

Frasier, M. M., Hunsaker, S. L., Lee, J., Finley, V. S., Frank, E., García, J. H., & Martin, D. (1995). *Educators' perceptions of barriers to the identification of gifted children from economically disadvantaged and limited English proficient backgrounds* (RM95216). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm95216.pdf>

Why Do We Identify So Few Gifted Children From Economically Disadvantaged (ED) and Limited English Proficiency (LEP) Backgrounds?

Position _____ Subject/Content _____
(Teacher, Principal, etc.)

Grade _____ Gender _____ Ethnicity _____

Based on your experiences as an educator, please help us to understand why so few children from economically disadvantaged (ED) and limited English proficient (LEP) backgrounds are identified as gifted. Please use the following response key to indicate your perceptions about some of the possible barriers to their identification. We are *only* interested in the problems associated with identifying giftedness among students who are from ED and LEP backgrounds.

RESPONSE KEY

SA = Strongly Agree
A = Agree
N = Neither Agree nor Disagree
D = Disagree
SD = Strongly Disagree

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Please indicate your response concerning your perceptions about the problems related to identifying gifted students from economically disadvantaged (ED) and limited English proficient (LEP) backgrounds.

1. Differences in language experiences hinder the development of giftedness in children from ED and/or LEP backgrounds.

SD D N A SA

2. Parents often do not provide stimulating early home environments; thus, these children often enter school at a disadvantage and are unlikely to catch up.

SD D N A SA

3. Teachers often do not recognize indicators of potential giftedness in ED and/or LEP students.

SD D N A SA

4. Standardized tests are biased against these students, so they can't score high enough to qualify for gifted programs.

SD D N A SA

5. Because of prejudice (either subconscious or overt), teachers often do not nominate these children for gifted screening.

SD D N A SA

6. There are few truly gifted children who come from these populations.

SD D N A SA

7. The screening/selection process used by my school/state is too narrow to permit these students to qualify for gifted placement.

SD D N A SA

8. Intellectual giftedness is not valued by some cultural groups, so parents of children from these groups do not encourage their children to excel in school.

SD D N A SA

9. Teachers fear that placing ED and/or LEP students in existing gifted programs will "water down" the quality of those programs.

SD D N A SA

10. Nonstandard English and limited English proficiency prevent children from performing well enough in school to be nominated for gifted programs.

SD D N A SA