CONCLUSIONS

1. It was found that students who were perceived as highly gifted and non-delinquent prone perceived much more support than the low gifted and delinquent prone students.

2. As students perceived environmental support, delinquency proneness went down.

3. When extremes were considered, the ten most gifted and non-delinquent prone students perceived high amounts of environmental availability as did the least gifted and delinquent prone students. What they wanted as available was quite different.

4. The more gifted a student was perceived by peer and teachers the less delinquent prone he/she tended to be.

5. The gifted delinquent prone students received giftedness votes in leadership and sports. They received very few if any votes in creativity, science, and achievement. Most of the gifted delinquent prone students received all of their giftedness percentages points from the IQ score and/or achievement score.

6. When voting "Who was the funniest" the most delinquent prone male students always received the most votes. The two most delinquent prone girls received no votes on this question.

7. When asking "Who is the most popular with their teacher," the highly gifted students and least delinquent prone students were always chosen.

8. When asking "Who is the most popular with their peers," the most gifted and least delinquent prone students were always chosen.

9. Leadership giftedness was perceived by two extremes of gifted students. Either the student was perceived as highly gifted by peers and teachers or they were perceived as low gifted and the most delinquent prone. There was discrepancy between who the teachers perceived as leaders and who the peers perceived as leaders.

This study was environmentally supported by a Grant from the American Association For Gifted Children.

Based on an unpublished thesis by Margot

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