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**IDENTIFYING GIFTED URBAN AUSTRALIAN
ABORIGINAL CHILDREN:**

**An investigation of cultural conceptions and
culturally relevant attributes of giftedness**

(Volume 1)

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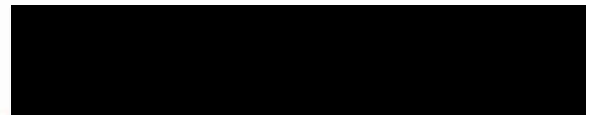
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I certify that the substance of this thesis has not already been submitted for any degree and is not currently being submitted for any other degree or qualification.

I certify that any help received in preparing this thesis, and all sources used, have been acknowledged in this thesis.

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(Signed)

Abstract

This study sought to investigate the conceptions of giftedness held by urban Aboriginal people and to identify behaviours seen by them to be indicative of giftedness. It was anticipated that such knowledge would better inform procedures used to identify gifted urban Aboriginal students by raising educators' awareness of these culturally based perceptions and the implications these perceptions have for the identification process.

Frasier's (1992b) research involving the investigation and identification of giftedness in six minority culture groups in the United States served as a basic design model for the research of the thesis. Ten core attributes of giftedness, identified by Frasier, were used to categorise data collected through Aboriginal parent interviews and a state-wide Aboriginal teacher questionnaire.

The major findings of the study were:

The urban Aboriginal people in this research appeared to hold a multi-faceted conception of giftedness.

All of Frasier's (1992b) ten core attributes were described to some extent as indicators of giftedness in both data gathering activities.

Other descriptions, not categorised under the core attributes, were related to being a leader, sensitivity to others' needs and emotion, self confidence, maturity, being responsible and social adaptability. These descriptions were eventually categorised as Intrapersonal / Interpersonal Ability.

The major findings confirmed that Frasier's ten core attributes of the giftedness construct provide a viable framework for identifying gifted urban Aboriginal children. However, the data suggested that an additional attribute, named Intrapersonal / Interpersonal Ability, be added to Frasier's attributes for use with populations of urban Aboriginal children. The substantial number of gifted behaviour descriptions related to intrapersonal or interpersonal ability, provided by all of the interviewees and over half of the questionnaire respondents demonstrated the high value placed on such behaviours by urban Aboriginal people. As these were not classifiable within one of the ten core attributes, it was important to include an additional attribute which would emphasise to teachers and parents the need to consider exceptional intrapersonal and interpersonal ability as one way giftedness might be manifested by urban Aboriginal students.

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