

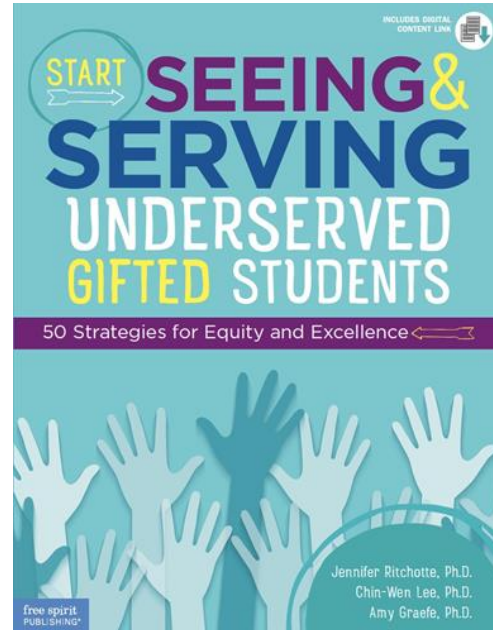


Identifying Culturally and Linguistically Diverse Gifted Students

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Welcome!

This presentation is based on...



According to NAGC (2010)...

“Some gifted individuals with exceptional aptitude *may not demonstrate outstanding levels of achievement* due to **environmental circumstances** such as limited opportunities to learn as a result of **poverty, discrimination, or cultural barriers** [or] due to **physical or learning disabilities**” (para 4).

Special care needs to be taken to identify **gifted potential in these students.**

“Every day in a hundred small ways our children ask, ‘*Do you see me? Do you hear me? Do I matter?*’

Their behavior often reflects our response.”

~L.R. Knost

CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS

If CLD students had the opportunity to nominate themselves for accelerated or enrichment programs, what would they say their strengths were?

- CLD learners are students growing up in households that differ in some way from the system-normed, white, middle-to-upper class, North American household.
- This group includes, **but is not limited to**, students whose cultural background and experiences differ from mainstream culture.
- *It also includes students whose primary home language is not English- even if the students themselves are proficient in English.*

What Are Some Issues with Gifted Characteristics Charts?

- ★ *High level of motivation*
- ★ *Advanced comprehension of word nuances, metaphors, and abstract ideas*
- ★ *Strong communication skills*
- ★ *Excellent memory*
- ★ *Advanced problem-solving ability*
- ★ *Deep, intense feelings and reactions*
- ★ *Thinking is abstract, complex, logical*
- ★ *Highly developed curiosity*
- ★ *Unusual sense of humor*
- ★ *Asks probing questions*
- ★ *Advanced reasoning*

- ★ *Unusual alertness*
- ★ *Rapid learner; puts thoughts together quickly*
- ★ *Learns basic skills quickly and with little practice*
- ★ *Longer attention span and intense concentration*
- ★ *Unusually large vocabulary and complex sentence structure*
- ★ *Wide range of interests (Or extreme focus on one)*
- ★ *Vivid imagination*
- ★ *Idealism and sense of justice at an early age*

Gifted Characteristics Exhibited Regardless of Cultural Background

- ★ strong desire to learn
- ★ intense, sometimes unusual, interest
- ★ unusual ability to communicate with words, numbers, symbols
- ★ effective, often inventive strategies for recognizing & solving problems
- ★ large storehouse of information
- ★ grasps new concepts quickly
- ★ logical approaches to solutions
- ★ many highly original ideas
- ★ unusual sense of humor

(Frasier & Passow, 1994)

CLD Characteristics

CLD Gifted Students

- ★ express feelings & emotions easily
- ★ improvise with commonplace materials and objects
- ★ articulate in role-playing, storytelling, etc...
- ★ ability in drawing, painting, sculpture, etc...
- ★ ability in music, rhythm, etc...
- ★ expressive with gestures, body language, etc...
- ★ rich imagery in informal language

(Torrance, 1969)

CLD Gifted Students

- ★ culturally sensitive; take pride in language & culture
- ★ adhere to traditional family responsibilities
- ★ prefer collaboration
- ★ originality in the arts
- ★ acquire social English skills quickly
- ★ self-confident; positive self-concept

(various researchers)

Please Keep In Mind...

- ★ **The presence of any one of the gifted characteristics shared in previous slides indicates, at the very least, the need for appropriately differentiated curriculum to build upon existing strengths.**
- ★ **These characteristics could also be significant indicators of giftedness and should be documented as part of a body of evidence that might be used to support formal identification.**

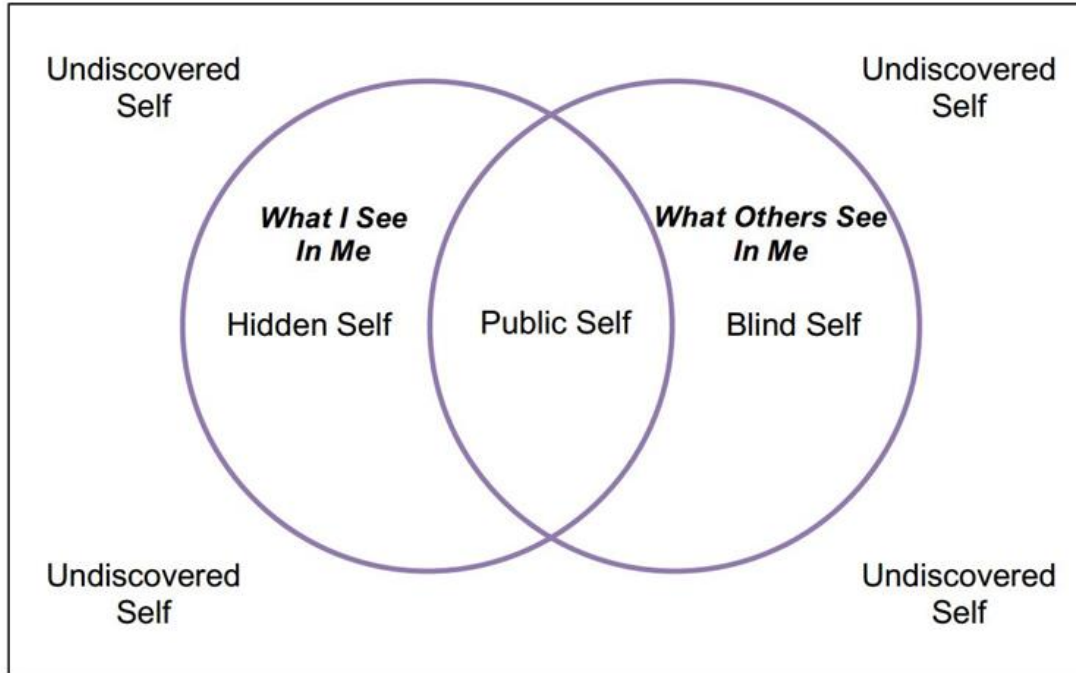


Figure 1. The Johari Window concept diagram

Questions to Ask Yourself and Your Child...

ASK YOURSELF...

- ★ *What do you think are your child's gifts/talents?*
- ★ *What do you think are your child's strongest academic subjects and why?*
- ★ *What do you think are your child's strongest interests and why?*
- ★ *What do you think are your child's strongest character traits and why?*
- ★ *Are there strengths that others see that you don't see?*
- ★ *Are there strengths that you see that you others tend not to see? Why do you think this is?*

ASK YOUR CHILD...

- ★ *What do you think are your gifts/talents?*
- ★ *What do you think are your strongest academic subjects and why?*
- ★ *What are you most interested in and why?*
- ★ *What parts of your personality do you like best and why?*
- ★ *What are things that make you special that others see that you don't see?*
- ★ *Are there special things about you that you wish others would see? Tell me more about this.*

Helpful Surveys

- ★ **Character Strengths Survey**
 - <https://www.viacharacter.org/>
- ★ **“If I Ran the School” Interest Inventory**
 - https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/07/cc_ranschool.pdf
- ★ **Multiple Intelligence Strengths**
 - <https://www.literacynet.org/mi/assessment/findyourstrengths.html>

Identification Issues

- ★ The way in which giftedness in a child's culture manifests may not be what educators associate with traditional giftedness in the schools (e.g., high IQ scores & high achievement).
- ★ Students from CLD populations in gifted education often face unique challenges:
 - Lack of opportunity for early academic & "mainstream" enrichment experiences
 - Strengths that aren't valued within the confines of the school day
 - Strengths in areas that aren't recognized as potential indicators of giftedness
 - When strengths are recognized & valued- difficult to "measure"

Influence of Dominant Culture

- ★ As Jean Peterson, former director of school counselor preparation at Purdue University, has pointed out, “The concept of giftedness appears to be bound to context. Each culture sees goodness **through its own cultural lens**, including the dominant culture, which has its own particular value orientation” (Peterson 1999).
- ★ Much about school is built around **dominant culture values**.
 - routines, expectations, content, breaks
- ★ Much testing is designed around **dominant culture values**.
 - words and concepts familiar to dominant culture
 - timed
 - individually taken

Influence of the Dominant Culture

What the Dominant Culture May Emphasize

IQ; achievement; overt displays of ability, achievement, and talents; precocious verbal ability; motivation; competing with peers; respectfully challenging authority figures and peers

What Other Cultures May Emphasize

Collaboration, listening, humility, selflessness, family support, and community service

Implicit Bias

- Implicit bias is **unconscious attitudes and beliefs** or **unconscious stereotype associations** that cause us to react either positively or negatively toward a person.
- These **unconscious biases** may be very different from what we consciously believe and profess.
- Implicit biases may also affect the way in which educators **"see"** or **don't see** high-potential students from underserved populations.

Examples of Implicit Bias

- ★ lack of expectation of family involvement in school
- ★ “fixing” or dismissing family concerns
- ★ more discipline referrals
- ★ more special education referrals
- ★ fewer gifted education referrals
- ★ less complex work/challenge in classes
- ★ less access to advanced coursework
- ★ less direct preparation for college

Perceptions of Gifted Behavior

STUDENT "A"

- Is a risk-taker in academic endeavors; is adventurous in their thinking.
- Sticks to the task; gets job done; doesn't give up easily even when things are difficult.
- Deeply interested in many things; loves to learn new things.

STUDENT "B"

- Is a risk-taker; breaks rules and then challenges authority when caught; unafraid to challenge others.
- Avoids tending to other things that need to be done because they are not done with the task they're working on.
- Indecisive- may hop from one thing to another without closure in anything; appears random.

Talent Hunt Inventory

To use this inventory, begin with the left column. With a particular student in mind, read through the characteristics and behaviors listed. Then compare the student's characteristics and behaviors, one at a time, with those of their peers. Use the blank rows to add characteristics or behaviors you've noticed in your student that are not listed in the inventory. It is always helpful to write down specific examples when doing the comparison to clarify your ratings.

Student: _____ Date: _____

Observer: _____ Relationship to student: _____

	Not Presently	Emerging	Exceptional (compared with peers)	Examples (especially for Exceptional rating)
1. Is inquisitive, often asking unexpected or unconventional questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is observant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Expresses ideas well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Recalls information easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Is interested in how things work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	


Extra Resources

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Self-Advocacy Gifted Education Organizations Gifted Education Publications

Gifted Education Resources

Please use these resources to help you learn more about gifted children.



Details

 Jennifer Ritchotte, Ph...

Views: 13906

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Gifted Characteristics

- Multiple Intelligences Assessment
- "If I Ran the School" Interest Inventory
- VIA Character Survey
- Tolan Characteristics
- Gifted Traits (Non-Biased Profile)
- Hoagies' Characteristics

Gifted Definitions

- Gifted Policies by State
- NAGC Definition
- State Definitions

Gifted Myths

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<http://www.livebinders.com/play/play?id=1091970>

Questions?

**For more information,
please contact...**

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<http://extended.unco.edu/programs/education-special/gifted-talented-masters/>



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