Recognizing Gifted Potential, 2nd Ed: Planned Experiences with the KOI / 2017 / Bertie W. Kingore

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7 Amanda S Newton, Lori Wozney, Alex Bagnell, Eleanor Fitzpatrick, Sarah Curtis, Mona Jabbour, David Johnson, Rhonda J Rosychuk, Michael Young, Arto Ohinmaa, Anthony Joyce, Patrick McGrath, Increasing Access to Mental Health Care With Breathe, an Internet-Based Program for Anxious Adolescents: Study Protocol for a Pilot Randomized Controlled Trial, JMIR Research Protocols, 2016, 5, 1, e18

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The purposefully selected sample was composed of five students at the middle and high school levels who had been previously identified as gifted. Additionally, another 17 participants (parents, teachers, administrators, counselors, and one school board member) were included in the study to lend further insight into the experiences of the student participants. The primary data collection method was in-depth interviews. Supportive methods included multiple classroom observations and document analysis. The data were coded and organized according to the researcher’s questions. Analysis and interpretation of findings were organized according to this abbreviated conceptual framework: (a) Intrinsic and extrinsic influences; (b) Programming; (c) Achievement; (d) Relationships; (e) Affective struggles; (f) Understanding; 10 Sevgi Bayram Özdemir, Charissa S. L. Cheah, Robert J. Coplan, Processes
and conditions underlying the link between shyness and school adjustment among Turkish children, British Journal of Developmental Psychology, 2016 customer 12 Ricardo Eiraldi, Muniya S. Khanna, Abbas F. Jawad, Jessica Fishman, Henry A. Glick, Billie S. Schwartz, Jaclyn Cacia, Abraham Wandersman, Rinad Beidas, A hybrid effectiveness-implementation cluster randomized trial of group CBT for anxiety in urban schools: rationale, design, and methods, Implementation Science, 2015, 11, 13 Huan Wang, James Chu, Prashant Loyalka, Tao Xin, Yaojiang Shi, Qinghe Qu, Chu Yang, Can Social-Emotional Learning Reduce School Dropout in Developing Countries?, Journal of Policy Analysis and Management, 2016, 35, 4, 818 Wiley Online Library Especially so for gifted populations. This qualitative multi-case study was designed to explore, with a sample of secondary level gifted students, their lived experiences and the influences that contribute to their learning success. The rationale for this study stems from the researcher's desire to discover ways to better support secondary gifted students and to help them find more engagement and passion in school.