

Javits Act: Charting Directions

E. Jean Gubbins

The University of Connecticut
Storrs, CT

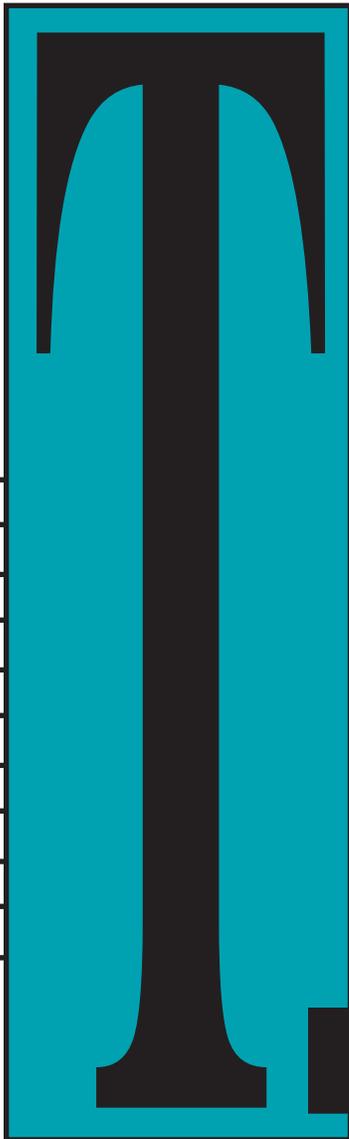
The Jacob K. Javits Gifted and Talented Students Education Act has been reauthorized. The Javits Act of 1994 is part of Title X, Part B, and the act was supported because the Congress finds and declares that:

1. All students can learn to high standards and must develop their talents.
2. Gifted and talented students are a national resource.
3. Too often schools fail to challenge students to do their best work and to meet high content and performance standards.
4. Unless the special abilities of the gifted and talented students are recognized and developed, their potential

WINTER 95

Inside

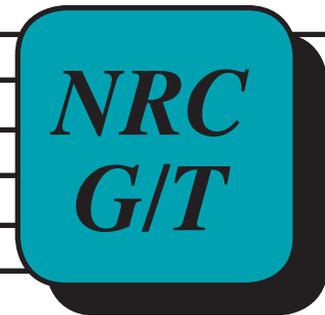
- Identification of Underrepresented Populations.....4
- Gender Differences.....6
- Identification of American Indian and Alaska Native Students..... 10
- Gifted LD..... 12
- News Briefs..... 15



- for contributing to the national interest is likely to be lost.
5. Gifted and talented students from economically disadvantaged families and areas, and students of limited English proficiency, are at great risk of going unrecognized.
 6. State and local education agencies and non-profit schools often lack the necessary resources to plan and implement effective programs.
 7. The Federal government can best carry out a limited

(continued on page 2)

**The National
Research
Center
on the
Gifted and
Talented**



Newsletter

(continued from page 1)

but essential role of stimulating research and development in personnel training.

8. The experience gained in developing and implementing programs for the gifted and talented can and should be used as a basis to develop a rich and challenging curriculum for all students to provide all students with important and challenging subject matter to study, and to encourage the habits of hard work. (Section 10202^(b), Findings and Purposes)

With these findings as a basis for the Javits Act, there will be another opportunity for school districts, educational agencies, and non-profit organizations to plan and implement model projects. Those of you in our network who are interested in competing for funding that will allow you to implement programs that meet the goals and objectives of the Javits Act should monitor the Federal Register for the announcement of the competition by the Office of Educational Research and Improvement, United States Department of Education, or send for the Request for Proposal as soon as it is available:

Contact: Pat O'Connell Ross
Gifted & Talented Education Program
Office of Research & Improvement,
Room 504
555 New Jersey Avenue, N.W.
Washington, DC 20208

There are two absolute priorities for the model programs:

- **Priority one encourages the establishment and operation of model programs for serving gifted and talented students—schools in which at least 50% of the students enrolled are from low income**

families. Projects must include students who may not be served by traditional gifted and talented programs, including economically disadvantaged students, individuals of limited English proficiency, and individuals with disabilities. Projects must also emphasize high level content performance standards as well as innovative teaching strategies.

- **Priority two focuses on technical assistance and information dissemination throughout a state or region. These projects should be designed to provide technical assistance and disseminate information as widely as possible. The technical assistance should include information on how programs and methods can be adopted to various school environments. Projects should involve cooperative efforts among state and local education agencies, institutions of higher education, and/or other public and private agencies and organizations.**

The Javits Act will also establish a National Center for Research and Development in the Education of Gifted and Talented Children and Youth through grants or contracts to higher education or state educational agencies. We will be submitting a new proposal for such a center. What we have learned over the past five years of conducting our research studies will become the basis for designing a new proposal. We will seek more information on new questions that have emerged from the quantitative and qualitative research studies, and we will also chart new directions for the field.

As a result of the Javits Act of 1988, The National Research Center has implemented theory-driven research studies that have practical significance

for the education of children and youth. What we have learned from the NRC/GT studies conducted from 1990 to 1995 will be shared at our conference entitled *Building a Bridge Between Research and Classroom Practices in Gifted Education*. The conference will be held in Connecticut on March 31 and April 1, 1995. We have also invited presentations by our collaborative researchers who have prepared a number of documents that focus on key issues in the field.

Throughout the conference presentations, we will emphasize the translation of “theory into practice.” Those of you in our network should have already received your copy of the conference brochure. We are pleased to announce that James Kulik has also agreed to join us for a keynote presentation focusing on grouping practices.

During the conference we will also be conducting interviews with various presenters about their involvement with the Research Center's work. These interviews will become the basis for our next videotape. We would like to document the lessons that we have learned from the NRC/GT research by looking at the major questions and the emergent themes within and across studies. This videotape should prove to be a very informative summary of the work done by our researchers across the country, and we plan to have copies available for our Collaborative School Districts by the end of May.

I would like to thank you once again for all your efforts in supporting the new Javits legislation and the projects implemented by the Research Center. Your role has been critical to the field, and it will continue to be so throughout the next funding cycle of the Javits Act of 1994.

Featuring presentations by:
 Robert Abelman
 Francis X. Archambault, Jr.
 Scott W. Brown
 Deborah E. Burns
 Carolyn M. Callahan
 Gilbert A. Clark
 Pamela Clinkenbeard
 Marcia A. B. Delcourt
 Eva Diaz
 John F. Feldhusen
 David M. Fetterman
 Donna Y. Ford
 E. Jean Gubbins
 Candis Y. Hine
 Scott L. Hunsaker
 David A. Kenny
 James A. Kulik
 Jann Leppien
 C. June Maker
 Kathleen May
 Tonya R. Moon
 Stuart Omdal
 A. Harry Passow
 Jonathan A. Plucker
 Jeanne H. Purcell
 Sally M. Reis
 Joseph S. Renzulli
 Karen B. Rogers
 Rose A. Rudnitski
 Linda Jensen Sheffield
 Del Siegle
 Claudia J. Sowa
 Robert J. Sternberg
 Ellen M. Tomchin
 Carol A. Tomlinson
 Karen L. Westberg
 Colleen Willard-Holt
 Enid Zimmerman

"Building a BRIDGE Between Research and Classroom Practices in Gifted Education" has been planned for teachers, administrators, and researchers who wish to extend their knowledge of studies completed in the past five years by The National Research Center on the Gifted and Talented, as well as learn more about the commissioned papers completed by our Consultant Bank members. This conference will provide participants with a unique opportunity to interact with researchers who are dealing with current educational issues. The participants will also learn how the research results can be translated into classroom practices.

Building a **BRIDGE** between RESEARCH AND CLASSROOM PRACTICES in Gifted Education

An educational opportunity from
The National Research Center on the Gifted and Talented
 The University of Connecticut • The University of Georgia
 The University of Virginia • Yale University

Friday and Saturday – March 31 and April 1, 1995
Sheraton Hotel at Bradley International Airport
 Windsor Locks, CT (Hartford Area)

Friday, March 31, 1995

8	- 8:30	Registration
8:30	- 10	General Session Joseph S. Renzulli University of Connecticut
10	- 10:30	Break
10:30	- 12	8 Breakout Sessions
12	- 1:30	Lunch (included in registration fee)
1:30	- 3	8 Breakout Sessions
4	- 5	No Host Reception (Dinner on your own)
7:30	- 9	Keynote Robert J. Sternberg – Yale University



Saturday, April 1, 1995

8	- 8:30	Registration
8:30	- 10	General Session Robert Abelman – Cleveland State University
10	- 10:30	Break
10:30	- 12	9 Breakout Sessions
12	- 1:30	Lunch (included in registration fee)
1:30	- 3	9 Breakout Sessions
3	- 3:30	Break
3:30	- 4:15	Keynote James A. Kulik – University of Michigan
4:15	- 5	Panel Discussion Moderator–A. Harry Passow Teachers College, Columbia University

Building a BRIDGE between Research and Classroom Practices in Gifted Education
 To register by mail, complete this coupon and send it to: Dawn R. Guenther–Dissemination Coordinator, The National Research Center on the Gifted and Talented, The University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007 or fax (must include a purchase order) 203-486-2900.

Please Check One:
 \$120 Friday, March 31 and Saturday, April 1, 1995
 \$85 Friday, March 31, 1995 only
 \$85 Saturday, April 1, 1995 only

Registration includes all accompanying handouts and refreshments. A lunch is included each day.

Name _____
 Address _____
 City _____ State _____ Zip _____
 Work Phone _____ Home Phone _____

Payment: _____ Check payable to the University of Connecticut
 Purchase Order attached

Identifying Underrepresented Disadvantaged Gifted and Talented Children: A Multifaceted Approach was a 3-year grant funded from October 1990 through December 1993 by the U.S. Department of Education, Jacob Javits Gifted and Talented Discretionary Grant Program. The purpose of the grant was to evaluate various models for

the Wechsler Intelligence Scale for Children-Revised (WISC-R) and over 16,000 were given the Raven Standard Progressive Matrices (SPM) Test.

During the 1984-1990 period, the WISC-R had been the primary instrument used to determine giftedness. Students who obtained a Full Scale WISC-R IQ of 130

Identifying Traditionally Underrepresented Children for Gifted Programs

Dennis P. Saccuzzo

Nancy E. Johnson

San Diego State University
San Diego, CA

using traditional psychometric tests for selecting diverse students for gifted and talented programs. The testing ground for this endeavor was the San Diego City School District, a system serving over 123,000 children of whom approximately 29% are Latino/Hispanic, 38% Caucasian, 16% African-American, and the remainder composed of five additional ethnic backgrounds.

In support of the objectives of the grant, the district made available a large archival data set of all children who had been evaluated for giftedness between 1984 and 1990, and allowed us to input all data on children referred and evaluated during the grant period. In the end, an extensive data file of over 26,000 potentially gifted children had been created. Of these, over 9,000 had been given

or greater or a Full Scale WISC-R IQ of 120 with at least two of six risk factors (cultural, language, emotional, economic, health, and environmental) were certified as gifted. Extensive analysis of the data led to two major conclusions. First, there were inequities in the referral process. For example, based on their proportion in the district as a whole and assuming that giftedness is evenly distributed across ethnic backgrounds, Latino/Hispanic children were underrepresented in the referral process by a factor of 4 (i.e., the number tested represented only 25 percent of their actual proportion in the district). Second, an exhaustive analysis that evaluated all major systems and models for weighting WISC-R subtests revealed that the WISC-R could not be used to produce

RECENT
RESEARCH

ethnically proportionate representation (i.e., children selected across ethnic backgrounds in proportion to their actual numbers in the district population). These findings and conclusions are documented in a monograph (Saccuzzo, Johnson, & Guertin, 1994) and in articles presently under editorial review.

Given the referral bias uncovered by our analysis of the archival data from the 1984-1990 period, the school district made an effort to achieve proportionate representation in the referral process through teacher training (to help identify potentially gifted traditionally underrepresented students) and through central nominations. At the same time, the district shifted from the WISC-R to the SPM in order to find a culture-reduced measure of intellectual giftedness.

There was a considerable shift toward proportionate representation in the referral process during the 1991-1993 period. Moreover, the use of the SPM in conjunction with an evaluation for risk factors led to the identification of thousands of traditionally underrepresented children who otherwise would not have been selected for the gifted program. While the SPM did lead to increased equity for all ethnic groups in that each ethnic group was selected in greater proportion to their numbers in the population as a whole, it did not produce a completely balanced result for all groups. Again, these results are presented in a monograph (Saccuzzo et al., 1994) and in papers in submission.

In brief, our results comparing the WISC-R and SPM revealed that the two measures had equal predictive validity and showed no differential validity as a function of ethnic background. The SPM proved to be far better than WISC-R in terms of a proportionate representation model of bias, but was not entirely free of

such bias. We conclude, based on our findings and on previous reviews of psychometric tests (Kaplan & Saccuzzo), that no traditional test, as presently used, can meet the rigors of proportionate representation.

Given the large data set, we were able to conduct numerous analyses of special interest, as reported in our monograph. In one study, intellectually gifted children from diverse ethnic and cultural backgrounds as well as varying levels of risk were evaluated to determine the effect of risk on gifted children when intelligence level has been controlled. Each of the 7,323 children from six ethnic backgrounds had achieved a standardized intelligence test score (Wechsler Intelligence Scale for Children-Revised or Raven's Standard Progressive Matrices) at least two standard deviations above the mean. Although each child in the sample had demonstrated high intellectual potential, differences were found between groups defined on level of risk: no risk, low risk (one and only one area of risk), and high risk (more than one area of risk). High-risk gifted children were disadvantaged relative to those at low or no risk in all measures of both aptitude and achievement, as assessed with the

Developing Cognitive Abilities Test and the Comprehensive Test of Basic Skills. Furthermore, those at high risk demonstrated lower WISC-R Verbal IQ scores than children at lower levels of risk.

Our data also allowed us to analyze gifted underachievers. A well-defined sample of gifted underachievers was compared to a sample of gifted high-achievers. All children had full scale WISC-R IQ scores of 130 or greater. Analysis of gender, ethnicity, and risk revealed a greater concentration of non-Caucasian males with at least two risk factors in the underachieving group. Our findings suggested that gifted underachievers are not as motivated or interested in acquiring traditional factual information as high-achievers. Creative teaching strategies are recommended to maximize the talents of underachievers.

References:

Kaplan, R., & Saccuzzo, D.P. (1993). *Psychological testing: Principles, applications, and issues* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Saccuzzo, D.P., Johnson, N.E., & Guertin, T.L. (1994). *Identifying underrepresented disadvantaged gifted and talented children: A multifaceted approach: Volumes 1 and 2*. (Available from D.P. Saccuzzo, Ph.D.; San Diego State University; 6363 Alvarado Court, Suite 103; San Diego, CA 92120-4913).

FOR PARENTS

- Live response hotline to information about gifted children
- What to read
- On-line consultation
- Complimentary follow-up material
- Contacts in each state
- Your questions answered

P
I
N
G

PARENT
INFORMATION
NETWORK FOR
GIFTED

PING is a
project of the
non-profit
Gifted Child
Society, Inc.,
Glen Rock, NJ

1-900-773-PING

\$3 First Minute
\$2 Each Add'l Minute

Weekdays
9 AM - 4 PM E.S.T.

Touch-Tone Phone Only

The attention of both educators and the general public has been focused on some of the problems facing girls in school. A report entitled *How Schools Shortchange Girls* issued by the American Association of University Women (Wellesley College Center for Research on Women, 1992) and a new book entitled *Failing at Fairness: How America's Schools*

Background of the Study

Students usually indicate that effort and ability are the reasons they achieve or underachieve in school (Good & Brophy, 1986). High-achieving students tend to attribute their successes to a combination of ability and effort, and their failures to lack of effort (Franken, 1988; Good & Brophy, 1986; Luginbuhl, Crowe,

Gender Differences Between Student and Teacher Perceptions of Ability and Effort

Del Siegle

Sally M. Reis

The University of Connecticut
Storrs, CT

Cheat Girls by Myra and David Sadker (1994) indicates that our educational system is not meeting girls' needs and specifically mentions achievement scores, curriculum design, and teacher-student interaction as issues negatively affecting girls. Reis (1991) has advocated research that compares the school experiences of gifted girls with those of gifted boys in order to determine if recent changes in attitudes about females may have improved some of the issues facing these groups. This research is an attempt to add to the limited data-based studies available on this topic. In this study, the attitudes of fourth through eighth grade male and female gifted students about their ability, effort, quality of work, subject importance, and grades are investigated as are the attitudes of their teachers toward these areas.

& Kahan, 1975). Students who underachieve, however, often attribute their successes to external factors such as luck, and their failures to lack of ability (Ames, 1978).

Boys more often attribute their successes to ability and their failures to lack of effort (Nicholls, 1975), while girls often attribute their successes to luck (Reis, 1987) or to effort (Rimm, 1991) and their failures to lack of ability (Licht & Shapiro, 1982; Nicholls, 1975; Reis, 1987). The academic self-efficacy of young males is enhanced because they believe in their ability, and it is maintained during failures because of their attribution of failure to lack of effort. However, the same may not be true for young females because they may accept responsibility for failure, but not for success (Felton & Biggs, 1977).

RECENT
RESEARCH

Developing a strong belief in one's ability in the elementary and middle school years is important because "by the end of elementary school, children's [perceptions]...of ability begin to exert an influence on achievement processes independent of any objective measures of ability" (Meece, Blumenfeld, & Hoyle, 1988, p. 521). Gender differences have recently been noted in the academic performance of adolescent girls. The standardized test scores of girls in mathematics begin to decline during middle school years when girls' beliefs about their own ability lessen, and this decline may affect gifted girls in particular. The recent AAUW report indicated that "all differences in math performance between girls and boys at ages eleven and fifteen could be accounted for by differences among those scoring in the top ten to twenty percent" (Wellesley College Center for Research on Women, 1992, p. 25).

Teachers may be responsible for the beliefs students hold. As early as first grade, teachers tend to "attribute causation of boys' successes and failures to ability and girls' successes and failures to effort" (Fennema, Peterson, Carpenter, & Lubinski, 1990). Pintrich and Blumenfeld (1985) found that "teachers' feedback about work was a better predictor for children's self perceptions about their ability and effort than were other types of interactions with the teacher or with peers" (p. 654). Dale Schunk (1984) showed that successful students who received feedback complimenting their ability, rather than focusing on their effort, developed higher self-efficacy and learned more than students who received feedback complimenting their effort.

It has been traditionally reported that girls receive higher grades than boys in school (Achenbach, 1970; Coleman, 1961; Davis, 1964). Unfortunately, those high grades may actually

negatively affect girls' self-esteem. As Silverman (1993) has stated, "one factor that clearly undermines gifted adolescent girls' self-esteem is their belief that high ability means achieving good grades effortlessly" (p. 304). Some students believe that if they must work hard, they lack ability (Dweck, 1986).

Purpose of the Study

The purpose of this study was to investigate whether female gifted students viewed the quality and importance of their work, effort, and ability differently than male gifted students. The study also investigated whether teachers perceived male and female students differently with respect to the quality of their work as measured by their grades, effort, and ability in the areas of mathematics, language arts, social studies, and science. Finally, student and teacher perceptions of the role of ability and effort were investigated.

Methods

Subjects

The sample included 5,515 fourth through eighth grade students and their teachers ($n=1,223$, grade 4 students; $n=1,262$, grade 5 students; $n=1,041$, grade 6 students; $n=954$, grade 7 students; $n=906$, grade 8 students). All of the students ($n=2,709$ males; $n=2,676$ females) were identified as gifted and talented by their school districts. A purposeful sample of 210 schools in 30 states was selected from the Collaborative School Districts (CSD) of The National Research Center on the Gifted and Talented (NRC/GT) at The University of Connecticut based on their willingness to participate, availability of appropriate age student population, and a research liaison to gather the necessary data. The Collaborative School Districts are proportionally representative of the student population with respect to socioeconomic levels and ethnicity.

Instrument

An instrument entitled the *Academic Achievement Survey* (Siegle & Reis, 1993) was developed and used to gather information from teachers and students about the quality of students' work, their effort, their ability, subject importance, and their grades in each of the four content areas of mathematics, science, language arts, and social studies. Separate surveys were developed for students and teachers. A 5-point response scale was used to assess students' perceptions about their ability, effort, subject importance, and work quality in all content areas. Teachers' perceptions of student ability, effort, and work quality were assessed on a similar scale by teachers who taught the specific content areas to students. Information about students' grades was also collected on a 5-point scale (A, B, C, D, F).

Each student who was identified as gifted and talented by each school completed a survey. The teachers who were responsible for teaching the identified students in mathematics, language arts, social studies, and science completed a teacher survey for the subject areas they taught.

Data Analysis

BMDP program 4V was used to perform separate Multivariate Profile Analyses of Repeated Measures for the teacher responses and for the student responses. The between terms for each analysis were gender and grade level. Ability, effort, quality of work, and importance were the variates for the student analysis. Ability, effort, quality of work, and grades were the variates for the teacher analysis. The repeated measures were the subject areas of mathematics, science, social studies, and language arts.

Effect size calculations were computed in order to compensate for the extremely large sample size,

(Continued on page 8)

(Continued from page 7)

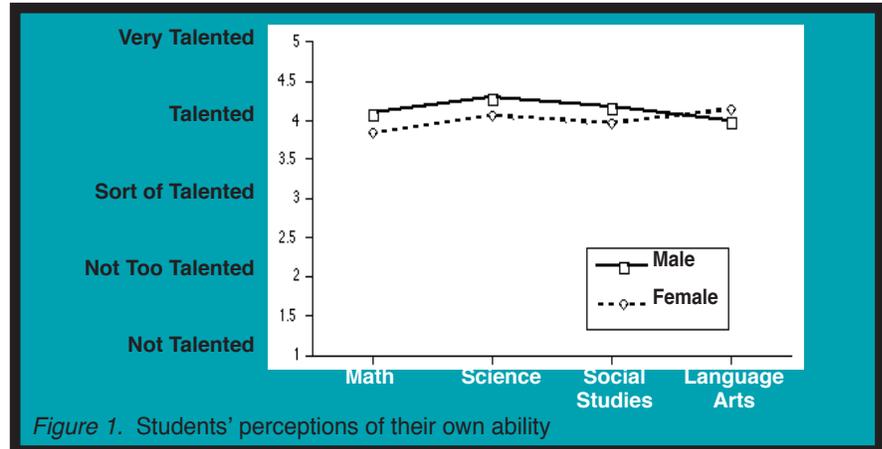
since even a small difference among groups in a large sample may result in statistical significance. Effect size, the degree to which groups differ on measured variables, is the most effective way to examine results of studies with large samples (Cohen, 1988). The results showed small, but practical, effect sizes.

Results

Results indicated that teachers consistently rated female students higher than male students on effort and the quality of their work. However, teachers rated males and females similarly on their abilities, except in language arts, where they rated females higher than males. Female students received slightly higher grades than male students. Grades for both groups dropped from fourth through eighth grade, and mathematics and language arts grades were lower than science and social studies grades at the eighth grade level.

Female students rated their language arts ability higher than male students. Male students rated their mathematics, science, and social studies abilities higher than females (see Figure 1). Unlike the teacher ratings, male and female students rated themselves similarly on effort. The students believed they worked hardest in science. Female students rated the quality of their work and the importance of language arts higher than male students. There were no differences in how male and female students rated the quality of their work and the importance of mathematics, science, and social studies. Overall, student ratings of ability, effort, quality of work, and importance dropped from fourth through eighth grade.

Separate correlation comparisons were made between each of the variates for



the teachers' ratings of their students and the students' self-ratings. The teacher responses indicated that high relationships existed between both ability and quality of work ($r=.81$) and between effort and quality of work ($r=.80$). The student responses were quite different. The students' responses revealed a high correlation between ability and quality of work ($r=.68$), but a lower correlation between effort and quality of work ($r=.34$). These patterns were similar for male and female students.

Conclusions and Recommendations

Females are clearly perceived by classroom teachers as working harder and producing higher quality work than males. Teachers reported a difference in the ability of gifted male and female students only in the content area of language arts. This finding may represent some progress with educators regarding gifted girls' abilities in the areas of mathematics and science. However, the same positive conclusion cannot be drawn about girls' perceptions' about their own abilities. Gifted boys in this study reported stronger beliefs about their own abilities than did gifted girls in mathematics, social studies, and science. This is an area of concern because gifted girls are apparently still not recognizing their abilities in these

areas to the same extent as gifted boys. A key factor in keeping gifted girls involved in higher level mathematics and science courses is their self-perception of ability. Despite some intervention programs which may or may not be implemented in individual schools and more equitable teacher attitudes about females in math and science, gifted girls are still not perceiving their abilities as highly as gifted boys in these areas.

The lower ratings reported for gifted boys in language arts is also an area of concern. Not only do the males perceive language arts to be less important, teachers are also viewing the ability, effort, and quality of work in language arts lower for males. Educators should emphasize the importance of communication skills with male students.

While the teachers in this study viewed ability and effort as being highly associated with the quality of work students produced, students do not share that view. Males and females alike reported a much stronger relationship between ability and quality of work than between effort and quality of work, indicating that they may be putting little to no effort into their work. Students may also be viewing ability as a major factor in the quality of their work instead of understanding that ability, without

effort, will not result in the realization of their high potential.

References

Achenbach, T. M. (1970). Standardization of a research instrument for identifying associative responding in children. *Developmental Psychology*, 2, 283-291.

Ames, C. (1978). Children's achievement attributions and self-reinforcements: Effects of self-concept and competitive reward structure. *Journal of Educational Psychology*, 70, 345-355.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Erlbaum.

Coleman, J. (1961). *The adolescent society*. New York: Free Press.

Davis, J. A. (1964). *Great aspirations: The school plans of America's college seniors*. Chicago: Aldine.

Dweck, C. S. (1986). Motivation processes affecting learning. *American Psychologist*, 41, 1040-1048.

Felton, G. S., & Biggs, B. E. (1977). *Up from underachievement*. Springfield, IL: Thomas.

Fennema, E., Peterson, P. L., Carpenter, T. P., & Lubinski, C. A. (1990). Teachers' attributions and beliefs about girls, boys, and mathematics. *Educational Studies in Mathematics*, 21, 55-69.

Franken, R. E. (1988). *Human motivation* (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing.

Good, T. L., & Brophy, J. E. (1986). *Educational psychology: A realistic approach* (3rd ed.). New York: Longman.

Licht, B. G., & Shapiro, S. H. (1982, August). *Sex differences in attributions among high achievers*. Paper presented at the meeting of American Psychological Association, Washington, DC.

Luginbuhl, J. E. R., Crowe, D. H., & Kahan, J. P. (1975). Causal attributions for success and failure. *Journal of Personality and Social Psychology*, 31, 86-93.

Meece, J. L., Blumenfeld, P. C., & Hoyle, R. H. (1988). Students' goal orientations and cognitive engagement in classroom activities. *Journal of Educational Psychology*, 80, 514-523.

Nicholls, J. G. (1975). Causal attributions and other achievement-related cognitions: Effects of task outcome, attainment value, and sex. *Journal of Personality and Social Psychology*, 31, 379-389.

Pintrich, P. R., & Blumenfeld, P. C. (1985). Classroom experience and children's self-perceptions of ability, effort, and conduct. *Journal of Educational Psychology*, 77, 646-657.

Reis, S. M. (1987). We can't change what we don't recognize: Understanding the special needs of gifted females. *Gifted Child Quarterly*, 31, 83-89.

Reis, S. M. (1991). The need for clarification in research designed to examine gender differences in achievement and accomplishment. *Roeper Review*, 1, 193-198.

Rimm, S. B. (1991). Underachievement and superachievement: Flip sides of the same psychological coin. In N. Colangelo & G. A. Davis (Eds.), *Handbook of gifted education* (pp. 328-343). Boston: Allyn and Bacon.

Sadker, D. M., & Sadker, M. (1994). *Failing at fairness: How America's schools cheat girls*. New York: Macmillan Publishing.

Schunk, D. H. (1984). Sequential attributional feedback and children's achievement behaviors. *Journal of Educational Psychology*, 75, 511-518.

Siegle, D., & Reis, S. M. (1993). *Academic Achievement Survey*. Storrs, CT: The National Research Center on the Gifted and Talented.

Silverman, L. K. (1993). Social development, leadership, and gender issues. In L. K. Silverman (Ed.), *Counseling the gifted & talented* (pp. 291-327). Denver: Love Publishing.

Wellesley College Center for Research on Women. (1992). *The AAUW report: How schools shortchange girls*. Washington, DC: The American Association of University Women Educational Foundation.

The researchers wish to thank Nancy Lashaway-Bokina, Siamak Vahidi, Karen Logan, Susan Lindsay, and Cathy Suroviak for their assistance with survey distribution and data entry.

AUSTRALASIAN/INTERNATIONAL CONFERENCE ON THE EDUCATION OF GIFTED STUDENTS

Melbourne Hilton on the Park
14-17 May 1995

Expressions of Interest are invited from principals, teachers and support staff, and others interested in attending this international conference being organized by the Victorian Directorate of School Education in conjunction with the Victorian Association for Gifted and Talented Children, the Catholic Education Office, and the Incorporated Association of Registered Teachers of Victoria.

- share good practice in gifted education
- discuss major issues
- hear outstanding international keynote speakers:

**Professor Lannie Kanevsky
Professor Barbara Clark
Professor Eddie Braggett
...and more**

- gain first-hand knowledge of new directions in gifted education

Write to:
 Conference Secretariat, C/ICMS Pty Ltd.,
 Australasian/International Conference
 on the Education of Gifted Students,
 84 Queensbridge Street, South Melbourne, Victoria 3205, Australia.
 Telephone: 61 3 682 0244 Facsimile: 61 3 682 0288

To ensure you receive a copy of the registration brochure please complete this form and return.
 Please forward _____ copies of the registration brochure to:

NAME: _____

SCHOOL/ORGANIZATION: _____

ADDRESS: _____

CITY: _____ STATE: _____ POSTCODE: _____

PHONE: _____ FAX: _____



**14 - 17 MAY 1995
MELBOURNE AUSTRALIA
MELBOURNE HILTON ON THE PARK**

Expression of Interest

In their book, *Identifying Outstanding Talent in American Indian and Alaska Native Students*, Carolyn M. Callahan and Jay A. McIntire provide a comprehensive overview of some of the key issues involving the identification of these two populations. The central question that the book attempts to answer is: What are the specific techniques that should

only 2.1 percent” (p. 3). The question that arises is: Why are American Indian and Alaska Native students not being selected for participation in gifted programs? The authors believe the answer to this question is that the procedures used to identify the majority of gifted students do not recognize the unique and varied talents of these two minority groups.

Unique Identification for Unique Talents

A review of

Identifying Outstanding Talent in American Indian and Alaska Native Students

Bruce N. Berube

The University of Connecticut
Storrs, CT

be employed to recognize the gifts of students from these two groups? Due to a lack of research into the appropriate identification techniques for Alaska Natives and American Indians this question is difficult to answer. The authors do, however, provide many general suggestions as to how the identification process can be substantially improved.

The crux of the argument for more appropriate identification techniques is based on research which suggests that American Indians and Alaska Natives are severely underrepresented in gifted programs throughout the country. As the authors point out, the “average national rate of public school eighth-grade students’ participation in programs specially designated for gifted and talented students is about 8.8 percent. The American Indian/Alaska Native participation rate is

Before considering some of the suggestions presented for identifying the gifts of American Indian and Alaska Native students, it is necessary to point out the issues that are of concern in dealing with students from these two populations. Not only are these two groups distinct from the majority of American students, but there is great diversity within each group that needs to be considered. This diversity stems from the following four areas:

- 1) Geographic location: Students who live in rural, isolated areas often have little knowledge of what is expected of them from the mainstream culture that they find in school. Students raised in urban areas may not experience this difference.
- 2) Tribal differences: The traditions and customs, as well as the

A Review of
*Identifying Outstanding Talent in
American Indian and Alaska Native
Students*
by
Carolyn M. Callahan and Jay A. McIntire
©1994
U.S. Department of Education
Washington, DC

COMMENTARY

language spoken, often varies from tribe to tribe.

- 3) Schools attended: Most American Indian and Alaska Native students do not attend special reservation schools. In most public schools they are a minority population. They often have a different first language and have many unique experiences and modes of expression which make it difficult to recognize their talents.
- 4) Cultural and social orientation: Students in these two groups may reflect various degrees of familiarity with the mainstream culture, ranging from being well acculturated to quite traditional in their cultural heritage.

Before beginning the identification process, the authors stress the importance of clearly defining what is meant by giftedness. They rely heavily on the definition of giftedness put forth by the U.S. Department of Education (1993). The characteristics they feel are important to recognize in gifted students include “intellectual ability, creative or artistic talent, leadership capacity, or excellence in specific academic fields” (p. 6). While these characteristics allow for a variety of talents and abilities, the authors point out that many definitions of giftedness often conflict with the beliefs and values of a particular tribe. Many tribes are against labeling students as gifted because this tends to separate them from other tribal members. A mesh between tribal identity and scholastic expectations must be reached in order for these students to be successful.

Eight general principles are presented to help educators identify the broad range of gifts and talents that may be exhibited by American Indian and Alaska Native students. It should be emphasized that these recommendations are “general” in nature. This seems to be both good and bad. The recommendations provided

can be applied to almost any subgroup of gifted students for which a broad and flexible range of identification techniques may be necessary. On the other hand, the principles should be more specific in order to provide for the unique needs of subgroups of the Alaska Native and American Indian populations. It should be noted that so little has been written on this topic that even general recommendations that provide a basic framework for later research into identification techniques are greatly needed.

Instead of explaining each principle in detail, I will comment on the central themes that run through the principles. First and foremost, the authors recognize the need for a broadened conception of giftedness which takes into account a wide range of talents and abilities. The authors cite the work of Howard Gardner and Robert Sternberg as particularly relevant in this respect. It is important to realize that many of the talents and gifts exhibited by American Indian and Alaska Native students reflect the culture of the tribal community in which they are raised. This may be particularly noticeable in music and art. Separate identification procedures need to be developed that are “contextually relevant” and grasp the true nature of the gift that is revealed. American Indian and Alaska Native students should not be lumped together as a general population, but regarded as an amalgamation of a diverse variety of subgroups.

To illustrate the unique talents of these two groups, the authors provide many examples of poetry and art produced by American Indian and Alaska Native students throughout the book. In fact, the art work on the front cover, designed by Vic Runnels, was a product of his son’s inspiration. According to Runnels, his son Jason came up with the idea in kindergarten when asked to draw a turkey using the shape of his hand. Instead of drawing a

turkey for Thanksgiving, Jason “drew faces in the fingers, people in the palm of the hand, eagles and suns in the sky, and fish in the water” (p. 76). When asked what the drawing represented, Jason stated it was “The Great Spirit watching over the earth” (p. 76). This certainly shows the unique gifts and talents that many students possess.

Some of the particular identification instruments that the authors recommend include parent, teacher, and community rating scales, and portfolio assessment. I believe portfolio assessment would be particularly useful, because it stresses the need to evaluate student products. This allows the identification to be appropriate to the unique talents that may be displayed by a particular student, from a particular tribe, at a particular time. Although the techniques mentioned above may be useful, it is stressed that no one form of identification should be used exclusively. Just as there are a broad array of talents, a wide range of identification procedures need to be used to identify these talents.

Even though the principles provided are general in nature, the authors do a good job of listing many of the characteristic behaviors and traits that are exhibited by particular groups of American Indian and Alaska Native students. Implications for identification based on these behaviors and traits are then provided.

Overall, I found the book quite informative. The authors skillfully emphasize the need to recognize the great diversity among these two groups and the multiplicity of talents that can be revealed by the members in them. I would have liked to have seen more specific recommendations, but as the authors point out, research in this area is just beginning.

References:

U.S. Department of Education. (1993). *National excellence: The case for developing America's talent*. Washington, DC: Author.

Robert is a 10-year-old boy who has been reading since he was 3. By the age of 5 he had read the entire Encyclopedia Britannica and was reading the newspaper daily. His early conversations began as a mimic of the adults around him but soon it was apparent that he was elaborating on his own. His interest in reading allowed him to learn a great deal

order, and frequently loses his work. His behaviors are disrupting to both the class and to himself. A meeting has been set up with his parents, enrichment teacher, and resource teacher to make a plan for Jason.

Both of these children exhibit characteristics of gifted children and of learning disabled children. To be gifted and learning disabled seems

Classification Procedures for Gifted/Learning Disabled Students: A Primer for Parents

Mary Rizza

The University of Connecticut
Storrs, CT

RESOURCES FOR PARENTS

Adderholt-Elliott, M. (1987). *Perfectionism: What's bad about being too good?* Minneapolis, MN: Free Spirit Press.

Alvino, J. (1985). *Parent's guide to raising a gifted child.* New York: Ballantine Books.

Baum, S.M., Owen, S.V., & Dixon, J. (1991). *To be gifted and learning disabled.* Mansfield Center, CT: Creative Learning Press.

Delisle, J.R. (1987). *Gifted kids speak out.* Minneapolis, MN: Free Spirit Press.

Fisher, G., & Cummings, R. (1990). *The survival guide for kids with LD (learning differences).* Minneapolis, MN: Free Spirit Press.

Galbraith, J. (1984). *The gifted kids survival guide.* Minneapolis, MN: Free Spirit Press.

Walker, S.Y. (1991). *The survival guide for parents of gifted kids.* Minneapolis, MN: Free Spirit Press.

in science and history, leaving his second- and third-grade teachers at a loss for material to teach. There is little doubt that Robert would do well in the fourth-grade gifted class, but placement has been held up by his difficulties in spelling. Robert's handwriting is almost illegible and his spelling is equally as bad. Most recently, he has been having difficulty handing in assignments because of his writing problems. Robert's fourth grade teacher has recommended that he be tested for a learning disability.

Jason is in third grade and because of his high language arts achievement, is a member of the enrichment group on Fridays. His classroom teacher wants to suspend his enrichment time because Jason is not keeping up in math. Lately, Jason has been acting out in class. He has trouble staying in his seat and has begun calling out in class. Jason also has trouble keeping his books and papers in

almost like a contradiction of terms. You, as a parent, know exactly what it means for your child. It could be that your child is bright, motivated, verbal, and creative. It also means that she/he is having some trouble in school. Sometimes the problem could be in spelling, reading, or math. Above all, there is some discrepancy between what you know your child can do and what she/he is able to do in the classroom setting.

More often than not, for the gifted/learning disabled (g/ld) child, it is the lack of school achievement that is noticed first. The identification of a learning disability, however, may be delayed because gifted children have the ability to mask the problems. There will come a day when the teacher of your bright child will begin using words like "difficulty" and "deficiency." According to the federal government (PL 94-142), the definition of learning disabled

COMMENTARY

children is, briefly, that they show a discrepancy between achievement and ability. The criteria used to define achievement, ability, and discrepancy vary from state to state, but the law mandates that a team of experts looks at specific areas within expressive language, reading, and mathematics. These experts then make recommendations for educational placement and remediation procedures. There are several ways that schools remediate learning disabilities. Some schools have specific classrooms set up to accommodate LD students all day. There is also the option of using a resource room for part-time remediation. The child would report to the resource room at predetermined times each day or week. Some schools have teachers or teacher aides in the regular classroom to assist the students as they have difficulties with the work during the course of the day.

For those experiencing the classification process for the first time, the road can be a confusing collection of terms and opinions. Be sure to keep an open dialogue with the school, especially with teachers and school psychologists. Know that they are trying to help. You can help yourself by requesting appointments with those at the school who are involved. Get as much information from them, since procedures will vary from school to school. Some districts offer printed material and pamphlets. As a parent of a gifted child, you need to be sure the school understands all your child's needs. There will be areas that your child will excel in and areas that she/he cannot keep up in—both need to be considered.

The process generally begins with identification, then testing, followed by classification, and finally, intervention.

Identification: Unfortunately for g/ld children, they are recognized faster for their disability than their abilities.

The identification can come from either the school or the home. In any event, someone notices that there is a problem. It can be that the child has high standardized test scores but low achievement in classes. She/he may exhibit specific problems like lack of attention, poor spelling, difficulty with memorization, and/or general disorganization. The teacher or the parent can request a screening with the school psychologist.

Testing: Probably the most controversial issue in education today is the use of testing. States will mandate that some form of testing be used to substantiate classification. Widely used is some form of IQ test, especially the Wechsler scales (WISC-III). The WISC profiles of g/ld children show distinct discrepancies between scores on each subtest. What you as parents want to see, though, is a wide variety of tests used in the evaluation. No one test should be used to evaluate your child's functioning. A psycho-educational evaluation should include information about emotional issues and achievement levels. How children feel, after all, can influence their motivation for school.

The evaluation should include the following types of testing (Note: tests listed are for example only and will vary from school to school):

Individual IQ:

- Wechsler Intelligence Scale for Children - III (WISC-III)
- Wechsler Preschool & Primary Scales of Intelligence (WPPSI)
- Stanford Binet Intelligence Scale-IV (SBIV)

Achievement Test Battery:

- Wide Range Achievement Test (WRAT)
- Woodcock-Johnson Achievement Battery
- Detroit Tests of Learning Aptitude (DTLA)

Some Form of Spatial Evaluation:

- Bender Visual Motor Gestalt Test

Social/psychological Functioning Inventory:

- Vineland Social Maturity Scale
- Adaptive Behavior Scale—Public School Version

and/or a Classroom Observation Checklist

You want the assessment to specify many forms of functioning: academic, social, and psychological. Does the testing account for all areas? Is there a “whole child” perspective? Most importantly, you want to see the report generated by the school psychologist prior to any committee meeting. You have the right to see what is written about your child and should expect enough time to read it. You may even want to arrange a meeting with the school psychologist so she/he can explain the report to you.

Classification: At some point a meeting will be scheduled so that classification can be discussed.

In some districts this is called a Committee on Special Education or a Pupil Personnel Team. Whatever the name, this is where Individual Education Plans (IEP) are developed and classification made. The make-up of the group will vary with members of the committee and school personnel. Those conducting the evaluations should be present to make the case for appropriate programming. One thing to keep in mind if you are looking for a g/ld classification is that there may not be a gifted specialist on the committee unless you make a case for it. This is a question of enrichment as well as remediation, and accomplishing this requires the coming together of both sides. Above all, keep in mind that this is meant to be a coming together of concerned parties, not a battle about your child. You, as parents, are a vital part of the process. Your insights into your child are invaluable; if something does not correspond with what happens at

(Continued on page 14)

(Continued from page 13)

home, then ask for clarification. Offer suggestions to teachers, if need be.

Intervention: Remediation is always the first concern of special education personnel. Certainly you would not be sitting in a committee meeting if your child did not need help with some skills. Don't let anyone forget that your child has talents that can be tapped. What better way to teach her/him to read than by using material that is interesting to the child? This is where your insight into home behaviors will help the school personnel understand. Above all, concentrate on strengths. Ask if it is possible to have enrichment as well as remediation. Sometimes you won't know unless you ask.

What Can Parents Do?

1. Be involved with your child and her/his schooling. Find out what's happening and not happening in

the classroom. Be sensitive to the subtle signs from your child that needs (social and academic) are not being met. Boredom and frustration are always the most visible indicators. Find ways to do work at home that blend with what is happening in the classroom. More is not always the answer; sometimes the work has to be different to be effective.

2. Become an advocate for your child. Learn all you can about what is available in your school, district, county, and state. Become active in the PTA. Don't be afraid to let your voice be heard. There are many other parents in similar situations. Look for ways to utilize the resources of both special education and gifted education.
3. Spend time with your child and focus on activities that accentuate her/his strong points. Children with disabilities tend

to concentrate on their own weaknesses. Help your child see that there are things at which she/he excels. She/he may never learn how to spell or read quickly, but there are things she/he can do quite well. Tap into creativity; help her/him find new ways to get information that does not frustrate efforts.

Most importantly, keep a positive attitude. This will facilitate the home-school relationship. The school is there to help your child learn; let them know you are, too.

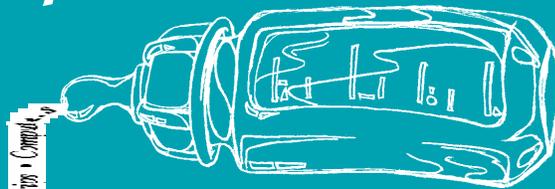
References:

- Baum, S.M., Owen, S.V., & Dixon, J. (1991). *To be gifted and learning disabled*. Mansfield Center, CT: Creative Learning Press.
- Fall, J., & Nolan, L. (1993). A paradox of exceptionalities. *Gifted Child Today*, 16(1), 46-49.
- Gunderson, C.W., Maesch, C., & Rees, J.W. (1987). The gifted/learning disabled student. *Gifted Child Quarterly*, 31, 158-160.
- Silverman, L.K. (1989). Invisible gifts, invisible handicaps. *Roepers Review*, 12, 37-42.

New and Improved Gifted Child Formula?

Unfortunately, such a magic drink does not yet exist. However, there are research-based suggestions essential to the good parenting of any child.

Find out the answers to these questions and much more in:



- How do you know when a young child is gifted?
- When should a gifted child start school?
- How should an adult promote a gifted child's development?
- What resources are available for parents?

Parenting the Very Young, Gifted Child

Nancy M. Robinson, Ph.D., University of Washington, Seattle, Washington

Order No. 9307 *Executive Summary* - \$2.00 • Order No. 9308 *Full Length Paper* - \$8.00

Make checks payable to *The University of Connecticut*. Sorry, no purchase orders. Send orders to: Dawn Guenther, The University of Connecticut - The National Research Center on the Gifted and Talented, 362 Fairfield Rd., U-7, Storrs, CT 06269-2007

Teachers of children with learning disabilities, emotional or behavioral disorders, hearing impairments, or attention deficits may be interested in attending the *Project HIGH HOPES* National Training Institute on July 10-14, 1995 at the American School for the Deaf in West Hartford, CT. Participants at the institute will interact with nationally-acclaimed

for
for
for
for

Institutes Books Grants Conferences

experts in the field and observe students using interdisciplinary curriculum to solve real-world problems. *Project HIGH HOPES* is a federally funded Javits program which focuses on identification of potential for gifted behavior in science/technology, visual arts, or the performing arts in students with special needs. For more information contact: *Project HIGH HOPES*, P.O. Box 402, Danielson, CT 06239.

Over the last 12 years, the Center for Talented Youth (CTY) at Johns Hopkins University has become a major influence in American education with its world-wide talent search and advanced summer programs for talented fourth through twelfth graders. Based on 13 case studies from the CTY program, *Smart*

Kids—How Academic Talents Are Developed and Nurtured in America by W. G. Durden and A. E. Tangherlini is an interesting, readable book about talented children and their education in the United States. In it the authors describe drawbacks in the current educational system and how improvements can be implemented. *Smart Kids—* is available for \$27.50 from Hogrefe & Huber Publishers, P.O. Box 2487, Kirkland, WA 98083.

School districts with innovative ideas to motivate female students to pursue careers in science, mathematics, and engineering can tap into a National Science Foundation program. NSF's Model Projects for Women and Girls program annually supports about 17 projects of up to \$100,000 each that design and implement highly focused activities to increase women's and girls' confidence in science, math, and engineering studies. For more information contact: Lola Rogers, Program Director, Division of Human Resource Development, Educational and Human Resources Directorate, NSF, Room 815, 4201 Wilson Blvd., Arlington, VA 22230, (703) 306-1637.

Educators interested in language arts programs for highly able K-9 learners will want to attend one of two training institutes being conducted by the Washington-Saratoga-Warren-Hamilton-Essex Board of Cooperative Education Services and the Center for Gifted Education at the College of William and Mary. A spring institute will be held at the College of William and Mary on March 5-7 at Williamsburg, VA. For registration information call Dana Johnson at (804) 221-2362. A summer institute will be held July 10-14 at Skidmore College in Saratoga Springs, NY. For registration information call Robin Gibbin at (518) 584-3239 (ext. 315).





Editors:

*E. Jean Gubbins
Del Siegle*

Editorial Board:

*Joseph S. Renzulli
Dawn R. Guenther
M. Katherine Gavin
Karen S. Logan
Mary Rizza
Patricia A. Schuler
Cathy Suroviak*

The NRC/GT Newsletter is published by The National Research Center on the Gifted and Talented, The University of Connecticut. The Research Center is funded by the Office of Educational Research and Improvement, U.S. Department of Education. The opinions expressed in this publication do not necessarily reflect the position, policy, or endorsement of the Office or Department.

OERI Project Liaisons:
Beverly Coleman
Patricia O'Connell Ross

Please send change of address notification to NRC/GT Mailing List, The University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007. Please include the address label from this issue. Phone (203-486-4826) FAX (203-486-2900).

Articles in this newsletter may be reproduced. All reproductions should include the following statement: *This article has been reproduced with the permission of The National Research Center on the Gifted and Talented.*

If articles in this newsletter are reprinted in other publications, please forward a copy of the publication to the address below.

The University of Connecticut
The National Research Center on the Gifted and Talented
362 Fairfield Road, U-7
Storrs, CT 06269-2007

Non-Profit Org.
U.S. Postage
PAID
The University of Connecticut