Equity in Gifted Education

A State Initiative

Paul D. Slocumb, Ed.D.
Chair, Equity in Gifted Education Task Force

with

F. Richard Olenchak, Ph.D.

Advanced Academic Services
Division of Curriculum
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Table of Contents

Equity in Gifted Education
Task Force Members
Summer 2003

Dr. Paul D. Slocumb, Committee Chair
Author/Consultant, aha! Process, Inc., Highlands, TX

In June 2003, the Texas Education Agency convened a task force for the purpose of examining current trends and practices in gifted programs in Texas. The focus of this group was to identify patterns and trends in identifying students from different racial/ethnic, socioeconomic, and cultural groups who are underrepresented in programs for the gifted and talented. The contributions of task force members were invaluable to this project. It is a beginning that hopefully will bring about more equitable representation in gifted programs in Texas.

Maria Arias, Director, Gifted/Bilingual Education
Socorro ISD, El Paso, TX

Jo Ann Barber, Education Specialist
Region I ESC, Laredo, TX

Cecelia Boswell, Director, Advanced Placement/International Baccalaureate Project
Region XIV ESC, Abilene, TX

Anna Cepeda, Advanced Placement Spanish Teacher
Valley View Junior High School, Valley View ISD, Hildalgo, TX

Deborah Dannelley, Superintendent
Marathon ISD, Marathon, TX

Maria De la Colina, Director, Bilingual/Migrant Education & ESL
Bryan ISD, Bryan, TX

Eddie Fitzgerald, Coordinator, G/T Programs
Lubbock ISD, Lubbock, TX

Randy Ford, Assistant Dean for Assessment
University of Texas-Arlington, Arlington, TX

Mary Hayes, Faculty Member
DeBakey High School, Houston ISD, Houston, TX

Sigifredo Huerta, Director, Migrant Education
Texas Education Agency, Austin, TX

Ester Hunt, Gifted Education Coordinator
Region VII ESC, Kilgore, TX

Lisa Leach, Assistant Superintendent
Roosevelt ISD, Lubbock, TX

Jacel Morgan, Assistant Superintendent
Houston ISD, Houston, TX

Suzee Oliphant, Executive Director, Advanced Academic Services
Dallas ISD, Dallas, TX

Carlotta Rodriguez, Enrichment Specialist
Northside ISD, San Antonio, TX

Elizabeth Saenz, Superintendent
Balmorhea ISD, Balmorhea, TX

Jean Sanders, Coordinator, G/T Programs
Brazosport ISD, Lake Jackson, TX

Cindy Savage, Program Specialist, Special Education
Texas Education Agency, Austin, TX

Ann Wink, Director of Gifted Education
Texas Education Agency, Austin, TX

Foreword

In 1996, the Texas State Board of Education approved the *Texas State Plan for the Education of Gifted/Talented Students* to provide guidelines for districts as they comply with state laws regarding identification of and services for gifted/talented students. The plan establishes the following as one goal for schools desiring to provide exemplary services:

> **the population of the gifted/talented program reflects the population of the total district (1.6.E).**

Ten years later, however, Texas as a whole has made little progress toward achieving this goal and has few if any ethnically or economically diverse districts where this reflection occurs. I know that the reason for this lack of progress isn't a lack of desire on the part of Texas educators to provide equitable educational opportunities for all students. I know that the lack of progress isn't due to a dearth of gifts and talents among specific populations. I believe instead that schools lack the tools and educators lack the understanding needed to provide equity in gifted identification and services.

This toolkit is designed to provide educators with the tools and understanding they need to ensure equitable access to gifted services among all populations in Texas. It isn't a magic bullet to end all disparate identification practices, but it will, I hope, open minds and inspire efforts as well as inform procedures.

As I look at the completed toolkit, I feel deep appreciation for Dr. Paul Slocumb for his dedicated leadership in creating this resource; Dr. Rick Olenchak for his invaluable contributions; the Equity Task Force members for their unselfish gifts of time and expertise; Region 13 Education Service Center's Office of Statewide Initiatives for their expert project management; the staff of Resources for Learning for their professional and creative contributions; and the Texas Education Agency for its financial support.

As I help to make the toolkit available for district-use, I anticipate deep appreciation for the dedicated teachers, counselors, principals, central office administrators, superintendents, and school board members who will use it to make a meaningful difference in the lives of our Texas students.

Kelly Callaway
Director, Advanced Academics/Gifted Education

Preface

Special programs are designed as intervention. When a student is assigned to a special program, school officials are saying that the regular academic program cannot meet the student's needs; therefore, a special service is needed. Without this service, students will not achieve their potential. That assumption overarches all special programs, including special education, bilingual/ESL, and compensatory programs.

Gifted and talented education also is a special program. It is designed for approximately the top three to seven percent of the student population. As with other special programs, we are saying that without the services of the gifted and talented program, identified gifted students may not achieve their potential; therefore, they need the interventions that the program for the gifted/talented can offer. For gifted/talented students from poverty, this understanding is crucial.

Those who provide gifted and talented services have to become the advocates for gifted/talented students from poverty. Without the teacher of the gifted/talented and administrative personnel, gifted/talented students from poverty have no advocates. The students for whom this document is designed absolutely must have master teachers who are their advocates. They need teachers who see the potential that is masked by the poverty. These teachers must be willing to modify differentiated lessons based on the student's lack of support in the home environment; they must be able to work with the student when there may be middle class students in the same classroom who have parents who say, "I don't want my child in the classroom with those kids." These students must have master teachers because other students have master parents.

This document is not proposing that districts eliminate some middle class students from the existing program in order to make room for gifted students from poverty. This document also is not saying that gifted students from middle and upper middle classes do not need the program. Certainly, gifted students from more affluent backgrounds also need a differentiated program; without intervention, they may become underachieving gifted students. What this document is saying is that gifted/talented students from middle and upper middle classes should not be served to the exclusion of gifted students from poverty. What the data reflect is that students from poverty are often excluded and those students who have access to greater opportunities and resources within the home environment are more likely to be identified and served as gifted/talented. This document will assist district personnel in modifying their procedures so gifted/talented students from poverty also may be served.

> *"There is nothing so unequal as the equal treatment of unequals."*
>
> **Felix Frankfurter**
> **Former U. S. Supreme Court Justice**

Section 1
Introduction: Understanding the Issues

Equity exists when the various population groups are reflected in the same proportions as they are represented in the larger population. For example, if 50 percent of the population is Hispanic, then theoretically 50 percent of the identified gifted/talented students should be Hispanic. Of the Hispanic population, if 40 percent are economically disadvantaged, then 40 percent of the identified gifted/talented Hispanic students should be economically disadvantaged Hispanic students. The data gathered examined the various population groups by:

- the percentage of students from each racial/ethnic group who are identified as gifted/talented and

- the percentage of students from each racial/ethnic group who are economically disadvantaged and who are identified as gifted/talented.

The results show the degree to which equity is being achieved by race/ethnicity and by socioeconomic status.

K-8 data is used because many students at the high school level do not participate in the free lunch program, even though they might qualify; therefore, the K-8 data is probably a truer representation of the larger population in the state of Texas.

The Texas State Plan for the Education of Gifted/Talented Students states that in an exemplary program, "the population of the gifted/talented program reflects the population of the total district or has for two of the past three years (1.6E)." In a recognized program, "gains have been made over the last two (2) years toward having the population of the gifted program reflect the population of the district (1.6R)." In an acceptable program, "data and procedures assure that all populations of the district have access to assessment and, if identified, services offered as part of the program for gifted students (19 TAC §89.1(3))(1.6A)." Thus, districts should be striving to reach these goals by analyzing their own data. The following tables are provided as models for these analyses. The data shown in Table 1 reflects an analysis of the G/T population for the state by race/ethnicity.

Race/ Ethnicity	Number Enrolled	Percentage of Total Population	Number of Identified Gifted/ Talented	Percentage of Total Gifted/ Talented Population	Percentage Difference Between Total Population and Gifted/ Talented Population
Native American	9,971	0.33	645	0.29	-0.04
Asian	88,796	3	13,494	6	3
African American	415,980	14	19,372	9	-5
Anglo	1,103,979	37	113,352	51	14
Hispanic	1,360,536	46	74,761	34	-12
Totals (N=)	2,979,262	100.33	221,624	100.29	

Table 1. Texas K-8, 2004-05. Identified Gifted/Talented by Race/Ethnicity.
Texas Education Agency.

Table 1 shows the discrepancy of identified gifted/talented students by race/ethnicity when compared to the general population.

Native American students represent 0.33 percent of the total population in grades K-8. These students represent 0.29 percent of the total identified gifted/talented population. This is an under-representation of Native American students of .04 percent.

Asian students represent 3 percent of the total population in grades K-8. These students represent 6 percent of the total identified gifted/talented population. This is an over- representation of Asian students of 3 percent.

African-American students represent 14 percent of the total population in grades K-8. These students represent 9 percent of the total identified gifted/talented students. This is an under-representation of African American students of 5 percent.

Anglo students represent 37 percent of the total population in grades K-8. These students represent 51 percent of the total identified gifted/talented students. This is an over- representation of Anglo students of 14 percent.

Hispanic students represent 46 percent of the total population in grades K-8. These students represent 34 percent of the total identified gifted/talented students. This is an under-representation of Hispanic students of 12 percent.

Table 2 illustrates inequities in the gifted/talented population by race when economic circumstances are considered. When considering the portion of each racial/ethnic group that is economically disadvantaged as determined by eligibility for free or reduced price lunch, all racial/ethnic groups, including Anglos, are under-represented. The differences in columns (d)

and (g) illustrate the problem. If equitable conditions prevailed, the percentages shown in columns (d) and (g) would be equal. For example, when looking at the state as a whole, column (g) would be 57 percent instead of 23 percent if economically disadvantaged students were equitably identified for gifted/talented services.

(a) Race/ Ethnicity	(b) Number Enrolled	(c) Number Economically Disadvantaged (ED)	(d) Percentage of Enrolled (by ethnicity) who are ED	(e) Number of Gifted/Talented (G/T)	(f) Number of ED G/T	(g) Percentage of G/T (by ethnicity) who are ED
Native American	9,971	4,516	45	645	107	17
Asian	88,796	28,051	32	13,494	1,702	13
African American	415,980	295,008	71	19,372	8,484	44
Anglo	1,103,979	282,941	26	113,352	7,296	6
Hispanic	1,360,536	1,098,317	81	74,761	33,637	45
Total	2,979,262	1,708,833	57	221,624	51,226	23

Table 2. Texas K-8, 2004-05. Identified Gifted/Talented by Race/Ethnicity and Economic Disadvantage. Texas Education Agency.

Of the Native American student population, 45 percent are economically disadvantaged. Of Native American G/T students, 17 percent are economically disadvantaged.

Of the Asian student population, 32 percent are economically disadvantaged. Of Asian G/T students, 13 percent are economically disadvantaged.

Of the African American student population, 71 percent are economically disadvantaged. Of African American G/T students, 44 percent are economically disadvantaged.

Of the Anglo student population, 26 percent are economically disadvantaged. Of Anglo G/T students, 6 percent are economically disadvantaged.

Of the Hispanic student population 81 percent are economically disadvantaged. Of Hispanic G/T students, 45 percent are economically disadvantaged.

When all races/ethnicities are combined, 57 percent of the student population in grades K-8 is economically disadvantaged. Of all identified G/T students, 23 percent are economically disadvantaged.

Conclusions

Student populations represented in the gifted/talented program should be proportionate if equity is to exist. For example, if 50 percent of the population is of one racial or economic group, then 50 percent of the gifted/talented population should reflect that racial or economic group. The K-8 2004-05 Texas data reflect the following:

In every student group, economically disadvantaged children are under-identified for participation in gifted/talented programs. When economics is not considered, some groups appear to be making progress. African-Americans are under-represented only by 5 percent when economics is not a factor. When economics is a factor, however, there is a difference of 27 percent. In essence, middle-class and upper middle-class students are more likely to be identified for gifted/talented programs than economically disadvantaged students, regardless of race/ethnicity.

This publication is designed to assist school district personnel in beginning to address the issue of equity in the identification of their gifted/talented students. To achieve equity in the identification process, both quantitative and qualitative data need to be considered. Non-traditional students are often overlooked in the gifted/talented identification process when traditional means are used. This document is designed to help districts consider alternative, non-traditional as well as traditional means of identifying gifted/talented students.

> *"By…[selecting] the youths of genius from among the classes of the poor, we hope to avail the State of those talents which nature has sown as liberally among the poor as the rich, but which perish without use if not sought for and cultivated."*
>
> **Thomas Jefferson**
> **Notes on Virginia Q.XIV, 1782. ME 2:206**

Section 2
The Politics of Gifted/Talented Education

When identifying gifted/talented students from poverty and/or identifying students who are twice exceptional, one of the first obstacles to overcome is the perception of giftedness. If a school district has a twenty-year history of primarily identifying gifted/talented students from middle- and upper middle-class households, school boards and administrators may not understand how someone can be gifted/talented and not score high on a traditional, standardized test or also be receiving special services from special education. This requires training and sharing data with school boards and administrators. The information shared and the manner in which it is shared is crucial in making the transition from a more exclusive gifted/talented program to a more inclusive gifted/talented program.

To achieve a more inclusive gifted/talented program, it is recommended that district personnel consider using the following procedures:

1. Appoint a task force to study current identification procedures and practices. The following is a list of suggested task force members representing such groups as:
   - campus and central office administrators,
   - classroom teachers,
   - special education and Title I teachers,
   - school board members,
   - gifted/talented specialists, and
   - parents of gifted/talented students.

2. Clearly define the purposes of the task force, to include (at a minimum) the following:
   - Refine current identification procedures and practices to decrease the number of students from disadvantaged groups who are overlooked under the current procedures and practices.
   - Develop and adopt a set of principles for identifying gifted/talented students. (See those presented in Section 3.) These principles, which focus on the need for equity within the program, should become the standards by which members of the task force make their decisions.
   - Ensure that the rights of all students are protected.
   - Clarify and/or refine the design of the program and how it delivers the services to identified gifted/talented students.
   - Review and/or refine the current mission and goals of the program for identified gifted/talented students.
   - Review and formulate recommendations concerning any current policies related to the gifted/talented program (such as furlough and exit procedures).
   - Develop a written action plan for implementing the task force's recommendations.
   - Submit a written action plan to the Board of Trustees for its approval.

3. Provide training for the members of the task force prior to asking them to make decisions. Many districts have personnel in their guidance and testing departments who can assist with this training. Other resources include psychologists who work with special education, local university professors who teach statistics courses, and regional service center testing personnel. This training may include the following:

   - reading and discussion groups based on literature about gifted/talented students, students from poverty, twice exceptional gifted/talented students, and giftedness among certain cultural and socioeconomic groups
   - training in the reliability and validity of standardized tests
   - statistics from the region as well as the local district that show the current racial/ethnic and socioeconomic composition of the district's program
   - in-district and out-of district consultants who have expertise in the topics being studied and considered

Not only will such a task force be helpful in ensuring the gifted/talented program meets the needs of all gifted/talented students, but it will create buy-in for the new approach. Many districts started their program for gifted/talented and talented students as long as 25 years ago. At that time a major concern was the identification of gifted/talented students. The available body of knowledge was, for all practical purposes, based on a middle-class mindset. Today we have much more abundant information about giftedness and how it manifests itself in children from poverty, ADD and ADHD students, emotionally disturbed students, and non-English speaking students. A key point to make with school boards and administrators is that as a district, the goal is to tap into this body of current knowledge and address the issue of these more difficult to identify gifted/talented students. If the perception among teachers, administrators, and parents is that gifted/talented students are from the more affluent segments of the community, then a revision of current practices is needed. The gifted/talented program should reflect the diversity of the school, as well as the district's population.

Measuring the Environment

Slocumb and Payne (2000) present a paradigm that factors in the environment of the student as it impacts performance measured in school. A Preponderance of Evidence Grid weighs the student's performance in school against the weight of environment (Environmental Opportunities Profile).

The paradigm is reflected in Figure 1.
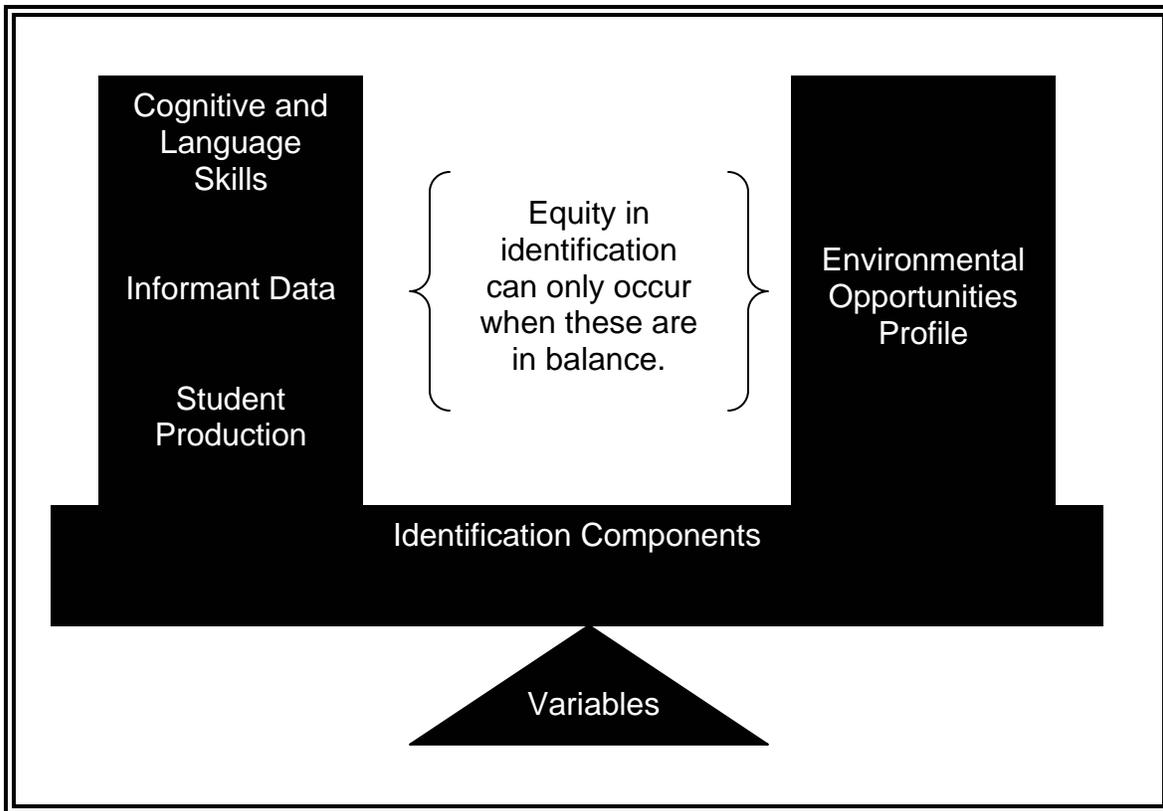
Figure 1. Equity in Identification Components.

To measure the environment, a school official completes the Environmental Opportunities Profile. For grades 3 and higher, the school official can complete the instrument by interviewing the student. In the lower grade levels, the school official usually interviews the primary caregiver. The ideal time to conduct this interview is when the child is enrolling in school.

The Preponderance of Evidence Grid (Slocumb and Payne, 2000) in Table 3 is built by the local district based on the identification instruments it chooses. Since local norms are used, the Preponderance of Evidence Grid reflects district or local campus performance. As discussed earlier, local campus norms are advocated when the district has a very heterogeneous population from campus to campus. The distribution of points on this grid is based on the scores of the top 25 percent of the population at each grade level on each instrument. For example, if a district or campus chooses to use a teacher rating scale, the teachers' scores for the students at a given grade level are entered on a spreadsheet. The students' scores are ranked from high to low. The top 25 percent of that set of scores is used to determine the distribution of points on a grid. For example, if a district chooses to use a teacher rating instrument in which the maximum number of points is 100, all the scores for those students would be rank ordered from high to low, from 100 down to the lowest score. If the scores for the top 25 percent ranged from 100 to 75, that would be a 25-point spread. To place that on a grid that is worth 5 points, the point spread would appear as follows:

5 Points	4 Points	3 Points	2 Points	1 Point
100-95	94-90	89-85	84-80	79-75

Table 3. Point Spread for Preponderance of Evidence Grid.

If the top score on a campus were 80, then the same process would be used but the point spread would reflect 80 at the top end of the scale.

Teacher Perception vs. Teacher Recommendation

Teacher recommendation instruments evoke personal bias in individuals. Some teachers may refuse to "recommend" a student because of behaviors manifested in the regular classroom. Therefore, it is recommended that teachers' perceptions, rather than recommendations, be sought. Teachers' perceptions are controlled in large part by their previous training in gifted/talented, their own personal biases, and their personal backgrounds. Students from poverty often manifest their giftedness in negative ways that are misunderstood or misinterpreted by teachers who come from middle class backgrounds. The Slocumb-Payne Teacher Perception Inventory is designed to measure both middle-class students and students from poverty. A sample from that instrument follows.

Perception of Attributes	Seldom or Never	Occasionally	Frequently	Almost Always	Almost Always	Frequently	Occasionally	Seldom or Never	Perception of Attributes
1. Curious about information; inquisitive; doesn't accept information at first glance; questions and pushes for more information	1	2	3	4	4	3	2	1	1. Obnoxious with questions; likes to "stump" people with hard questions; enjoys questions with "shock value"; questions authority; unwilling to follow rules
2. Stubborn; avoids tending to other things that need to be done just because he/she is not through with his/her priority	1	2	3	4	4	3	2	1	2. Sticks to task; gets job done; doesn't give up easily even when things are difficult

Table 4. Slocumb-Payne Teacher Perception Inventory: A Scale for Rating Superior Students from Diverse Backgrounds.

Many districts have used this instrument by having every teacher rate every student in his/her classroom. Using a local norm, the scores are entered on a spreadsheet and then ranked from high to low. The top 25 percent are entered on a grid, either the Preponderance of Evidence Grid or a locally developed matrix. Again, a local norm, when dealing with a highly heterogeneous population, is critical to this process.

Self-Assessment 1: Where Do We Stand?

Yes	No	Don't Know	Guiding Principles	Evidence	Plan of Action
			G/T statistics for each campus and current demographics are available and have been reviewed.		
			Procedures for creating buy-in for the revised identification process have been established.		
			District personnel are committed to achieving a more equitable representation of the district's demographics in the gifted/talented and talented population.		
			The mission and goals of the program focus on equity in the gifted/talented program.		

Self-Assessment 1: Where Do We Stand? (cont'd)

Yes	No	Don't Know	Guiding Principles	Evidence	Plan of Action
			The exit and furlough policies protect the rights of students.		
			A plan of action has been presented to the Board of Trustees and the plan is part of the District Improvement Plan.		
			A plan to train decision makers prior to their being asked to formulate recommendations has been developed.		

Section 3
Principles of Identification

According to Texas Administrative Code §29.121, a gifted and talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment *when compared to others of the same age, experience, or environment* and who exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field. The process for identifying such students should include a needs assessment for the purpose of placing students into educational programs designed to develop their potential (Reichert, 1997). Some factors to consider in designing an identification process include:

- **Defensibility:** Procedures should be based on the best available research and recommendations.

- **Advocacy:** Identification should be designed in the best interest of all students. Students should not be harmed by the procedures.

- **Equity:**
  o Procedures should guarantee that no one is overlooked. Students from all groups should be considered for representation according to their demographic representation in the district.
  o The civil rights of students should be protected.
  o Strategies should be specified for identifying the disadvantaged gifted/talented.
  o Cut-off scores should be avoided because they are the most common way that disadvantaged students are discriminated against. (High scores should be used to include students, but if students meet other criteria—through self, parent, or teacher nominations—then lower test scores should not be exclusionary).

- **Pluralism:** The broadest defensible definition of gifted/talented should be used.

- **Comprehensiveness:** As many learners as possible with gifted/talented potential should be identified and served.

- **Pragmatism:** Whenever possible, procedures should allow for the cost-effective modification and use of available instruments and personnel.

Self-Assessment 2—Where Do We Stand?

Yes	No	Don't Know	Guiding Principle(s)	Evidence	Plan of Action
			Defensibility		
			Advocacy		
			Equity		

Self-Assessment 2—Where Do We Stand? (cont'd)

Yes	No	Don't Know	Guiding Principle(s)	Evidence	Plan of Action
			Pluralism		
			Comprehensive-ness		
			Pragmatism		

Section 4
Understanding Poverty

Poverty brings with it several key issues that relate to the difficulties districts have in identifying gifted/talented who are also economically disadvantaged (Payne, 2005; Slocumb and Payne, 2000). Among these issues are

- lack of language;
- understanding middle class rules of school, including
    - lack of a linear orientation,
    - difficulty in abstracting, and
- avoidance of academic rigor.

In this section, each of these issues will be discussed as it relates to identifying gifted/talented students who come from poverty.

Lack of Language

Students who grow up in impoverished areas often lack a facility with language. This lack of language is probably one of the major inhibitors in the identification process. Gifted/talented students are usually perceived as highly verbal and articulate. To do well on many standardized tests requires students to have a large vocabulary and an understanding of standard sentence syntax. From the onset, many students from poverty are set up to do poorly on standardized tests.

The largest study involving young children and the acquisition of language was done by Hart and Risley (1995), who studied children from the age of 11 months through three years of age and their families. The sample was divided into three groups, and language patterns and interactions of adults with their children were recorded and analyzed. Their major findings appear in Table 5.

Social Class	Number of Words Heard Per Hour	Estimated Number of Words Heard Per Week	Words of Encouragement Versus Words of Discouragement Per Week
Welfare	616	62,000	500 vs. 1,100
Middle Class	1,251	125,000	1,200 vs. 700
Professional Class	2,153	215,000	3,200 vs. 500

Table 5. Preschoolers' Language Experiences in Welfare, Middle Class, and Professional Class Homes.

The difference in the exposure to the quantity of language is huge. When the quality of the language is analyzed, the disparities between the three groups become even more significant. Children from welfare were more frequently exposed to words of discouragement than children from middle class or professional class homes. Discouragement consists of words such as, "Don't!" "Stop it!" "Quit!" or "Shut Up!" These words tell a child *what* he is to do; they do not tell him *how* or *why*. If a child does not receive language that includes the what, how, and why, cause and effect structure never develops in the brain. Without cause and effect structure, children do not develop the concept of consequence.

What makes this particularly important in the identification of gifted/talented children from poverty is that they often lack the ability to articulate their thoughts, feelings, and ideas. Instead, they use short phrases and often demanding language, and they have difficulty articulating syntactically correct questions. They often use implied language rather than explicit language. When language is implied, the listener must interpret what is meant. For students from poverty, this form of communication frequently has very negative results because the hidden rules of poverty contribute to the masking of the real issues. Hidden rules are the unspoken habits and cues of a group that are just not discussed; yet when someone violates one of those rules, judgments are made. For example, a teacher hands a student a worksheet; he looks at it and replies with, "This sucks." The teacher now has several ways of interpreting this implied message:

- I don't understand the assignment.
- I can't read the assignment.
- The assignment is boring.
- The assignment is too difficult.
- I don't like you, and I don't like the work you are giving me.
- I don't feel like doing this worksheet.
- I'm too tired to do this.

If the teacher chooses to interpret the student's response as refusing to do the work, the teacher declares it as "a non-compliant behavior" and sends the student to the office.

A student who uses explicit language might say something like, "Ms. Jones, I don't understand what you want us to do on this worksheet." Ms. Jones now knows what she must do. The lack of language to express one's thoughts, feelings, and ideas is often called an ***attitude.*** An attitude is non-verbal communication. Students from poverty are often very skilled with non-verbal messages because of the limited vocabulary used in poverty. This type of communication is referred to as the "casual language register" and is usually limited to a 400-800 word vocabulary (Slocumb & Payne, 2000). Sentence syntax is often incomplete and is accompanied by non-verbal assists, such as body language.

Additionally, students from poverty may have difficulty in articulating syntactically correct questions. Students from poverty sometimes phrase questions as statements and then raise their voice at the end.

- Time for lunch? (What time is lunch?)
- The snake's poison? (Is the snake poisonous?)

Students from poverty need teachers who coach them to begin questions with who, what, when, where, why, and how. The inability to articulate a question may be a sign that a student doesn't know what he doesn't know. This training is especially important in the lower grades where oral language development is a major focus.

For second language learners from poverty, this problem with language is compounded. Not only is the student searching for words in a new language, but the student may also lack language in his/her first language.

Implications for Identification

- Use standardized tests that are less dependent on verbal and written language. The focus needs to be on non-verbal communication.
- Use mimes with younger children and a rubric to ascertain the quality of the story being mimed.
- When instructing students on language patterns, such as question making, look for those students who seem to "catch on" at a faster rate of acquisition.
- When working with non-English speakers, look for the students who seem to grasp language patterns at a faster rate than other non-English speakers.

Understanding Middle Class Rules of School

Understanding the middle class rules of school is essential to school success. Poverty has its own rules, and they are different from middle class rules, just as middle class rules are different from those of wealth. As shown in Table 6, there are three driving forces for poverty, middle class, and wealth (Payne, 2005).

Poverty	Middle Class	Wealth
Survival	Work	Political connections
Relationships	Achievement	Financial connections
Entertainment	Material security	Social connections

Table 6. Driving Forces of Social Class.

Middle class people define themselves by work and achievement. Upon first meeting someone, a middle class person will ask someone her name followed by, "And what do you do?" Identity and work almost become synonymous. Middle class people strive to

get ahead, achieving the next promotion, degree, car, or level of housing. They also save for "rainy days" and secure their futures through savings and insurance just in case something unexpected happens.

Poverty is quite different. Survival is the primary goal. Food, clothing and shelter are top priorities, and relationships are essential to survival. People need other people, and people are the cheapest commodity. Entertainment becomes important because it is a coping mechanism; life is tough, and people have to have a little fun.

For people from wealth, money is a given. Life and one's status within wealth is determined by one's connections—political, social, and financial.

These driving forces serve as overarching guidelines for the rules of poverty. Because relationships are important, people are often seen as a possession. ("That's my woman; that's my man; that's my momma." "You cover the back of a friend, and you never rat on a friend.") For some students from generational poverty, being identified as gifted/talented is to turn their backs on their families. ("You'll start talking funny; you'll get "funny" ideas; you'll get too uppity; you'll forget where you came from.")

Lack of a Linear Orientation

Poverty also creates different perspectives on time. Middle class is very future-oriented; middle class is goal-oriented because work and achievement drive everything. Middle class is linear. Wealth is about tradition. In poverty one's destiny is driven by fate and luck. Poverty lives in the present. Goals and a future orientation are rare. Students from poverty may lack a linear orientation. Poverty defines its fate by what it sees around it:

- How does my mother survive?
- How did my older brother survive?
- My mother had me when she was 16; I will probably have a baby when I am 16 or 17.
- My brother makes a lot of money selling drugs; I can sell drugs and make money.

Certainly not all parents and students from poverty share this perspective; however, this view is often shared among those who come from generational poverty. Sometimes immigrants to this country value school and learning because they see it as a way for a better life for their children. Some immigrants, however, may not share that value.

Implications for Identification

- Students from poverty may not articulate goals. ("What do I want to be when I grow up?") Look for students from poverty who do articulate goals and embrace them. Provide prompts for these students to clarify and elaborate on their goals.
- Students from poverty may not know how to plan. Look for students who indicate an interest in planning as they may be gifted/talented.

- Sequencing is a difficult skill for many students from poverty because they lack a linear orientation. Sequencing also is a crucial skill in planning. Look for students from poverty who grasp sequencing quickly.

Difficulty in Abstracting

The world of poverty is concrete, sensory, and emotional. The world of school is verbal and abstract. Students from poverty often have difficulty understanding abstract concepts and ideas. Because they live in the present and often have little exposure to things and experiences that middle class students take for granted, they may have difficulty with abstract concepts. Middle class children are exposed to vacations; they hear parents talk about savings accounts, budgets, schedules, insurance, and an array of other things associated with achievement in Middle America. Students from poverty do not grow up in households that are governed by structures such as calendars and schedules, vacations, trips to the museum or theater, planned menus, and scheduled homework and bath times. When the lack of experience is coupled with the lack of language, students struggle to grasp many of the concepts they are exposed to in school.

A critical component of abstract thinking is the ability of students to understand analogies and metaphors. These are crucial in helping students translate the abstract to the concrete and then back to the abstract. Because entertainment and relationships are important in poverty, students from impoverished backgrounds may grasp a concept if the teacher makes comparisons to entertainers or other people. For example, a teacher might ask middle class students to compare the parts of a cell to the structure of our government. For a student from poverty, it would be more appropriate to show students how the parts of a cell might compare to their family, neighborhood, or church structure.

Implications for Identification

- Look for students who use figurative language that reflects comparisons of people and entertainers.
- Look for students who discern patterns in human behavior, but not necessarily ideas.
- Look for students who ask questions that are focused on relationships.
- Look for students who can connect their personal experiences to abstract concepts, though these concepts may be focused on the family and neighborhoods rather than larger more abstract connections.

Avoidance of Academic Rigor

Because entertainment is important in poverty, some parents and students may convey the idea to teachers that they do not want to be in a program that is not fun. Parents may even express the idea that they do not want their children to have to work that hard. Schools must show students and parents how getting a good education can benefit the

family. Since students are often viewed as possessions, schools cannot communicate the idea that getting an education is designed to take their children from them, but rather to enable children to help and contribute to the family. Of course, there will come a time when a student must choose, but talking about college for the sake of getting a good job may scare some students and parents away from the gifted/talented program. When the family does not value academics, children often reflect a similar value. Schools have to help students see the value of academics, and that first begins by understanding the value system that exists in poverty.

Meeting the demands of a gifted/talented program requires a student to have resources that may be lacking in the environment. Many gifted/talented programs are project oriented. A teacher who insists that all students participate in the science fair may be asking students from poverty to do the impossible. Is there a support system in the home to help the student find the plywood, batteries, and copper wire? School failure is often the result of missing resources. These resources are about opportunity. Most middle class gifted/talented students have access to these resources. Some crucial resources for students to be successful in school include the following:

- Financial resources: Having money to purchase goods and services
- Relationship and role models: Having frequent access to adults who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behaviors
- Emotional resources: Being able to choose and control emotional responses, particularly in response to negative situations without engaging in self-destructive behavior(s) (This is an internal resource and shows itself through stamina, perseverance, and choices.)
- Mental resources: Having mental abilities and acquired skills in reading, writing, and computing, as well as a facility with language, necessary to deal with daily life
- Physical resources: Having physical health and mobility
- Support systems: Having friends, family, and backup resources available to access in times of need (These are external resources.)
- Knowledge of the Middle Class Hidden Rules: Knowing the unspoken cues and habits of a group

The absence of one or more of these resources may manifest itself in school and at home in a variety of ways. When these resources are missing, the following behaviors may be observed:

- Lack of financial resources: The student doesn't pay a book fine, yet has money for ice cream; or she has no money for a field trip or school supplies, but wears $100 tennis shoes.
- Lack of relationships and role models: The student does not have anyone to help him make correct choices; drugs and alcohol abuse may exist in the home; or the student does not know how to resolve conflicts without a physical confrontation.

- Lack of emotional resources: The student acts impulsively; parents scream, holler, and curse at their child; the parent is highly critical and may use corporal punishment to control behavior; or when angry, the student may curse and/or hit.
- Lack of mental resources: Because of a lack of language skills, the parent may not be able to read notes sent from the school; the student and parent use the casual language register; parents may not speak English; parents may have an inability to organize; or parents may be unable to help children with homework assignments.
- Lack of physical resources: The student does not have access to health care and dental care; the student may be diabetic or overweight because of a high fat diet; the student may have brothers and sisters who have disabilities because of the lack in quality prenatal care; or the student may be being raised by an elderly grandparent who has failing health.
- Lack of support systems: There is no adult at home to help with assignments, no transportation to get to a library, or no caring adult to assist a student with a project that is to be completed outside of school.
- Lack of knowledge of the Middle Class Hidden Rules: The student may have difficulty complying with school rules; neighborhood rules, such as fighting, may be brought to the school; the student does not know how to plan for a long-term project; or the student does not have organizational skills and may lack social graces, such as "please" and "thank you".

Implications for Identification

The lack of resources is about opportunity—not intellect. Students who lack the resources necessary to be successful in school need schools that offset the lack of resources. When shown how to do something and the necessary resources are present, how does the student perform?

Tables 7 and 8 illustrate how some students may manifest their giftedness when given the opportunity and when they are compared with others of the same age, experience, and/or environment. When selecting instruments and processes for identifying gifted/talented students from poverty, these attributes should be considered. Affluent students will manifest their giftedness quite differently from students from poverty, English language learners, or a student with a learning disability.

Comparison of Attributes of Gifted/Talented Students and Gifted/Talented Students from Poverty

Attribute	Gifted/Talented (Kingore, 1993)	Gifted/Talented from Poverty (Slocumb & Payne, 2000)
Advanced language	• Displays advanced vocabulary • Uses complex sentences effectively • Naturally uses metaphors and analogies to express relationships	• Limits vocabulary to casual register • Lacks cause and effect relationships in sentence structure • Uses figurative language to reflect comparisons to people and entertainers
Perspective	• Displays an ability to understand and incorporate unexpected or unusual points of view through oral language, writing, manipulatives, and/or art	• Incorporates unexpected or unusual points of view through oral language, manipulatives, and art (may not do so in writing)
Sensitivity	• Is intensely sensitive to the needs of others • Demonstrates a strong sense of justice and sets high standards for self and others	• Demonstrates a strong sense of justice as defined by poverty • Has fairness issues • Identifies with the anti-hero; sees anti-hero as the victim
Accelerated learning	• Demonstrates mastery and an ability to learn and understand material and concepts beyond the facts and knowledge typical and expected for that age group	• Learns quickly when shown how to do things that he/she considers meaningful

Table 7. Comparison of Attributes of Gifted/Talented Students and Gifted/Talented Students from Poverty.

Attribute	Gifted/Talented (Kingore, 1993)	Gifted/Talented from Poverty (Slocumb & Payne, 2000)
Sense of humor	• Demonstrates understanding of a higher level of humor; applies a finely developed sense of humor, either through production of jokes, riddles, puns, or other humorous effects or through understanding of the subtle humor of others	• Applies a finely tuned sense of humor, creates original jokes • Often reflects imitations of people and events humorously • Tells stories and uses casual register in colorful ways • Mimics accurately
Analytical thinking	• Identifies parts of a whole • Determines relationships and patterns in procedures, experiences, ideas, and/or objects	• Is intrigued with the idea of planning, though he/she may lack planning skills • Discerns patterns in human behavior, but not necessarily in ideas
Meaning motivated	• Shows curiosity, inner drive, and thorough, independent understanding • Asks penetrating questions • Demonstrates extensive memory	• Is curious, independent • Asks questions focused on relationships • Has an extensive memory about people and conversations • Questions issues related to fairness and/or importance

Table 7 (cont'd). Comparison of Attributes of Gifted/Talented Students and Gifted/Talented Students from Poverty.

The Varied Faces of Gifted/Talented Students

Traditional Perception of Gifted/Talented Student	Gifted Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Learning: Use of Language			
Is highly verbal and uses advanced vocabulary Exhibits richness of expression, elaboration, and fluency Uses complex sentences effectively Naturally uses metaphors and analogies to express relationships	May have limited verbal skill and uses vocabulary limited to informal language Exhibits richness of expression when entertaining or telling a story Uses advanced nonverbal expression May lack cause and effect relationships in sentence structure Uses figurative language in comparisons to people and entertainers May try to shock teacher or peers to get attention	Displays limited thoughts in English but may be rich in native language Expresses language nonverbally due to limitations in native language and English May use inventive vocabulary combining both languages Develops new language quickly when given the opportunity Gains language proficiency through a cycle of silence in order to avoid errors in speech	Is highly verbal with advanced vocabulary, but may experience great difficulty in written language Demonstrates strong listening comprehension and recall May use language in inappropriate ways and at inappropriate times Creatively finds alternative ways of communicating Easily learns compensatory language systems, such as Braille, sign language

Table 8. The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Learning: Critical Thinking			
Solves problems in creative ways Makes connections and synthesizes information easily Is inventive Has ability to manipulate semantic, symbolic, and/or figural systems Comprehends complex ideas and thoughts Makes deliberate, reasoned decisions Learns advanced and more complex content; demonstrates abstract thinking abilities Sees patterns in procedures, experiences, ideas, and/or objects Has keen powers of observation	Excels in figural brainstorming and solving "real-world" problems Expresses himself/ herself in figures and images instead of words Manipulates symbolic and/or figural systems; has more difficulty with semantic systems Demonstrates rapid, reactive decision-making Sees patterns in human behaviors and relationships, but not necessarily in ideas Is concrete, emotional, and sensory Demonstrates strong observation skills which are often used in non-school related situations	Demonstrates strong critical thinking in primary language Performs well on non-verbal measures May display high levels of visual memory or auditory memory skills May reflect complex thoughts through art	Excels in solving "real-world" problems Possesses high levels of problem-finding, problem-solving, and reasoning skills Uses outstanding critical thinking and decision-making skills to independently develop compensatory skills Finds non-traditional ways to get information and to demonstrate learning and understanding May appear to think slowly because of auditory or visual processing problems Demonstrates superior abilities in forming concepts and manipulating abstract ideas

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Learning: Logic			
Demonstrates skills in linear logic Identifies complex cause and effect relationships Sees logical and common sense answers	Uses circular logic Most often examines complicated material in terms of relationships and people Demonstrates breakdowns in cause-and-effect relationships; has difficulty predicting consequences Demonstrates associative thinking based on relationships	Examines complicated material most often in terms of home and family Uses logic when defending ideas, family, and traditions, or when adjusting to a new culture	Demonstrates good mathematical reasoning ability, but a poor memory for math facts Gives logical explanations for inappropriate behavior Comprehends complex relations and systems Has difficulty with sequential tasks

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Learning: Curiosity and Questioning Attitude			
Is inquisitive Doesn't accept information at first glance Asks penetrating questions Shows curiosity and inner drive for thorough, independent understanding	Is often obnoxious with questions Likes to stump people May enjoy questions that "shock" people Questions authority Asks questions that focus on relationships Questions issues related to fairness Is unwilling to follow rules May demonstrate self-destructive behaviors because of curiosity	Is curious and can learn to be independent, but still values relationships Asks questions to learn and reinforce relationships and fairness May be culturally conditioned NOT to question	Has a strong questioning attitude May appear disrespectful when questioning information and facts presented by the teacher Enjoys active inquiry, experimentation, and discussion

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Learning: Rate of Acquisition			
Demonstrates an ability to learn faster and with less repetition than is typical for the age group Demonstrates extensive memory Has a large storehouse of information Is often interested in information related to school topics	Learns quickly when shown how to do things that the student considers meaningful May require more hands-on experiences Has an extensive memory about people and conversations Displays limited information related to school topics Has a large storehouse of information related to "street smart" topics	Learns at a faster pace if given the opportunity to learn through comprehensible input (i.e., native language instruction or sheltered English instruction) May require more repetition Transfers learning to the new language easily	Has a wide range of interests but has difficulty pursuing them due to learning and organizational problems Often has a focused, well developed area of interest, but not related to school subjects or topics Needs to learn compensatory strategies to overcome barriers to learning Needs appropriate accommodations, modifications, and/or assistive technology to prevent academic underachievement

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who is also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Learning: Perspective			
Displays an ability to understand and incorporate different points of view through oral language, writing, manipulatives, and/or art	Incorporates unexpected or unusual points of view through oral language, manipulatives, and/or art; less likely to identify points of view in writing	Takes a group perspective Does not draw attention to self or to self view	Blames others for their problems Believes that successes are only due to "luck" Visualizes and manipulates images in the mind; may be able to develop a visual analog of things; can experience thought as reality

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Learning: Preferences			
Thinks holistically; sees the big picture Makes abstract and sometimes random connections	Benefits from discovery learning Thinks conceptually Benefits from use of manipulatives Makes concrete, sensory, and/or emotional connections	Benefits from kinesthetic learning experiences Thinks visually Does not respond to aural input	Demonstrates exceptional abilities in geometry, science, arts, and music Performs better with more challenging or complex work; dislikes rote, fact, and skill level learning Loves construction, using computer simulations; demonstrates strength in mechanical and spatial skills; is drawn to inventions Demonstrates love of and great skill at drawing, but may have poor handwriting

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Motivation: Sensitivity and Maturity			
Is concerned with right and wrong, good and bad Evaluates and passes judgment on events, people, and things Needs to see purpose in activities and rules Prefers older or adult company because of Intellectual needs May not be accepted by same age peers and may feel isolated	Passes judgment on an unfair system and people representing that system Identifies with the anti-hero Uses situational ethics; right and wrong depends on the situation Has a more pronounced need to see purpose for following rules Withholds trust until sincerity is proven Is more willing to accept new information once trust is established Often matures earlier than age peers since accepts responsibilities for others Is sensitive to the feelings of those they like May be isolated from peers by economic differences as well as giftedness	Places high importance on the needs of the peer group and/or family Willing to defend the needs of the group Needs to hide academic achievement if it is not valued by the peer group Seeks sincerity, honesty May be particularly sensitive to racial and/or cultural issues May be perceived as a loner due to cultural, racial, or linguistic isolation combined with isolation due to giftedness and socioeconomic status	Disguises low self-esteem through immature behaviors such as anger, crying, disruptive behaviors, or withdrawal Has advanced ideas and opinions and is uninhibited in expressing them Is highly intuitive and insightful; may think and perceive multi-dimensionally (using all senses)

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Motivation: Interest and Persistence			
Has a wide range of interests Has very focused interests Is passionate about certain topics to the exclusion of others Has a wide range of interests that are often unrelated to school topics/subjects Is unaware of many topics that may potentially be of interest Demonstrates persistent, intense concentration Has a long attention span in areas of interest Is often persistent in self-selected tasks	Is interested in things and ideas that are relevant to their lives and personal relationships Lacks exposure to many topics of potential interest Persists in areas of interest usually unrelated to school Is less aware of timelines and deadlines Has difficulty staying focused due to random thoughts and ideas Is impulsive	Is interested in things and ideas that are relevant to home and family Is willing to complete tasks and maintain interest to make connections and build relationships	Has a wide range of interests that are not related to school topics and learning Lacks motivation, interest, and patience for learning in areas that do not interest the student Demonstrates persistence and concentration in areas of strengths and interests Has very focused interests or a passion about a certain topic to the exclusion of all others—often not related to school topics

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Motivation: Perfectionism			
Does not want to move on to other tasks when present task is not finished Has intrinsic motivation Is assertive and stubborn in beliefs and actions	Has low self-image about academic performance Has higher self-image out of school Lacks self-control Is aggressive in beliefs and actions	May express low self-image if language or culture is not validated Gains language proficiency through a cycle of silence in order to avoid errors in speech	Lacks self-efficacy for areas of ability May be overly sensitive to the "dis" ability Is highly sensitive to criticism May appear to be stubborn and inflexible

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Motivation: Independence			
Develops high standards and expectations of self Is a self-starter who needs little supervision Demonstrates self-control Often prefers to work independently	Prefers to work socially May be manipulative with others Assumes more responsibility due to increased responsibilities at home	Has difficulty in working independently—needs support group	Requires frequent teacher support and feedback in deficit areas Is highly independent in other areas Has unreasonable self-expectations that may lead to frustration

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Motivation: Conflict Resolution and Leadership			
Negotiates verbally Is persuasive, argumentative Assumes leadership roles naturally	Lacks negotiation language for school-related problems, particularly rule infractions; escalates conflict situations Is able to resolve conflict related to relationships and real-world situations Assumes leadership roles if feels valued and accepted as situations arise May be a leader outside of school or among non-traditional students in school	Places high value on self-protection; is unwilling to lie to protect family/peers; avoids conflict unless joins gang Assumes leadership roles according to family needs May be a leader in the community and church, but not in school	Sets up situations to his/her own advantage, often as a coping method Acts to redress perceived injustices inflicted on themselves and others, having suffered extensively themselves Can be very sensitive and insightful to the concerns of others May be a leader among non-traditional students May demonstrate strong "streetwise" behavior

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Motivation: Goal Setting			
Is goal oriented Is task committed Has a future orientation with choices	Is people oriented as opposed to task oriented Is reluctant to set future goals Focuses on the present Lacks vision about future possibilities Believes that he/she has no control over destiny Has no choices; fate and luck prevail Lacks planning skills	Focuses on short-term goals, e.g., language acquisition Focuses on long-term goals related to family needs	Does not recognize own strengths and potential because of low self-esteem May doggedly pursue areas of interest, usually outside of school Finds own route through compensation mechanisms if he/she knows the goal

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Creativity: Divergent Thinker			
Demonstrates fluency—the ability to generate many ideas Demonstrates flexibility—the ability to generate different kinds of ideas Demonstrates originality—the ability to generate unusual ideas Demonstrates elaboration—the ability to add details to ideas Incorporates unexpected points of view Is nonconforming Accepts disorder Is not interested in minute details Does not fear being different	May be unaware of hidden rules and, therefore, may generate inappropriate or bizarre responses Incorporates unexpected points of view through oral language, manipulatives, and art May appear to daydream when generating ideas May include a dark side to creative responses, depicting violence or negative emotions Is skilled at personification, mimicry, and imitation Makes up stories to get attention	Willingly shares unexpected experiences from home or life, either orally or through art Generates new ideas and will mimic, given the opportunity Demonstrates a tendency to the arts (singing and dancing)	Is extremely divergent in thought; may appear to daydream when generating ideas Frequently generates original and, at times, rather "bizarre" ideas Has limited exposure to learning opportunities and life experiences that may inhibit the expression of unique abilities Has an unusual imagination Solves problems with careful planning and ingenuity Demonstrates strengths and talents in creative production areas (such as photojournalism, drama, technology, design), rather than academics

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Creativity: Sense of Humor			
Displays a keen sense of humor Uses puns, jokes, and riddles Understands subtle humor and nuances of language	Imitates people and events, as a reflection of sense of humor Tells stories in colorful ways Mimics accurately Creates original jokes Is often seen as a class clown Uses humor to deal with stressful situations and avoid conflict	Displays humor through the unique use of language and responsiveness	Uses humor to divert attention from school failure May use humor to make fun of peers or to avoid trouble Is highly creative, fun-loving, and witty Dreams up clever jokes and stories Grasps metaphors, analogies, and satire

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Creativity: Risk Taking			
Takes calculated risks Engages in adventurous, speculative thinking Challenges authority	Takes risks without thinking about the consequences Challenges system fairness	Bases degree of risk taking on the familiarity of the situation and on different cultural experiences; needs to feel secure	Enjoys kinesthetic exploration of the environment, sometimes without regard to consequences Is often unwilling to take risks with regard to academics

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Creativity: Conformity and Inhibition			
Uses questioning characteristics that lead to non-conformity and lack of inhibition	Conforms based on relationships within the peer group

Becomes extremely independent and does not conform because of circumstances

Is not inhibited in expression

May question authority if fairness is an issue | Is culturally socialized to conform in groups

Wants to be valued by the peer group

Usually does not question authority | May be isolated, not fitting in with other G/T students nor with other students with disabilities

Sometimes has difficulty relating to peers and being accepted by peers due to poor social skills

May be shy or withdrawn in academic settings due to fear of failure or looking "dumb" |

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted/Talented Student from Poverty	English Language Learner Who Is Also a Gifted/Talented Student from Poverty (LEP, ESL, bilingual, Immigrant)	Special Education and/or 504 Student Who Is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Affective: Criticism			
Is a perfectionist Does not believe that anything is ever good enough Cannot finish something because it still is not right Has a strong self-image about academic performance	May become frustrated because of skill gaps or lack of language to express thoughts, feelings, and ideas because of perfectionism Expresses frustrations through acting out or withdrawal from teacher expectations May display low self-image about academics Is highly sensitive to criticism	Seeks approval from teacher Is especially sensitive to criticisms from the peer group and family	Is highly sensitive to criticism; may not understand constructive criticism Is highly critical of self and others, including teachers Has very low self-esteem due to focus on the disability—by the student and the system

Table 8 (cont'd). The Varied Faces of Gifted/Talented Students. Source: Equity in Gifted Education Task Force Members.

Section 5
Reliability and Validity Are Important!

F. Richard Olenchak, Ph.D.

While reliability and validity are always important, they are particularly critical when testing children and youth from poverty for gifted/talented programs. Reliability refers to the consistency of results an assessment instrument provides from one administration to another. For example, if a test is reliable, a student who earns a high score the first time he takes the test should also receive a high score the next time he takes it. While the scores are unlikely to be identical, they should be similar if the instrument is reliable. Reliability, then, refers to the relationship between scores of the same individuals on the same instrument at two different times.

Validity refers to the degree to which correct inferences can be made based on the results obtained from an instrument. This depends on the nature of the instrument itself, the process used to design the instrument, and the characteristics of the students who are tested when the instrument is developed, also known as the norming or standardization group. For example, if a mathematics teacher of a group of diverse elementary students uses an instrument that was developed with a sample of similarly diverse students, the instrument could be used to make valid inferences about her students' mathematics skills. On the other hand, if a school decided to use a standard intelligence test to determine which students should be placed in a program for artistically gifted/talented children, the instrument would not be valid. Intelligence tests have little, if any, direct relationship to artistic talent. Moreover, in this second illustration, it must be noted that while a standardized intelligence test—assuming it adheres to acceptable standardization methods—is likely to demonstrate reliability, it would not be valid because of improper use. Similarly, otherwise reliable instruments may be invalid for use with students from poverty if those instruments did not include a representative sample of students from poverty in their development. As a result, it would be easy now to believe that reliability and validity are separate; yet, in fact, they are related to each other.

One of the most often used metaphors to convey the relationship between reliability and validity is that of the target. Think of the bull's eye of the target as the concept that a teacher is trying to measure and the information that is sought for each student. Imagine that for each student being tested, a shot at the target is made by the teacher. If the teacher measures the concept perfectly, the center of the target is hit; if not, the center is missed altogether. The more the teacher is off center for any single student, the further away the teacher is from the concept being measured.
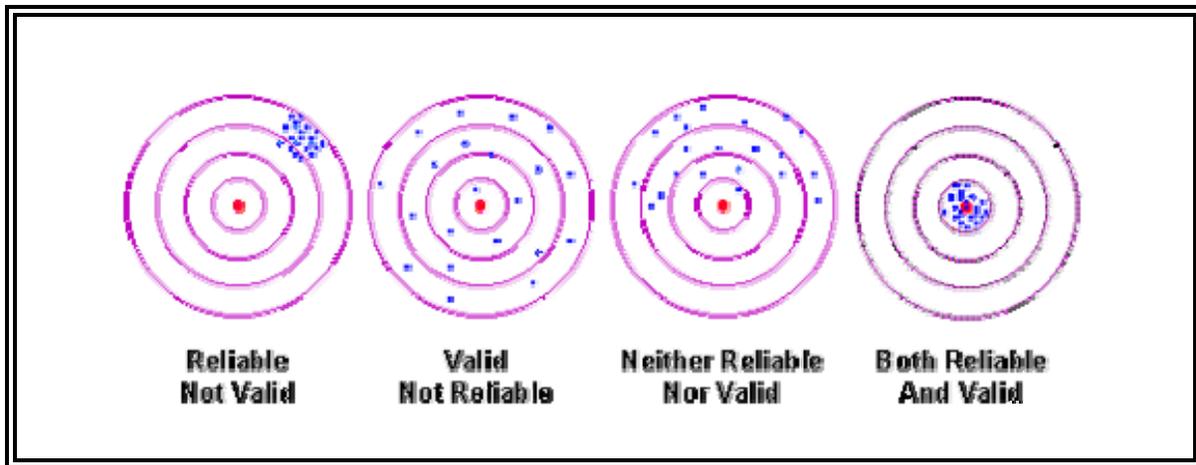
49

Figure 2: The Relationship between Reliability and Validity

Figure 2 demonstrates four possible situations that could result from the use of an assessment instrument. The bull's eye in each target represents the information that is sought, and each dot represents a separate test score obtained with the instrument. A dot in the bull's eye indicates that the score reflects the information that is sought.

In the first illustration, the target is hit consistently, but the bull's eye is missed; in other words, the test is consistently and systematically measuring the wrong value for all students taking the test. This measure is reliable, but it is not valid; the test is providing consistent scores, but for the wrong population.

The second target illustrates hits that are randomly spread across the target. The center of the target is seldom hit, but, on average, the right information is obtained for the group, but not at all consistently for each individual. In this case, a valid group estimate is obtained, but the results are inconsistent for individual students. Here, one can clearly see that reliability is directly related to the variability of the test measure.

The third target shows a case where the hits are spread across the target, and the bull's eye is consistently missed. The test measure in this case is neither reliable nor valid.

Finally, in the last target, the "marksman" example is depicted in that the center is hit consistently. This is indicative of a test measure that is both reliable and valid.

Assessment developers typically utilize one or more methods to determine reliability. Standardized tests and a number of other instruments are typically administered with precise directions and are scored objectively with a scoring key that requires no judgment on the part of the scorer. Instruments that are standardized according to statistically sound procedures have been checked for reliability and validity during the development process. Table 9 lists various methods for ascertaining reliability and validity.

Acceptable Processes for Determining
Reliability and Validity

Validity (Correctness)	
Method	**Process**
Content Validity	Using an operational definition of what is being measured and a description of the intended student sample, a team of expert judges decide which test items do and do not measure the test's objectives. They also examine the format for appropriateness. The test is revised and the judges are again asked to review it. The process continues until all judges approve all the items.
Criterion Validity	The correlation between the test being developed and some criterion (an existing test or another measurement of the same content or construct) is determined through the degree of relationship that exists between the scores students obtain on the instrument being developed and on the existing one.
Construct Validity	The test developer collects various types of evidence that allow the test developer to make appropriate inferences. First, the variable being measured is clearly defined. Then, test developers form hypotheses based on the theory about how students who have a large degree and how those with a small degree of the variable might behave in particular circumstances.
Reliability (Consistency)	
Method	**Process**
Test-Retest Reliability	The same test is administered to the same group after a certain time interval has elapsed. The time interval selected should be one that is not so brief as to yield artificially high reliability or so long as to produce artificially low reliability. The time interval is based on research indicating how long it can be presumed students will retain their relative group ranking.
Equivalent Form Reliability	Two equivalent, parallel forms of the same test are administered to the same group of students during the same time period.
Equivalent Form Retest Reliability	Combining the Test-Retest and Equivalent Form Reliability measures, two different forms of the same test are administered with a time interval between the two test administrations.
Internal Consistency Reliability	Split-Half Approach – Typically odd and even test items are separated for each student and a correlation is calculated to determine the degree to which the two halves of the test yield the same results, or internal consistency.

Kuder-Richardson Approach – This involves the use of statistical formulas to estimate reliability. |

Table 9. Acceptable Processes for Determining Reliability and Validity.

Reliability coefficients appear as decimals, the closer to a value of 1.0, the stronger the reliability. Reliabilities of .75 and higher are generally considered to be admirable.

Regardless of the reliability and validity procedures utilized, when assessing students who are from poverty, several factors must be considered. First, the sample on which the test instrument was tested should reflect a diversity of student populations, not only in terms of race/ethnicity and gender but also socioeconomic background. An instrument that has been developed with student samples that barely or marginally reflect students from lower socioeconomic levels is not suitable to identify students from poverty for gifted programs. For identification of students from economically disadvantaged and/or diverse backgrounds, it is imperative that assessments be used that have been standardized on samples of students that reflect the population of students with whom the test is going to be used locally. For instance, if a school were to assess students who are predominantly Native American, the instruments used in the assessment process must have been standardized among samples that include predominantly Native Americans. If another school contains a significant proportion of students who are Hispanic, the instrumentation should have been standardized on Hispanics. School personnel need to examine the variables of race/ethnicity, language, socioeconomics, and gender to determine whether a particular test is appropriate for their student population.

Tests continue to be used in ways that test makers never intended, even so far as assessing abilities the tests were never designed to measure. For example, though there is a statistical link between intelligence and achievement tests, they are often used almost interchangeably. Perhaps worse, diagnostic tests are often used as screening instruments for placement in gifted/talented education services; instruments such as the *Woodcock Johnson Reading Mastery Test*, an instrument intended to serve as a reading placement and diagnostic tool, are frequently used as screening devices.

In summary, standardized tests and other statistically sound instruments used to assess students must not only demonstrate reliability and validity according to acceptable professional procedures for development, but they must also yield acceptable reliability and validity among samples of students similar to those with whom the instruments will be used. Moreover, even if an instrument is reliable and valid for the students who will be tested, it is imperative that the measure be utilized for the purposes and abilities that the test developers originally intended. To violate any of these foundational tenets for assessment jeopardizes accuracy and can produce both false positives and false negatives. In other words, some students may be identified as gifted/talented who should not be, and others who rightfully deserve to be identified as gifted/talented go unidentified.

Kinds of Assessments

Quantitative <u>and</u> Qualitative Data

Quantitative assessment attempts to *measure,* or obtain a numeric fix, on a particular phenomenon; in identifying students for gifted/talented services in schools, quantitative assessment typically consists of using standardized instruments that adhere to traditional and acceptable methods for demonstrating reliability and validity as previously described. Quantitative assessment counts instances, students, frequencies of ratings, or other variables and uses those numbers to provide a picture of what is happening. In standardized assessment, these numbers or scores are compared to those derived from the sample used to develop the foundation for reliability and validity (the "standard") in order to obtain a quantitative or numeric perspective of where the student falls among the standardization sample. For example, in examining a student's scores on a standardized achievement test battery, the scores are extrapolations of the student's performance compared to the original standardization sample group. To assess students who represent diverse populations, the sample must include students at least somewhat similar to the students being assessed, if the school is concerned about fair and equitable testing. The foundational principles of quantitative assessment are objectivity and generalizability, meaning that the data should be reasonably value-free and reasonably stable over time—all the more reason to ensure that assessments used with diverse students reflect a standardization process that includes students somewhat similar in background to those being tested.

Meanwhile, qualitative assessment attempts to *describe* what a particular phenomenon is like. In identifying students for gifted/talented services in schools, this typically relates to non-numeric information that adheres to methods for corroborating conclusions across multiple sources of evidence. These sources may include student work, interviews with students and the adults in their lives, behavioral observations, record reviews, and other kinds of information gauged to provide rich details about the students, their lives, their responses to differing stimuli, and their behaviors in various situations. As a result, the descriptions can consist of observations, transcripts of interviews, photographs, videotapes and audiotapes, or other kinds of information that convey the attributes of the students and the environments in which they are being assessed. For example, portfolios of information about individual students reflect the types of data associated with qualitative assessment.

Qualitative data comprises any information that is non-numeric. The foundational principles of qualitative assessment are subjectivity and detail, meaning that the data analysis relies on the judgments of experts and on a great deal of detail from as many sources of evidence as possible—all the more reason to ensure that those serving in the "judgment" role are as well trained and as seasoned in the tenets of giftedness and talent development as possible. While quantitative assessment is often associated with the use of questionnaires, tests, surveys, and other data that can be converted to numbers, qualitative assessment is often associated with the use of interviews, observations, and data that cannot be numerically reduced to derive meaning. For instance, questionnaires

can ask open-ended questions and, thereby, collect qualitative data, and interviews can ask standardized closed questions and count how often different kinds of responses are elicited.

It is important to emphasize that a comprehensive assessment **must be both quantitative and qualitative**. This is particularly imperative in the assessment of students who represent linguistic, cultural, ethnic/racial, and socioeconomic backgrounds or disabling conditions that are different from the traditional, dominant student group. To assess students equitably, schools will benefit from using a "mixed methods design" that couples quantitative with qualitative data. An inclusive, painstaking process of assessment is non-negotiable. It is far better to embrace an assessment process that is slow, methodical, detailed, and reasonably accurate, rather than to base student services on a rapid, superficial, and less accurate assessment.

Alternatively, it can be far less costly and more accurate to include *all* students in initial, broad school services aimed at talent development than to spend time and money on large-scale assessments that may or may not yield much useful data. Every student can benefit from exposure to occasional enriched, accelerated activities like those typically reserved for the "card-carrying" gifted/talented students; assessments then can be carried out qualitatively and quantitatively as students are actively involved in the kinds of educational provisions they would more systematically be afforded were they already identified. This process is "action assessment" in that the review of students takes place in the authentic environment in which gifted/talented students typically operate. This type of assessment is likely to stimulate more realistic results of how students respond when given such opportunities—that is, assuming such opportunities include an array of activities that account for students' diverse linguistic and cultural needs.

Kinds of Standardized Instruments Used in Schools

As shown in Tables 10-13, four predominant types of standardized, quantitative assessment instruments are appropriate for deriving a numeric perspective of students being considered for gifted/talented school services: ability tests, achievement tests, checklists, inventories, and content area tests. Ability tests typically fall into the intelligence quotient (IQ) genre and compare a student's chronological age against a "mental age" extrapolated from the standardization process. This presents a problem for diverse students, as a number of IQ tests have not been normed on a significantly broad enough group of subjects. Similarly, achievement tests, while purporting to measure a student's academic achievement against a standardization sample, may not have adequately included the diverse composition of the students who are being tested in its sample population.

The same concern applies to checklists, inventories, and academic content tests. Further, the concern with checklists and inventories widens because of the nature of the theoretical research underlying any particular instrument. Great caution must be exercised in selecting instruments that reflect the diversity of the student populations with whom they will be used, keeping in mind that there is no such thing as a "culture free"

test. It is impossible for *any* test to be entirely free of culturally-laden values simply because assessment developers themselves come from a particular cultural, socio-economic background. Their latent value system does indeed influence the nature of the instrument they designed and how it is manifested with students who take it. This inherent cultural bias in all assessments is all the more reason to look for instruments that have been standardized with samples as similar as possible to those students who ultimately will be tested.

Standardized Instruments Suitable for Identification of Gifted/Talented Potential

ABILITY TESTS

Instrument	Purpose	Parameters	Qualifications	Publisher	Norm Group	Scoring	Validity	Reliability
Bilingual Verbal Ability Tests (BVAT)	Assess verbal ability by using both English and the student's native language	·K-12 ·30 minutes ·Individual ·16 languages ·Assesses Woodcock Johnson oral vocabulary, picture vocabulary, and verbal analogies	No specialized training; two examiners, one who speaks English and one who speaks the student's native language, may be used.	Riverside	Samples from age five through adult in Spanish, German, Arabic, Japanese, Hindi, Russian, Creole, French, Italian, Chinese (2), Portuguese, Turkish, Polish, Vietnamese, and English	Hand-scored; software to automate scores and provide summary	Content, construct, and factor analysis	Internal .84-.95; Test-retest .80-.92
Cognitive Abilities Test - Form 6 (CogAT)	Measure cognitive abilities through verbal and quantitative reasoning	·K-12 ·90 minutes ·Group	No specialized training	Riverside	Very large sample; normed alongside Iowa Tests of Basic Skills	Hand-scored, machine-scored, or publisher-scored	Extensive	Test-retest >.85
Cognitive Abilities Test - Nonverbal Battery (CoGAT Nonverbal)	Measure nonverbal reasoning and problem solving using symbols	·K-12 ·30 minutes ·Group	No specialized training	Riverside	Large sample; normed alongside Iowa Tests of Basic Skills; subsample of gifted/ talented	Hand-scored, machine-scored, or publisher-scored	Extensive	Test-retest >.85

Table 10. Standardized Instruments Suitable for Identification of Gifted/Talented Potential: Ability Tests.

Instrument	Purpose	Parameters	Qualifications	Publisher	Norm Group	Scoring	Validity	Reliability
Comprehensive Test of Nonverbal Intelligence (CTONI)	Assess innate abilities of analogical reasoning, classification, and sequential reasoning; recommended for individuals who are limited English proficient, economically disadvantaged, or deaf.	·K-adult ·45 minutes ·Individual ·Uses designs and pictures to assess nonverbal ability	No specialized training	Pro-Ed	Large sample reflecting 1997 ethnic/racial demographics of school districts across the US; special efforts were made to eliminate sources of cultural, gender, racial, or linguistic bias.	Hand-scored, machine-scored, or publisher-scored	Construct, concurrent, predictive, and discriminant	Internal >.80
Das-Naglieri Cognitive Assessment System (CAS)	Assess intelligence across cognitive processing dimensions of planning, attention, simultaneous, and successive (p.a.s.s.)	·K-12 ·40 minutes for basic and 60 minutes for full ·Group ·Uses shapes and designs in a progressive matrix format	Training useful and is available through CD-ROM and books	Riverside	2,200 students aged 5.0-17.11, closely reflecting USA population	Hand-scored	Discriminant validity for gifted/talented from other groups of learners	Full-scale reliability .96; Subtests of p.a.s.s. .83-.93

Table 10 (cont'd). Standardized Instruments Suitable for Identification of Gifted/Talented Potential: Ability Tests.

Instrument	Purpose	Parameters	Qualifications	Publisher	Norm Group	Scoring	Validity	Reliability
Differential Ability Scales (DAS)	Assess verbal ability, nonverbal reasoning, spatial ability; also has diagnostic and achievement subtests	·K-12 ·45-65 minutes ·Individual tests for general conceptual ability via both verbal and nonverbal channels	PhD in psychology and/or education with relevant assessment training and/or license	Psychological Corporation	3,475 students aged 2.6-5.11 (preschool form) and 6-17.11 (school form) with large samples of Hispanic and African American; also samples of G/T	Hand-scored or machine-scored	Construct, concurrent, and discriminant validity; discriminant validity established with G/T	Full-scale reliability low-to-mid .90's
Gifted and Talented Evaluation Scale (GATES)	Ascertain the presence of G/T behaviors on five scales: intellectual, academic, creativity, leadership, and artistic	·K-12 ·30 minutes ·Individual ·Based on popular definitions	No specialized training	Prufrock Press	Over 1,000 children in US and Canada; US children reflected 1990 Census	Hand-scored	Some validity studies on content	Internal consistency .90 Test-Retest .90+
Kaufman Assessment Battery (K-ABC)	Determine verbal intelligence through consciousness of cultural diversity	·PK-12 ·30 minutes ·Individual	PhD in psychology and/or education, with relevant assessment training and/or license	AGS	Over 3,100 students, aged 3-18; subsample of gifted/talented students	Hand-scored or machine-scored	Extensive validity studies of content, construct, concurrent, predictive, and discriminant validity	Original version .77-.97

Table 10 (cont'd). Standardized Instruments Suitable for Identification of Gifted/Talented Potential: Ability Tests.

Instrument	Purpose	Parameters	Qualifications	Publisher	Norm Group	Scoring	Validity	Reliability
Leiter International Performance Scale-Revised (LIPS-R)	Assess nonverbal intelligence without any words spoken or written; emphasis on fairness	·PK-12 ·25 minutes (short form); 3 hours (total) ·Individual ·Uses shapes and figures to assess "fluid" intelligence	PhD in psychology and/or education, with relevant assessment training and/or license	Stoelting	Sample of 2411, reflecting 1993 demographics in US; subsamples of G/T and ADHD	Hand-scored or machine-scored	Numerous validity studies	Internal consistency .88-.93
Naglieri Nonverbal Ability Test Multilevel Form (NNAT)	Determine through culture-fair, language-free means; students' nonverbal reasoning , problem-solving	·K-12 ·30 minutes ·Group ·Uses shapes and designs in progressive matrix format	No specialized training	Harcourt	Over 100,000 US students; special groups of G/T, LD, and across several cultures	Hand-scored, machine-scored, or publisher-scored	Related to achieve-ment and intelligence; content and construct	Internal consistency .95; Test-retest .85
Otis-Lennon School Abilities Test, 7th edition (OLSAT-7)	Assess cognitive abilities related to learning and school potential	·K-12 ·75 minutes for older students; less for younger ·Group ·Logical and abstract thinking by generalizing, and seeing relationships	No specialized training	Harcourt	Normed with both the Stanford-9 and Metro-8 Achievement Tests in huge studies of 200,000+ children	Hand-scored, machine-scored, or publisher-scored	Numerous validity studies	Internal consistency >.90; Test-retest >.85

Table 10 (cont'd). Standardized Instruments Suitable for Identification of Gifted/Talented Potential: Ability Tests.

Instrument	Purpose	Parameters	Qualifications	Publisher	Norm Group	Scoring	Validity	Reliability
Screening Assessment for Gifted Elementary and Middle School Students, 2nd edition (SAGES-2)	Identify gifted students K-8 via a combined aptitude and achievement test (3 subtests)	·K-8 ·Untimed, but at least 60 minutes ·Group ·Analogical reasoning, math/ science, social studies, and language	No specialized training	Prufrock Press	Over 5,300 students, stratified by norm and gifted groups and 1997 US demographics	Hand-scored	Extensive validity data	Reliabilities .77-.95
Stanford-Binet Intelligence, Form L-M	Identify unitary intelligence (*g*)	·PK-adult ·Individual ·Time depends on ability ·Higher ceilings than Stanford-Binet-IV and better for finding intellectual giftedness	PhD in psychology and/or education, with relevant assessment training and/or license	Riverside	Over 5,000 subjects of all ages in 1972 renorming effort	Hand-scored	Years of validity studies of all types with impressive results; discriminant validity on giftedness	Reliabilities >.90
Structure of Intellect Test of Learning Abilities (SOI)	Identify strengths and weaknesses using Guilford's view of multiple intelligence	·PK-adult ·Individual or group ·1 hour (K-3); 3 hours (3-adult) ·Assesses many discrete intelligences	Training in SOI, interpretation, and scoring invaluable	SOI	Over 1,000 subjects and growing; norming is on-going	Hand-scored or publisher-scored	Ongoing validity studies; strong results to date in content, construct, and discriminant	Reliabilities vary widely by subtests

Table 10 (cont'd). Standardized Instruments Suitable for Identification of Gifted/Talented Potential: Ability Tests.

Instrument	Purpose	Parameters	Qualifications	Publisher	Norm Group	Scoring	Validity	Reliability
Test of Nonverbal Intelligence-3rd Edition (TONI-3)	Assess nonverbal intelligence using abstract figures	·K-Adult ·20 minutes ·Individual ·No words, numbers, or familiar pictures of language	No specialized training	Prufrock Press	Large sample stratified across US demo-graphics of mid-1990's	Hand-scored	Numerous validity studies, concentra-ting on content and construct	Internal consistency .90
Torrance Tests of Creative Thinking (TTCT) Figural and Verbal	Assess creativity and creative potential	·K-12 ·30-45 minutes ·Group or individual ·Measures fluency, flexibility, originality, abstraction, resistance to premature closure ·Figural, requires little English	Training in administra-tion, scoring, and interpret-tation required	Scholastic Testing	Over 1,000 students from all cultures (figural) and over 1,000 from US (verbal)	Hand-scored or publisher-scored	Numerous validity studies with various results; content and construct validity strongest	Reliability .60->.80

Table 10 (cont'd). Standardized Instruments Suitable for Identification of Gifted/Talented Potential: Ability Tests.

Instrument	Purpose	Parameters	Qualifications	Publisher	Norm Group	Scoring	Validity	Reliability
Universal Nonverbal Intelligence Test (UNIT)	Assess general intelligence (*g*) non-verbally with unprecedented cultural fairness	·K-12 ·15-45 minutes, depending on form and/or need ·Memory and reasoning using symbols, objects, analogic thought, space, and design ·No words used, even in directions	No specialized training	Riverside	Stratified diverse samples of 3,865 children using 1995 US demographics	Hand-scored	Extensive statistical validity studies with strong concurrent validity, moderate predictive validity, and discriminant validity for giftedness	Reliabilities .80-.98
Wechsler Intelligence Scale for Children, 3rd Edition (WISC-III)	Identify unitary intelligence (*g*)	·1-12 ·50-85 minutes ·10 core subtests and 3 supplemental subtests	PhD in psychology and/or education, with relevant assessment training and/or license	Psychological Corporation	Over 2,200 children stratified by age, gender, parental education, region, and ethnicity	Hand-scored or machine-scored	Extensive validity studies, including discriminant validity on giftedness	Reliabilities >.90
Woodcock-Johnson Test of Cognitive Ability-Edition III (WJ-III)	Measure cognitive ability as a single dimension of intelligence (*g*)	·K-adult ·10-15 minutes (brief form) to >1 hour ·Seven subtests subdivide *g*	No specialized training	Riverside	Over 8,800 students; normed concurrent with WJ-III Achievement; culturally diverse	Machine-scored	Many validity studies	Reliabilities >.80

Table 10 (cont'd). Standardized Instruments Suitable for Identification of Gifted/Talented Potential: Ability Tests.

ACHIEVEMENT TESTS

Instrument	Purpose	Parameters	Qualifications	Publisher	Norm Group	Scoring	Validity	Reliability
Compre-hensive Scales of Student Ability (CSSA)	Assess quickly develop-mental ability through achievement	·K-12 ·15 minutes ·Individual ·Broad overview of development ·Useful with young children with potential giftedness	No specialized training	Pro-Ed	Over 1,000 children representing diverse groups	Hand-scored	Strong construct and predictive validity	Internal consistency .90
Iowa Test of Basic Skills, Form M (ITBS-M)	Provide traditional assessment of academic achievement	·K-12 in 14 levels ·Group ·2 hours to 4.5 hours (full) depending on level	No specialized training	Riverside	Large sample throughout US and across various diverse strata	Machine-scored or publisher-scored	Impressive validity studies of many types	Reliabilities .75-.98
Kaufman Test of Education-al Achieve-ment, New Edition (K-TEA-NU)	Determine student academic achievement	·1-12 ·20-30 minutes (brief); 30-60 minutes (grades 1-3); 50-75 minutes (4-12) ·Group or individual ·Multiple choice and open-ended ·All major academic areas tested	No specialized training; strict adherence to time guidelines	AGS	US sample of over 3,000 students across diversity of regions, socioeconomic status, and ethnicities	Publisher-scored	Construct, criterion-referenced, and content	Internal consistency high .80s (brief) to low .90s (full); Test-retest mid .90s (brief) to high .90s (full)

Table 11. Standardized Instruments Suitable for Identification of Gifted/Talented Potential: Achievement Tests.

Instrument	Purpose	Parameters	Qualifications	Publisher	Norm Group	Scoring	Validity	Reliability
Metropolitan Achievement Tests, 8th Edition (Metro-8)	Determine student achievement in traditional academic subjects	·K-12 ·90 minutes to 4 hours, depending on level ·Group ·Comprehensive test of academic subjects	No specialized training; strict adherence to time guidelines	Harcourt	Over 500,00 students across various strata	Publisher-scored	Impressive validity results on construct, content, and discriminant	Most subtests >.80; lowest subtests >.70; open-ended subtests lowest
Mini-Battery of Achievement	Ascertain quickly student academic achievement	·K-12 ·30 minutes ·Individual ·Reading (sight, comprehen-sion, vocabu-lary), writing, math, factual knowledge	No specialized training	Riverside	Over 6,000 US individuals	Software-scored	Correlation of .80 and up with major, lengthy achievement batteries	Mid .90s
Stanford Achievement Test, 9th Edition (SAT-9); Aprenda- 2 (SAT Spanish)	Assess academic achievement	·K-12 ·Most of a week, depending on subtests used ·Group ·Tests all major academic skill and content areas ·Both multiple choice and open-ended	No specialized training; strict adherence to time guidelines	Harcourt	US sample of over 500,000 students across many variables of socio-economic status, region, and ethnicity	Publisher-scored	Impressive validity on construct, criterion-referenced, and content	Majority of subtests .80-.90; lowest subtests in .70's; open-ended subtests lowest

Table 11 (cont'd). Standardized Instruments Suitable for Identification of Gifted/Talented Potential: Achievement Tests.

Instrument	Purpose	Parameters	Qualifications	Publisher	Norm Group	Scoring	Validity	Reliability
Wechsler Individual Achievement Test, 2nd Edition (WIAT-II)	Assess individual achievement and correlate it to the WISC-IV	·K-12 ·Individual ·30-75 minutes, depending on age ·Diagnoses disabilities; also reveals high abilities	No specialized training	Psycholo-gical Corpora-tion	Over 1,000 students across diverse groups	Hand-scored or machine-scored	Strong construct, content, and predictive validity	Reliabilities >.80
Woodcock-Johnson Test of Achieve-ment, 3rd Edition (WJ-III)	Efficiently measure school-related achievement	·K-Adult ·Group ·1-2 hours ·Focus on ability and achievement discrepancies	No specialized training	Riverside	Over 8,800 students; normed concurrent with WJ-III Achieve-ment; culturally diverse; co-normed with WJ-III Test of Cognitive Abilities	Machine-scored	Validity .60-.70 compared to other achieve-ment tests	Reliabilities mid .90s

Table 11 (cont'd). Standardized Instruments Suitable for Identification of Gifted/Talented Potential: Achievement Tests.

CHECKLISTS AND INVENTORIES

Instrument	Purpose	Parameters	Qualifications	Publisher	Norm Group	Scoring	Validity	Reliability
Gifted Evaluation Scale	Assess five areas of giftedness	·Ages 4.5-19 ·Untimed ·Group or individual ·48 items	No specialized training	Hawthorne	Unknown	Hand-scored	Factor analysis reveals one area of giftedness; correlates with WISC-R	Internal .90; Test-retest .91
Group Inventory for Finding Interests	Screen for creative giftedness	·6-12 ·Documents teacher observation	No specialized training	Educational Assessment Service	Unknown	Hand-scored	Content and construct validity studies	Unknown
Group Inventory for Finding Talent (GIFT)	Screen for creative giftedness	·K-6 ·Documents teacher observation	No specialized training	Educational Assessment Service	Unknown	Hand-scored	Content and construct validity studies	Unknown
Iowa Acceleration Scale (IAS)	Determine appropriate-ness of whole-grade acceleration	·K-8 ·Encompasses key issues related to a need for grade acceleration	No specialized training	Gifted Psychology Press	Diverse sample of >500 accelerated students and >500 not accelerated	Hand-scored	Excellent predictive validity	Reliabilities >.85
Kingore Observation Inventory (KOI)	To document observed behaviors related to giftedness	·K-3 ·Teacher observes and tallies traits over a 6-week period	No specialized training	ALPS	Unknown	Hand-scored	Unknown	Unknown

Table 12. Standardized Instruments Suitable for Identification of Gifted/Talented Potential: Checklists and Inventories.

Instrument	Purpose	Parameters	Qualifications	Publisher	Norm Group	Scoring	Validity	Reliability
Leadership Development Program	Determine the need for leadership training for students with high leader-ship potential	·K-Adult ·Self-reported and self-scored ·Learning Skills Inventory used pre- and post-leader-ship activities in classroom	No specialized training	Gifted Psychology Press	Unknown	Hand-scored	Unknown	Unknown
Scales for Rating the Behavioral Characteris-tics of Superior Students	Document observed behaviors related to giftedness	·K-12 ·Adult observes and tallies traits in five areas of giftedness	No specialized training	Creative Learning Press	Requires development of local norms	Hand-scored	Construct and content validity drawn from numerous research studies	Requires development of local norms
Student Talent and Risk Profile	Determine students who may benefit from G/T services and who may be at risk for school problems	·5-12 ·45 minutes ·Group or individual	No specialized training	Institute for Behavioral Research in Creativity	Large sample restricted to one state	Hand-scored	Correlation with Stanford Achieve-ment Test	Internal .77-.91

Table 12 (cont'd). Standardized Instruments Suitable for Identification of Gifted/Talented Potential: Checklists and Inventories.

CORE CONTENT AREAS
(Language, Mathematics, Science, and Social Studies)

Instrument	Purpose	Parameters	Qualifications	Publisher	Norm Group	Scoring	Validity	Reliability
Orleans-Hanna Algebra Prognosis Test, 3rd Edition (OHAP-3)	Confirm readiness to learn algebra	·Grades 7-8 ·Use in out-of-level with G/T group ·Foundational concepts	No specialized training	Harcourt	Almost 16,000 students in grades 7 and 8 from general mathematics and algebra	Publisher-scored	Strong validity of several types; predictive validity especially good	Internal consistency >.90; Test-retest >.90
Test of Early Mathematics Ability, 2nd Edition (TEMA-2)	Determine develop-mental math-ematical ability	·PK-3 ·Individual basic math concepts	No specialized training	Stoelting	Over 1,000 young children	Hand-scored	Construct, content	Internal consistency .88; Test-retest .85
Test of Early Reading Ability, 2nd Edition (TERA-2)	Determine develop-mental reading ability in young children	·PK-3 ·Individual ·Basic reading skills and comprehend-sion	No specialized training	Stoelting	Over 1,000 young children	Hand-scored	Construct, content	Internal consistency .90; Test-retest .87
Test of Mathematical Abilities for Gifted Students (TOMAGS)	Identify mathematical talent in children	·K-6 ·Untimed ·Group ·Reflects current NCTM curricula	No specialized training	Pro-Ed	US sample of over 500,000 students across many variables of socioeco-nomic status, region, and ethnicity	Hand-scored or publisher-scored	Construct (especially for G/T), content, criterion-referenced	Internal consistency .81-.92; Test-retest .84-.94

Table 13. Standardized Instruments Suitable for Identification of Gifted/Talented Potential: Core Content Areas (Language, Mathematics, Science, and Social Studies).

Instrument	Purpose	Parameters	Qualifications	Publisher	Norm Group	Scoring	Validity	Reliability
Test of Written Expression (TOWE)	Assess writing achievement	•Ages 6.6-14.11 •60 minutes+ •76 items of writing skills, plus completion of a story stimulus	No specialized training	Pro-Ed	1,226 students in 26 states representative of the nation demographically	Hand-scored	Content, construct, and criterion-referenced; good correlation with writing tests	Internal consistency >.90; Test-retest mid-.90's

Table 13 (cont'd). Standardized Instruments Suitable for Identification of Gifted/Talented Potential: Core Content Areas (Language, Mathematics, Science, and Social Studies).

Section 6
Achieving Equity within the District

In school districts where the student population is very homogeneous, districts may find that criteria used for identifying gifted/talented students on one campus works for all campuses in the district. For example, if each campus in the district has similar socioeconomic and racial/ethnic demographics, the same criteria may be used throughout the district. However, in districts in which the demographics are more diverse, a single set of criteria used on all campuses will tend to identify gifted/talented students on one campus to the exclusion of potentially eligible students on another campus. When the district's population is more heterogeneous, each campus needs to be looked at separately, and yet the same process must be used on all campuses. Table 14 illustrates varying demographics among three campuses in one district.

Campus A	Campus B	Campus C
80% free and reduced lunch	40% free and reduced lunch	15% free and reduced lunch
35% Anglo 40% Hispanic 20% African American 5% Asian	70% Anglo 20% Hispanic 10% African American 0% Asian	80% Anglo 15% Hispanic 3% African American 2% Asian

Table 14. Three Campuses with Varying Demographics.

If the district uses the same standardized intelligence and achievement measures on all three campuses, it will probably end up with more students coming from one campus to the exclusion of students from the other campuses, depending on the measure used. A measure that favors non-verbal students might identify more students on Campus A, with few being found on Campus C. Conversely, a measure that is more verbal might identify more students on Campus C than on Campus A. To avoid this situation and to achieve greater equity, the same process can be used on each campus with different instruments being used on each campus or even with different student groups on a campus.

Table 15 illustrates how the same process might be adapted for each campus. The instruments reflected in the following chart are examples, not recommendations. Refer back to Section 5 on validity and reliability when selecting instruments to use on specific campuses.

Instrument	Campus A	Campus B	Campus C
Achievement measure	Sub-scores to identify areas of strength	Composite and sub-scores to identify areas of strength	Composite scores
Abilities measure	Raven's Progressive Matrices	Naglieri and Cognitive Abilities Test (CoGAT)	WISC-R
Teacher perception inventory	Slocumb-Payne Teacher Perception Inventory	Slocumb-Payne Teacher Perception Inventory	Renzulli-Hartman Rating Scale
Parent perception inventory	Parent interview	Parent interviews and locally developed parent inventory	Locally developed parent inventory
Portfolio	Activities that are less dependent on written language and reflect various cultural groups and interests, fine arts included	A combination of activities that reflect varying degrees of dependency on written language	Activities that make heavier use of written language

Table 15. Adaptation of Identification Process for Three Campuses.

The process used on each of these campuses should be the same, but specific instruments will vary from campus to campus.

When populations are diverse, local campus norms can be very useful because you are trying to identify those students who fall outside the norm of that campus, those who deviate to a greater degree and dimension from the majority of the students. If the majority of the students are performing at the 60th percentile on a given instrument and a student scores at the 80th, he has deviated from the norm on that campus. That is when local campus norms will be helpful.

To develop local campus norms, all the students at given grade levels should be included in the sample. A spreadsheet is very helpful when developing local norms because scores for each student can be entered and easily rank listed. When developing local norms, it is recommended that the top 25 percent be identified so that the pool of students is large enough to reflect individual student strengths and weaknesses (Slocumb, 2005).

The following principles should be considered when selecting instruments and processes for identifying diverse gifted/talented populations:

- Parent inventories typically do not work with parents from poverty or limited English speaking parents. Interviews work much better, though a home visit may be required. Parents from poverty may lack transportation and/or they may not trust the school.

- Consent forms may not be returned to the school. Personal contact usually works better.

- Schools that use the district-adopted instruments with all students do not have to get written permission from the parent. It falls under the same guidelines as administering an achievement test to all students that has been adopted and approved by the district.

- Peer nominations that are specifically designed for students from poverty may be very helpful in identifying students who have talents that may not be reflected on traditional measures (Slocumb and Payne, 2000).

- Student interviews may be used very effectively with students from poverty and limited English speakers. This is a time-consuming process but should certainly be considered when other tests are inconclusive or do not seem to match other kinds of observed performance.

- Rubrics are used to measure the performance of students, especially when looking at portfolios.

- Assessors should avoid the use of cut-off scores. Look for patterns in the data collected when identifying students from poverty or students who are culturally different. Examine the patterns in the context of what giftedness looks like within those groups.

- Teacher perceptions are solicited and include both open-ended questions and checklists.

- At least one instrument is used to look at all students at each grade level for possible additional screening for placement in the program for the gifted/talented. Screening only students who are "nominated" by teachers and parents for inclusion in the gifted/talented program often overlooks students from poverty and students who are culturally different. Use multiple criteria to look at all students and then seek the perceptions of teachers and parents where possible.

- Identification procedures include the use of non-verbal instruments.

- The placement procedures allow for students to be placed in the program based on observable behaviors and not solely on the basis of quantitative instruments.

Self-Assessment 3: Where Do We Stand?

Yes	No	Don't Know	Guiding Principles	Evidence	Plan of Action
			Each campus's demographics drive the selection and use of various instruments used in the identification process.		
			A variety of instruments to assess abilities and skills is available within the district.		
			Parent perceptions are sought in a manner that is compatible with the population being considered.		
			Both quantitative and qualitative instruments are used.		
			For students from poverty and non-English speakers, more qualitative data are gathered.		

Self-Assessment 3: Where Do We Stand? (cont'd)

Yes	No	Don't Know	Guiding Principles	Evidence	Action Plan
			Teachers are trained in how giftedness manifests itself in different student groups.		
			At least one instrument is used to look at all students at a given grade for inclusion in the gifted/talented program.		
			Portfolios are used in the identification process.		
			Interviews are used to consider students who are "marginal" on certain standardized tests.		
			Where permission from parents is necessary, provisions are in place for a school official to talk with the parent versus getting a permission form signed via the mail.		

Section 7
Bridging for Success

An Early Start

Because language is such an important component in identifying giftedness and because it is usually the biggest deficit area for students from poverty, the identification process for potentially gifted/talented students must begin with pre-kindergarten. This should not only include pre-kindergarten, but also Head Start programs within the district. Students from poverty typically lack language (see Section 4). Carolyn Weiner (2001) outlines a very detailed and sequential curriculum for developing the language skills of children from poverty backgrounds. Weiner classifies language into two key components: Language Information Load (LIL) and Language Information Structure (LIS). The Language Information Load of an activity is the expectation of the curriculum—what a student is expected to understand. The Language Information Structure is the language the student uses in his daily life.

Weiner divides the language into five levels. Middle-class students typically come to kindergarten at levels 4 or 5. Children from poverty backgrounds typically come to kindergarten at level 1. A description of these levels follows:

- Level 1: Talks in words, phrases; learns from listening while someone talks to them about something they see or are doing; talks mostly about objects and events in the immediate environment

- Level 2: Engages in extended conversations with another person; learns from one-to-one interaction with more advanced language users; talks about objects and events removed from the immediate environment

- Level 3: Understands sequences of events and stories; learns by speaking of own sequences of activities with more advanced language users who help the child put things in order using words such as "first" and "next"

- Level 4: Uses language to learn about things not directly experienced; talks about variety of topics with others who may clarify information when the child does not comprehend

- Level 5: Uses language to build and evaluate internal verbal models of the world; considers ideas and reflects on thought questions; serves as a manager of own learning; seeks clarification when necessary (e.g., predict, explain)
  (Weiner, 2001)

With such a discrepancy in language readiness, teachers at the pre-kindergarten, kindergarten, and first grade levels need to be keenly aware of the needs of children from poverty and make a concerted effort to develop oral language skills. When children are exposed to a systematic method for developing language, teachers need to observe the growth rate of the students. Gifted/talented students from poverty will develop the necessary language skills at a faster rate than other children. A rubric based on observations of children and their use of language can be used to identify potentially gifted/talented children.

The Need for Reciprocal Agreements among Districts

One of the biggest detriments for many students is the lack of continuity among school districts. A student who is identified as gifted/talented in one district may then move to another district and not even be eligible for consideration for inclusion in the gifted/talented program for months after arriving at the school. Another student may be screened, but the criteria for inclusion in the program at that school are not the same as the sending district; therefore, the child does not qualify for the gifted/talented program. The student loses much instructional ground, and the social-emotional needs of the student are ignored as well. If a district has a sound furlough and exit procedure in place, then there is no reason why a school should exclude a previously identified student from receiving services at the new school. Additionally, many districts have worked very hard to get a parent's support for their child's inclusion in the gifted/talented program. When the student moves to another school and then suddenly does not qualify for the gifted/talented program, a parent is often confused and may withdraw support for the school and the gifted/talented program.

Scholastic Academy

Slocumb and Payne (2000) advocate identifying students to be included in a Scholastic Academy. This is a different focus than the often-used term "Talent Pool." The term Scholastic Academy was chosen because one of the major goals of the gifted/talented program is to encourage students to qualify and seek more rigorous coursework, particularly at the secondary level. Slocumb and Payne recommend that students scoring in the top quartile should be included in the Scholastic Academy. This grouping configuration also provides opportunities for teachers to observe the responses of students when given curricula that require the critical and creative thinking that are sought in the gifted/talented program. The ultimate goal is for students who are identified and served in the gifted/talented program to take the more rigorous courses available to them at the secondary level and to score at acceptable levels on college entrance tests.

Section 8
Furloughs and Exit Procedures

This section provides districts with a sample furlough policy and sample exit procedures. The purpose of the furlough and exit procedures is to ensure that the rights of students are protected. This process should not be easy, but should center on the needs of the students. One of the biggest challenges facing districts is to keep students from poverty in the gifted/talented program once they have been identified. They should not be exited for trivial reasons, such as not making straight A's or having a few behavior problems. The furlough and exit provisions are a means to help professional personnel look at the whole child and his/her circumstances before delaying services or exiting the student from the program.

Furlough Policy

An identified gifted/talented student may request a furlough from the program. Others who also may request a furlough of an identified gifted/talented student from the program include the parent/guardian of the student, a teacher, a counselor, or a school administrator. Reasons for furlough may include, but are not limited to, the following:

- Increased demand on time caused by scheduling and/or outside interests
- Emotional problems stemming from self, school, or home
- Inability to participate because of scheduling conflicts

Furlough should NOT be used as a disciplinary tool and should be granted without adding undue pressure on the student.

The decision to furlough shall be made by a committee comprised of the student, when appropriate and as determined by age and maturity; parent(s)/guardian(s); the student's teacher(s); and the principal and/or the school counselor. If the district has a coordinator for the gifted/talented program, he/she also should be included.

Re-entry Policy

If the student is granted a furlough, the date of re-entry must be stated.

If the student elects to exit the program at the end of the furlough, exit policy procedures should be followed, with re-entry accomplished through the identification process.

The furlough and re-entry forms shall be completed at the committee meeting and filed in the student's cumulative records.

Sample Furlough and Re-entry Form

Requested By: _____Title:_____

This furlough request applies to _____grade level, and/or_____

_____ subject area(s).

Requested For (Student's Name): _____Grade Level:_____

Date: _____ Length of Time Requested: _____

Reason for Request:

_____
_____
_____
_____

COMMITTEE DECISION

_____ Furlough Granted
_____ Furlough Denied

Applies to _____ grade level, and/or _____

_____ subject area(s).

Date: _____Length of Time Requested: _____

Comments:_____
_____
_____
_____

Committee Members' Signatures

Student (if appropriate): _____

Parent(s)/Guardian(s): _____

Teacher(s): _____/_____/_____

Principal/School Counselor: _____/_____

Other (specify): _____/_____

Exit Provisions

Student performance shall be monitored and evaluated. A student may be considered for exit if it is in his/her best interest and/or if program services do not seem to be the most appropriate educational placement for the student.

The petition to exit the student may be initiated by a request from

- the parent(s)/guardian(s);
- a teacher, school counselor, or administrator; or
- the student himself/herself.

Exit from services will be accomplished by petitioning the selection committee for removal. A conference shall be held within ten working days of the request to exit. This conference should include the student when appropriate, parent(s)/guardian(s), a building administrator, the G/T teacher(s), the classroom teacher(s), and/or a school counselor.

- If a teacher initiates the petition, that teacher shall provide documentation from multiple sources to support his/her request for exit from services.
- If a student or parent/guardian requests removal, the district will honor that request after a conference with the student, parent/guardian, and the selection committee or its representative.

Should a student exit from program services, the process shall be accomplished in such a manner as to avoid adding undue pressure to the student or parent(s)/guardian(s). It shall be recognized that the purpose of G/T services is to best serve the academic and affective needs of the child.

Sample Exit Request

Student's Name: _____

School: _____

Grade Level: _____

Person Initiating Request: _____
                                       (Name)   *(Title)*

Purpose of Exit Request:
_____

_____

_____

_____

_____

_____

_____

_____

_____

Signature: _____

Date: _____

Sample Exit Committee Report

Date of Meeting**: _____**

Is this date within 10 working days of the original request to consider exit from the program? _____Yes   _____No

This Exit Request/Report applies to _____ grade level, and/or _____ subject area(s).

Student's Name: _____

School: _____Grade Level: _____

Person Initiating Request: _____
                                         (Name)   *(Title)*

═══

COMMITTEE DECISION

____ Exit Granted
____ Exit Denied

Applies to _____ grade level, and/or _____ subject area(s).

Rationale for Exit or Denial:
_____
_____
_____
_____

Committee Members' Signatures

Student: _____

Parent(s)/Guardian(s): _____

Teacher(s):_____/_____/_____

Principal/School Counselor: _____/_____

Other(s) (specify): _____/_____

_____/_____

Section 9
Resources for Understanding
Gifted/Talented Children from Poverty

Books/Journals

Baum, S., Owen, S., Dixon, J. (1994). *To Be Gifted/talented and Learning Disabled: From Identification to Practical Intervention Strategies.* Mansfield Center, CN: Creative Learning Press, Inc.

Bigelow, B. (April 1999). "Why standardized tests threaten multiculturalism." *Educational Leadership.* 56(7), 37-40.

Castellano, J., and Diaz, E. (2002). *Reaching New Horizons.* Boston, MA: Allyn and Bacon.

Cogangelo, N, and Davis, G. (eds.). (1990). *Handbook of Gifted Education.* Boston, MA: Allyn and Bacon.

Friedrichs, T. (2001). *Distinguishing Characteristics of Gifted Students with Disabilities.* Waco, TX: Prufrock Press, Inc.

Garcia, J. (1994). "Non-standardized instruments for the assessment of Mexican-American children for gifted/talented programs." In Garcia, S.B. (ed.). *Addressing Cultural and Linguistic Diversity in Special Education: Issues and Trends.* Reston, VA: The Council for Exceptional Children.

Hart, B., Risley, T. (1995). *Meaningful Differences in the Everyday Experiences of Young American Children.* Baltimore: Paul Brookes*.*

Kay, K. (2000). *Uniquely Gifted: Identifying and Meeting the Needs of Twice-Exceptional Children.* Gilsum, NH: Avocus Publications, Inc.

Kingore, B. (1993). *Portfolios: Enriching and Assessing All Students.* Des Moines, IA: Leadership Publishers, Inc.

Kingore, B. (1997). "Understanding the Diversity of the Gifted/talented," *Tempo.* pp.1-6.

Neihart, M., Robinson, S., and Moon, S. (2002). *The Social and Emotional Development of Gifted Children, What Do We Know?* Waco, TX: Prufrock Press, Inc.

Nielson, E. (1999) "Distinguishing Characteristics of Gifted Students with Factors," Albuquerque, NM: Albuquerque Public School Gifted Task Force.

Reichert, S. (1997). "Excellence with Equity in Identification and Programming," *Handbook of Gifted Education*. Colangelo & Davis, (eds.) Boston, MA: Allyn and Bacon, Inc.

Slocumb, P. and Payne, R. (2000). *Removing the Mask: Giftedness in Poverty.* Highlands, TX: aha! Process, Inc.

Silverman, L. (2002). *Upside-Down Brilliance: The Visual-Spatial Learner.* Denver, CO: DeLeon Publishing, Inc.

Strip, C. and Hirsch, G. (2000). *Helping Gifted Children Soar: A Practical Guide for Parents and Teachers.* Scottsdale, AZ: Gifted Psychology Press, Inc.

Strip, C. and Hirsch, G. (2001). *Ayudando A Niños Dotados A Volar: Una Guia Práctica Para Padres y Maestros.* Scottsdale, AZ: Gifted Psychology Press, Inc.

Talent and Diversity: The Emerging World of Limited English Proficient Students in Gifted Education (1998). Washington, DC: Office of Educational Research and Improvement, U. S. Department of Education.

Weiner, C. (2001). *Preparing for Success, Meeting the Language and Learning Needs of Young Children from Poverty Homes.* Youngtown, AZ: ECL Publications.

Videos

College Board. *Advanced Placement Program AP: Camino AL Éxito.* Princeton, NJ: Author.

Bradley, E. (2000). *Ennis' Gift: A Film About Learning Differences.* Hello Friend/Ennis Williams Cosby Foundation.

Caperton, G. (2000). *Choose College: Stories of Success.* New York, NY: College Entrance Examination Board.

Texas Education Agency. (n.d.). *Celebre a sus hijos! Celebrate your Children!* Developed by Region One Education Service Center through a Texas Education Agency Grant. Austin, TX: Author.

Hatton, S. (1998). *Antes de que sea demasiado tarde.* Edinburg, TX: Region One Education Center.

Lavoie, R. (1996). *Understanding Learning Disabilities: How Difficult Can This Be?* Greenwich, CT: Eagle Hill Outreach.

Salinas, M. *Vamos juntos a la escuela.* (n.d.). Washington, DC: U.S. Department of
Education.

Slocumb, P. (2005). *Developing Local Campus Norms.* Highlands, TX: aha! Process, Inc.

Website

www.gifted/talenteddevelopment.com

Instruments

Slocumb, P. and Payne, R. (2000). *Environmental Opportunities Profile.* Highlands, TX:
aha! Process, Inc.

Slocumb, P.and Payne, R. (2000). *Preponderance of Evidence Grid.* Highlands, TX: aha!
Process, Inc.

Slocumb, P.and Payne, R. (date). *Slocumb-Payne Teacher Perception Inventory.*
Highlands, TX: aha! Process, Inc.

Appendix I

Case Study Scenarios of Diverse Students

F. Richard Olenchak, Ph.D.

Michael

Coming from a culturally diverse family of eight children in a single-parent household that struggled financially, Michael was well-known throughout the school by sixth grade. He had few friends, spent a great deal of time figuring ways to get out of school, and elected to end participation in an enrichment program even though the school offered him a "filler spot," an opportunity sometimes offered to nonproductive students. Academically, Michael's grades had declined since the first grade when his baseball card collection, on which he still works occasionally, had been taken away from him because he was arranging his cards rather than paying attention in class.

Teachers also knew Michael well for the many stories he created to disguise his lack of willingness to complete school assignments. These ranged from the onset of a wide variety of short-lived illnesses to blaming others, including other students and his family, for not allowing him the amount of time or quiet that he needed to attend to homework. All of the stories served to render Michael unable to comply with work assignments. As one teacher put it, "he has a thousand excuses, and just when you think he has no more, he gives you another."

As a result, Michael developed a backlog of incomplete and missing work at school. Despite his mother's and teachers' combined efforts to give Michael opportunities to catch up, he was generally always behind in something. Moreover, when the amount of work and his mother's attention to it increased, Michael developed a pattern of running away. With little warning, he would disappear on his way home from school or slip undetected out a door of his home. Hence, Michael's school problems were now becoming worries for the local police department. Worse, his mother was fearful that something truly harmful might happen to her son, particularly as the frequency of the disappearing incidents increased.

Michael literally was failing every school subject and had produced *no* work in three of them. In some cases, even in-class assignments, under the watchful eye of the teacher, were not completed. Michael would either appear to daydream his time away or take longer amounts of time to fulfill tasks than was allotted. Thus, assignments had to be taken home, and once they were home, his mother, fearing his running away, felt helpless to pursue the issue of incomplete work. While his mother decided that she could press the issue only so far, Michael's teacher decided something had to be done.

After conferences with Michael's mother, the school counselor began working with Michael. Over the course of several months, the counselor surmised that Michael felt that school did not address his interests and that the rewards for completing school work were

not significant to him. Even in the gifted/talented program, Michael had divorced himself from activities because he felt little opportunity to pursue his own interests.

The school counselor, working closely with Michael's teacher, encouraged her to begin to incorporate Future Problem Solving (FPS) into her classroom activities. For Michael and perhaps others, showing them a means for the logical resolution of problems as well as a system for securing control over situations, might be useful. Moreover, the school chose to use student participation in the intellectually challenging activities embodied in FPS as an action assessment for gifted/talented program identification.

At first, Michael was not any more accepting of FPS than he had been of any other school activities. However, two things transpired. First, Michael discovered that one of his FPS teammates had at least a cursory interest in baseball cards, and second, his teacher, through an arrangement with the gifted/talented program staff, created an opportunity for Michael to leave the classroom and work on his baseball card collection in the gifted/talented program's resource room. The only stipulation was that Michael had to participate *actively* on an FPS team in the classroom. In exchange for each period of FPS involvement, Michael would earn an equal amount of time to pursue his baseball card studies.

Within less than a month, Michael was actively engaged in FPS and in a cataloging project he had devised for his baseball card collection. Michael was willing to complete some of his assignments in exchange for additional time to work on his baseball card collection. By the end of the school year, Michael had greatly improved his school assignment completion rate, particularly whenever FPS could be incorporated with his interest in baseball cards.

Thanks to a continued effort organized by the school counselor and the gifted/talented program teacher, Michael has continued to improve his school performance since sixth grade. While he is less interested in his baseball card collection, he continues to be involved on an FPS team. He has become good friends with another team member who once collected baseball cards, and they spend a great deal of time together. Now, in eighth grade, Michael's friend has been selected to play for the high school baseball team. While Michael was not chosen, he did *try out* for it; he was overheard to tell his peers, "I'll try it again; I just need practice."

Perhaps most significantly, Michael openly employs FPS when he is confronted by problems. Recently, instead of lying as a means for addressing a missing homework assignment, Michael met with the teacher involved and said, "I think, from my brainstorming, that the underlying problem for me is that I need to find something in your class that is interesting to me. Can you help me so that I can feel more like getting to work?"

Maria

From a Hispanic home with two children where both parents worked two jobs, Maria had been identified as possessing great academic promise in first grade; equally superior creativity potential had been assessed using the *Torrance Tests of Creative Thinking (*both *Figural and Verbal* forms*)* (Torrance, 1966), as well as observational data collected during her preschool and kindergarten years. Those data included several instances in which Maria demonstrated remarkable creative talent. At age three, she directed and staged a "parade of dolls" play starring her stuffed animal collection. Later, she designed and constructed a bridge of common building blocks, rocks, and other common objects to cross a creek behind her house to allow her to get to a fellow kindergartner's home without crossing any streets.

Now, a nine-year-old fifth grader, Maria attends a magnet school for academically and creatively gifted/talented students. Having performed extremely well scholastically, including a double promotion from second to fourth grade, Maria began her fifth-grade year with an announcement to the school principal, "I have decided to take a sabbatical this year." When asked to explain, she told the principal that she had "worked hard enough and needed a vacation longer than the summer" had provided.

As the school year progressed, Maria proved she was a girl of her words; her grades were average at best, and she was not involved in the array of projects and activities that she had previously chosen. However, after returning from the mid-year break, she again approached the principal and told him her sabbatical had been long enough, and her school and extracurricular performance quickly returned to the level known before Maria's original announcement.

In the interim, both Maria's parents and teachers were concerned that she had become an underachiever, and all expressed fears that, for whatever reasons, Maria may have adopted a set of school behaviors likely to overshadow her significant strengths. Though several professionals involved with the school also cautioned that this bright young girl may well require special intervention aimed at curbing her underachievement, a few others felt the nature of her underachievement—self-described as a "sabbatical"—was transitory. While it was the latter view that proved correct, this excerpt from Maria's schooling prompts a question critical to considering underachievement among gifted/talented youth: Is *real* underachievement ever knowingly self-selected? Without equivocation, the answer is affirmative.

Appendix II

Sample Forms

	Number enrolled	Percentage of Total Population	Number of Identified Gifted/Talented	Percentage of Total Gifted/ Talented Population	Percentage Difference between Total Population and Gifted/Talented Population
Native American					
Asian					
African American					
Hispanic					
Anglo					
Totals (N=)					

Table 16. Percentage and Number of Gifted/Talented by Race/Ethnicity.

(a) Race/ Ethnicity	(b) Number Enrolled	(c) Number Economically Disadvantaged (ED)	(d) Percentage of Enrolled (by Ethnicity) Who Are ED	(e) Number of Gifted/Talented (G/T)	(f) Number of ED G/T	(g) Percentage of G/T (by Ethnicity) Who Are ED
Native American						
Asian						
African American						
Anglo						
Hispanic						
Total						

Table 17. Identified Gifted/Talented by Race/Ethnicity and Economic Disadvantage.