ABSTRACT

DISSERTATION: Affective Curriculum to Target Perfectionism and Associated Outcomes in Pre-Adolescent Gifted and Typical Students

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This study has covered the development, implementation, and evaluation of an affective curriculum designed specifically for gifted and typical students in 3\textsuperscript{rd}, 4\textsuperscript{th}, and 5\textsuperscript{th} grades. The curriculum was designed to decrease levels of perfectionism, depression, and anxiety in students while simultaneously increasing life satisfaction. This study first explores the relationship between the studied variables and their impact on student well-being. Details pertaining to the construction and implementation of the intervention are covered and results are reviewed. While no significant differences were found between the treatment and control groups, secondary findings pertaining to grade-level and gifted status are explored. Implications for future study and the impact on the field of school psychology are discussed.