt it wasn't acceptable to "over achieve" In her primary school classes as it was deemed unfair & insensitive to the other pupils.

Primary school homework is boring and soul destroying for him.

Finding other children who didn't think she was odd because she wanted to learn was an incredible turning point for her. …She learned to accept and love herself for who she is.

My son said as I left him off on Day 1 "I have to get back into the CTYI way of thinking, I had forgotten that here it is possible to just walk up to a group of people and to join in".
More to Come…

• Questions?

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## Modified Classroom Practice Questionnaire (CPQ; Archambault et al., 2003)

<table>
<thead>
<tr>
<th>Curricular Modification</th>
<th>Challenge and Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my classes, I…</td>
<td>In my classes, I…</td>
</tr>
<tr>
<td>assign advanced reading</td>
<td>make time for…</td>
</tr>
<tr>
<td>eliminate curricular</td>
<td>students to pursue…</td>
</tr>
<tr>
<td>material students</td>
<td>self-selected interest</td>
</tr>
<tr>
<td>have mastered</td>
<td>use a more advanced</td>
</tr>
<tr>
<td>substitute different</td>
<td>curriculum unit</td>
</tr>
<tr>
<td>assignments for</td>
<td>let students use…</td>
</tr>
<tr>
<td>students who have</td>
<td>self-instructional</td>
</tr>
<tr>
<td>mastered regular</td>
<td>materials at their</td>
</tr>
<tr>
<td>classroom work</td>
<td>own pace</td>
</tr>
</tbody>
</table>
How often for each do you…

![Bar chart showing frequency of curriculum modification and challenge and choice for average and gifted students.]

- **Curriculum Modification**
  - 0 = Never
  - 1 = Few Times/Week
  - 2 = More than once a day

- **Challenge and Choice**
  - 0 = Never
  - 1 = Few Times/Week
  - 2 = More than once a day

**Legend:**
- Green = Average
- Orange = Gifted
How often for each do you...

- Use basic skills worksheets
- Use enrichment worksheets
- Assign reading of more advanced level work

0 = Never 3 = Few Times/Week 5 = More than once a day

Average
Gifted
How often for each do you...

0=Never  3=Few Times/Week  5=More than once a day

- make time available for students to pursue self-selected interest
- substitute different assignments for students who have mastered regular classroom work
- provide a different curricular experience by using a more advanced curriculum unit on a teacher-selected topic

Average   Gifted

<table>
<thead>
<tr>
<th>Activity</th>
<th>Average</th>
<th>Gifted</th>
</tr>
</thead>
<tbody>
<tr>
<td>make time available for students to pursue self-selected interest</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>substitute different assignments for students who have mastered regular classroom work</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>provide a different curricular experience by using a more advanced curriculum unit on a teacher-selected topic</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
How often do you consider students' opinions in allocating time for various subjects within the classroom?

0=Never 3=Few Times/Week 5=More than once a day

provide opportunities for students to use programmed or self-instructional materials at their own pace

give assignments that encourage students to organize their own work schedules to complete a long-range project

expect sophisticated products and responses

Average
Gifted
How often do you consider students' opinions in allocating time for various subjects within the classroom?

How often do you provide opportunities for students to use programmed or self-instructional materials at their own pace?

How often do you give assignments that encourage students to organize their own work schedules to complete a long-range project?

How often do you expect sophisticated products and responses?