



Decreasing Bias and Increasing Representation of Gifted Students from Culturally and Linguistically Diverse Backgrounds

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Pronouns: she/her/hers

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Objectives

1. This session will help participants identify the factors related to the underrepresentation of CLD students in gifted programs.
2. This session will help participants utilize culturally fair methods to identify CLD students for gifted programs.
3. This session will help participants develop strategies to advocate for and support CLD students' placement in gifted programs.

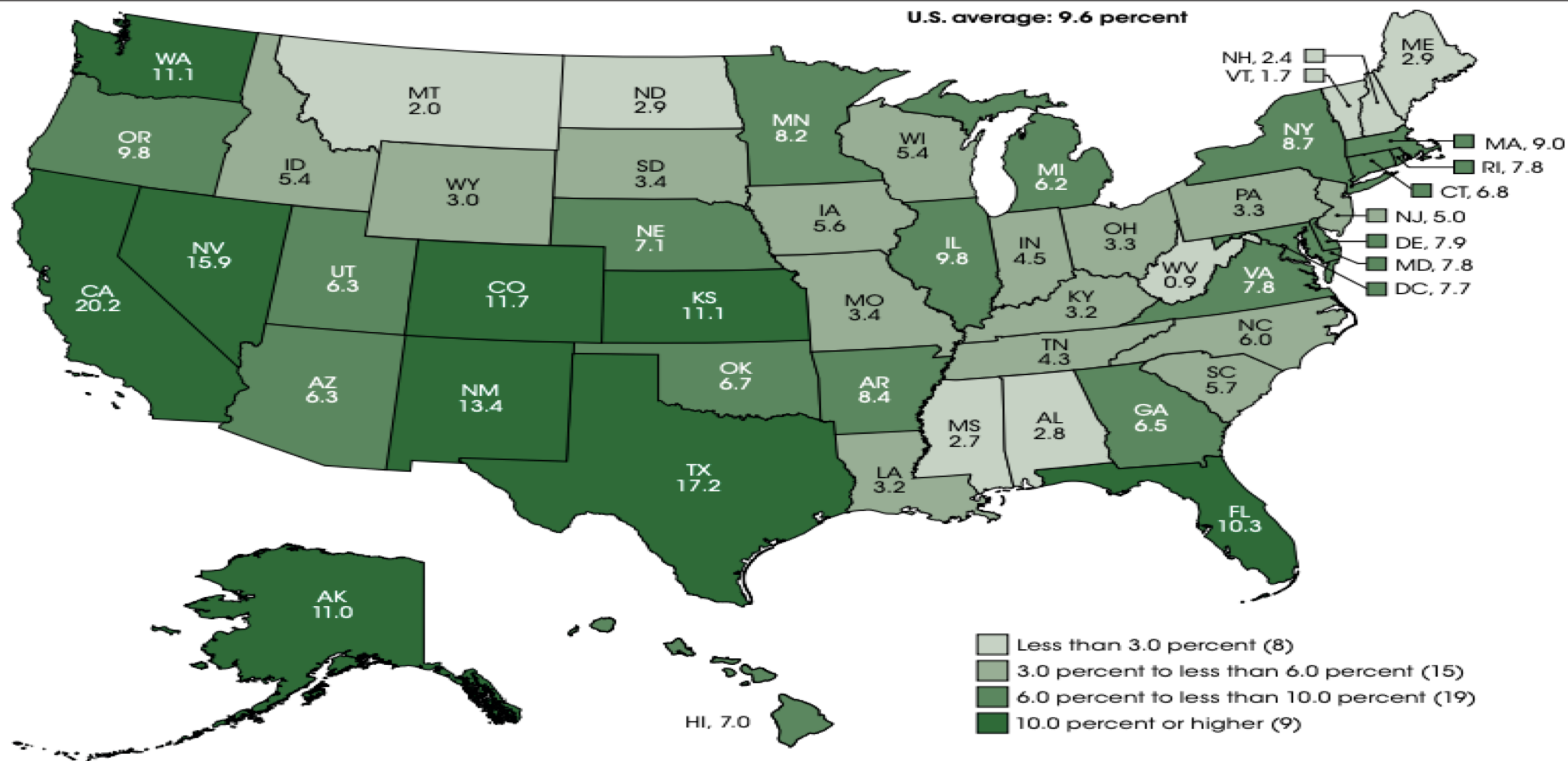
Overview of Presentation

- Demographic data
- Defining giftedness
- Identifying giftedness
- Barriers to identification of CLD students
- Alternative approaches to identification
- Implications for SPs: Advocating for equitable strategies

Who are Culturally and Linguistically Diverse Students?

- CLD often used as umbrella term:
 - Heterogeneous group of students from diverse linguistic, cultural, racial, ethnic, educational, socioeconomic backgrounds, etc.
- English language learners: fastest growing demographic of the K-12 population
 - Fall 2016 data (NCES, McFarland et al., 2019):
 - 9.6% (4.9 million students) of public school enrollment and predicted to comprise 25% of all public school students by 2025
 - Range from 0.9% (WV) to 20.2% (CA)
- As the proportion of CLD students continues to increase, the need for culturally responsive psychological services will also grow.

Figure 1. Percentage of public school students who were English language learners, by state: Fall 2016



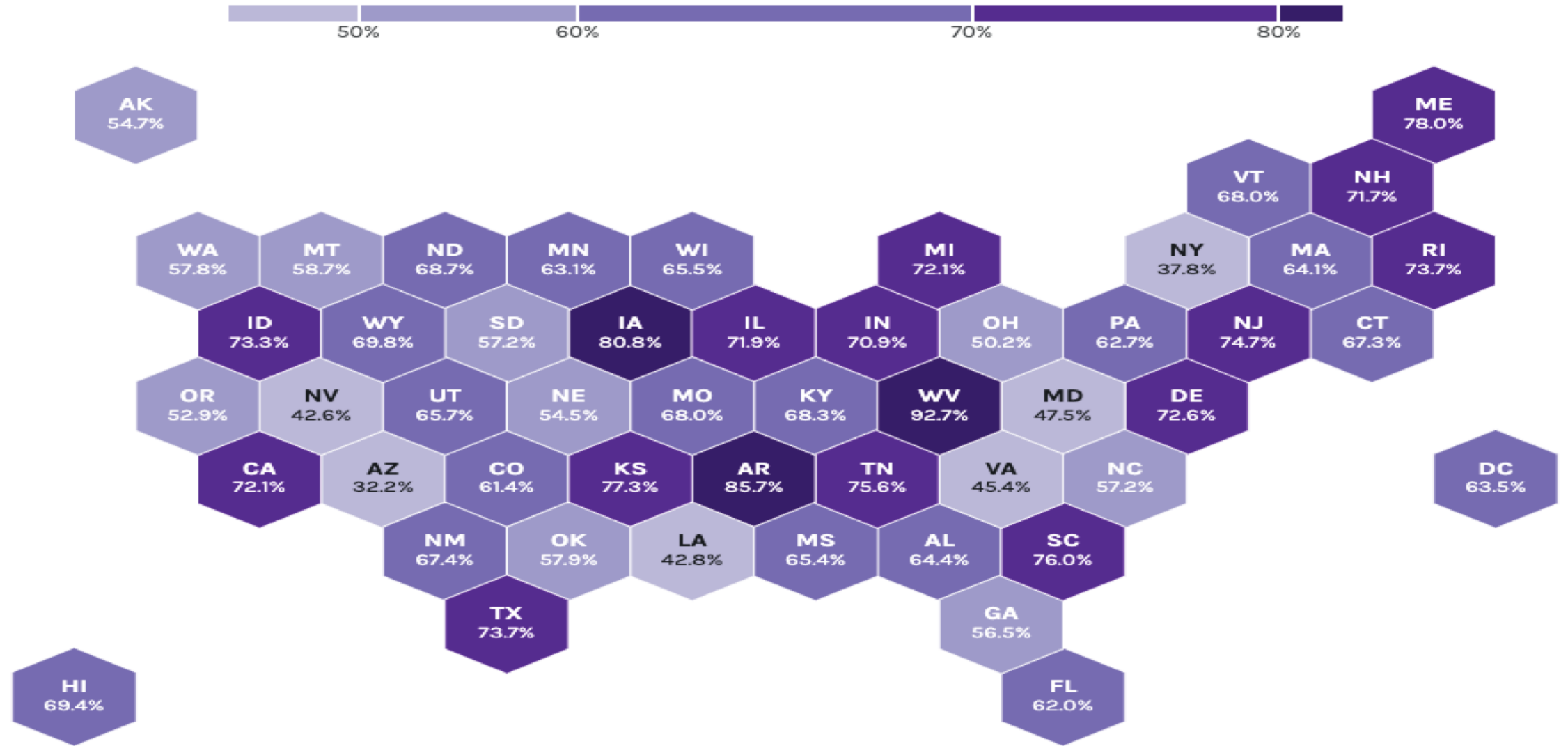
NOTE: Categorizations are based on unrounded percentages.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2016-17. See *Digest of Education Statistics 2018*, table 204.20.

Table 1. Number and percentage distribution of English language learner (ELL) students in public schools and number of ELL students as a percent of total public school enrollment, by the 10 most commonly reported home languages of ELL students: Fall 2016

Home language	Number of ELL students	Percentage distribution of ELL students¹	Number of ELL students as a percent of total enrollment
Spanish, Castilian	3,790,949	76.6	7.7
Arabic	129,386	2.6	0.3
Chinese	104,147	2.1	0.2
Vietnamese	78,732	1.6	0.2
English ²	70,014	1.4	0.1
Somali	38,440	0.8	0.1
Russian	34,843	0.7	0.1
Hmong	33,059	0.7	0.1
Haitian, Haitian Creole	31,608	0.6	0.1
Portuguese	28,214	0.6	0.1

In most states, at least 60 percent of ELs graduated within four years.



Note: Figure shows the state EL and non-EL four-year adjusted cohort graduation rate. The non-EL rate was calculated using data for all students and EL students.

Source: U.S. Department of Education, 2015-16 Consolidated State Performance Report, Part II, Section 2.11, Graduation Rates. Retrieved from ED Data Express, February 2018. <https://eddataexpress.ed.gov/data-elements.cfm>.

Who are School Psychologists?

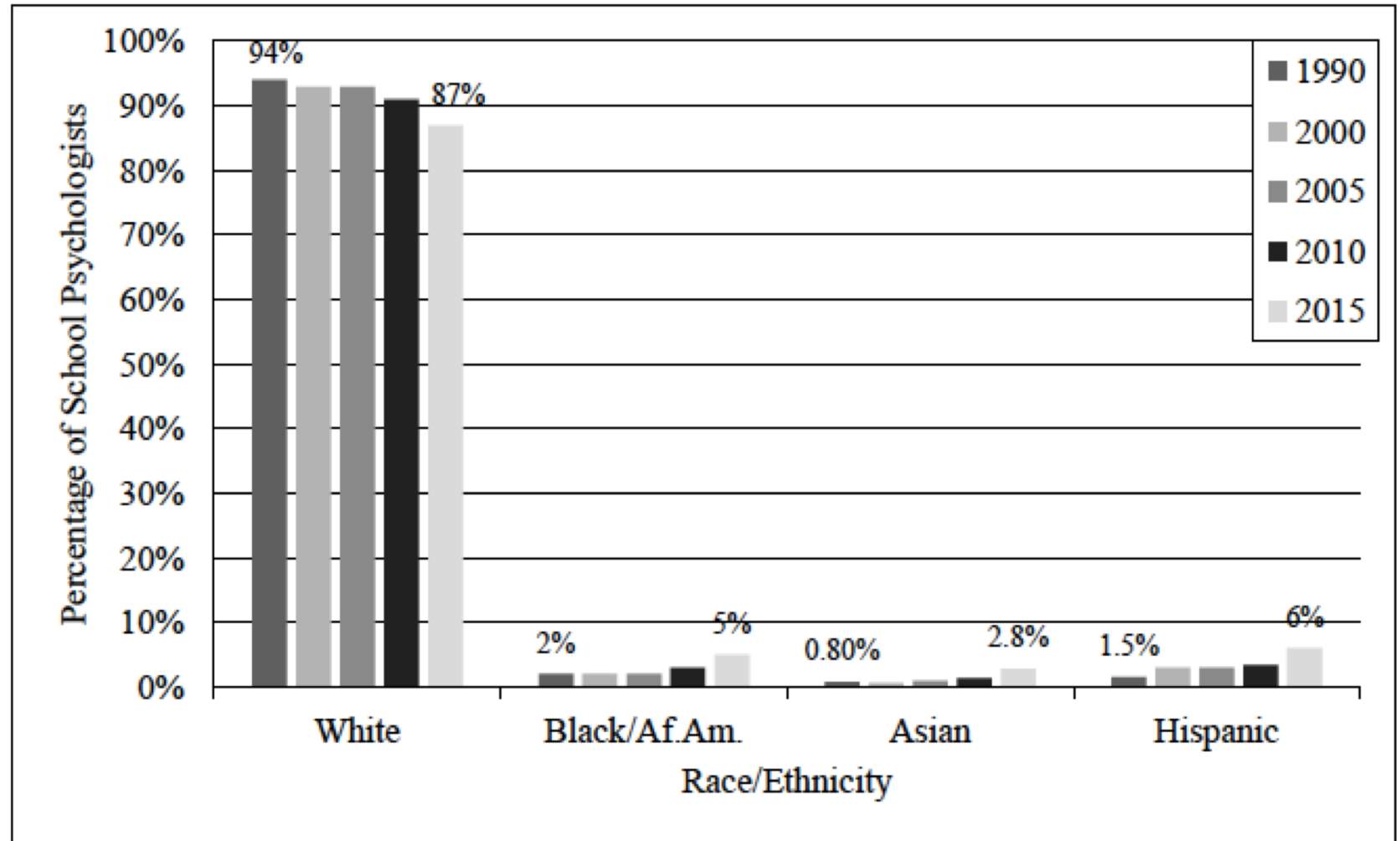
Table 3. Gender-by-Race Data for School Psychologists in the 2014–2015 School Year

	Male	Female	Total
White	175 (14.4%)	898 (73.8%)	1,074 (87.2%)
Black or African American	6 (0.5%)	56 (4.6%)	62 (5.1%)
Asian	5 (0.4%)	30 (2.5%)	35 (2.9%)
American Indian or Alaska Native	1 (0.1%)	2 (0.2%)	3 (0.2%)
Hawaiian or Pacific Islander	0	2 (0.2%)	2 (0.2%)
Identified as Multiracial	7 (0.6%)	22 (1.8%)	29 (2.3%)
Other (not listed here)	3 (0.2%)	9 (0.7%)	12 (1%)
Total	197 (16.2%)	1,019 (83.8%)	1,217 (100%)

Note. 1.1% of the sample gave no response to one or more demographic items.

Who are School Psychologists?

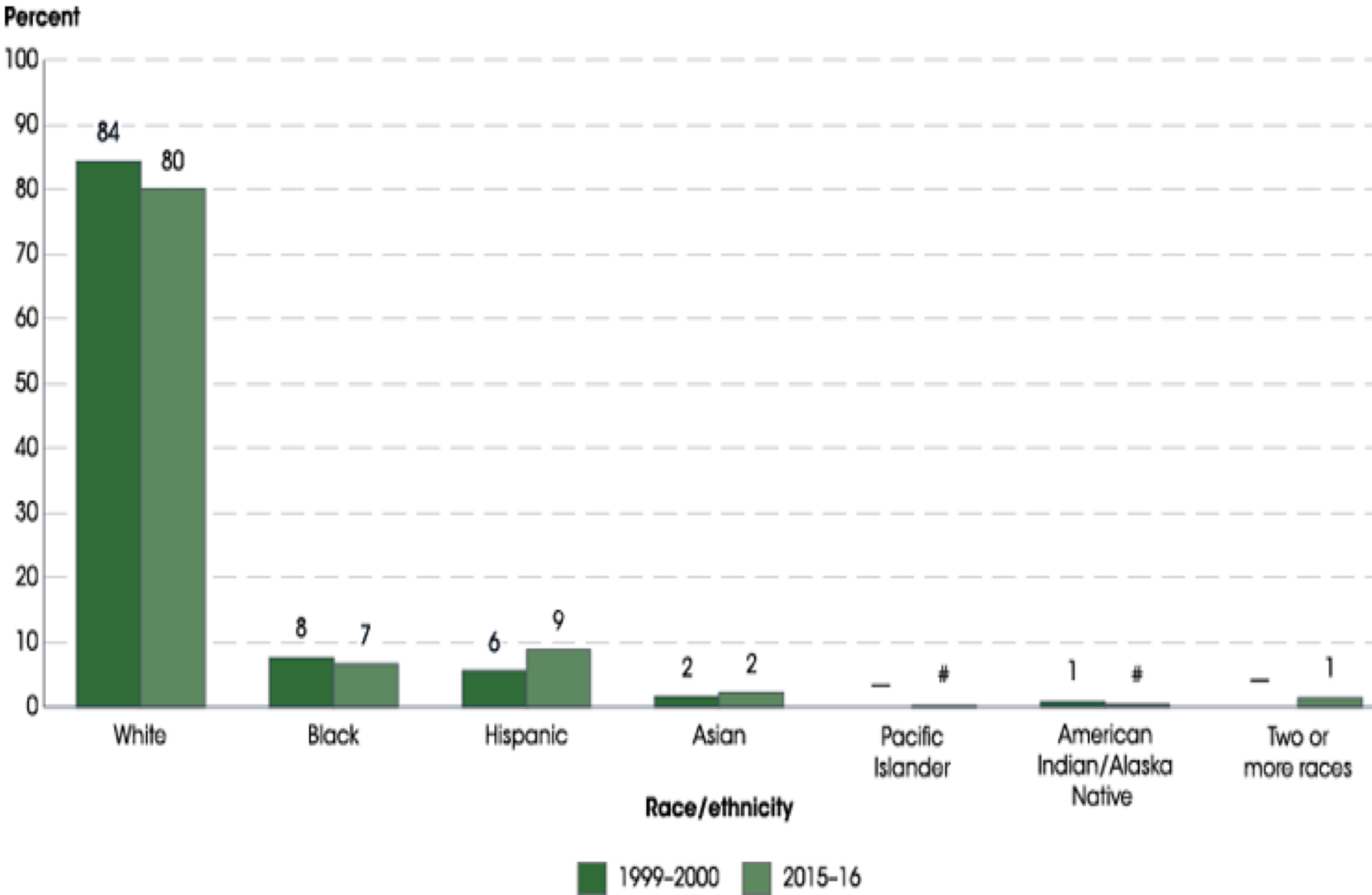
Figure 3. Demographic Trends in Race/Ethnicity of School Psychologists: 1990–2015



Who are School Psychologists?

- ~86% monolingual
- ~14% reported fluency in a language other than English
 - Spanish: 7%
 - ASL: 1.3%
- ~ 8% of the total sample reported that they provide multilingual school psychology services.

Figure 2. Percentage distribution of teachers in public elementary and secondary schools, by race/ethnicity:
School years 1999–2000 and 2015–16



Who are Teachers?

Demographics

- Demographic mismatch between CLD students in public schools and teachers and school psychologists serving them.
 - Implications?
- Training in culturally responsive practices for **all** educators is critical to meet these student's unique needs.

CLD Students & Educational Inequities

- **Underrepresented** in gifted programming (Ford et al., 2016; Peters et al., 2019).
- Disproportionately **overrepresented** in special education placement (Artiles et al., 2010; Sullivan et al, 2017).
- Nationally, ELLs are not overrepresented in special education.
 - Increase in special education identification of ELL students occurs between 3rd and 5th grade and continued to increase in secondary school (Rueda et al., 2002; Samson & Leaux, 2009).
 - Disproportionality at local levels

CLD Students & Educational Inequities

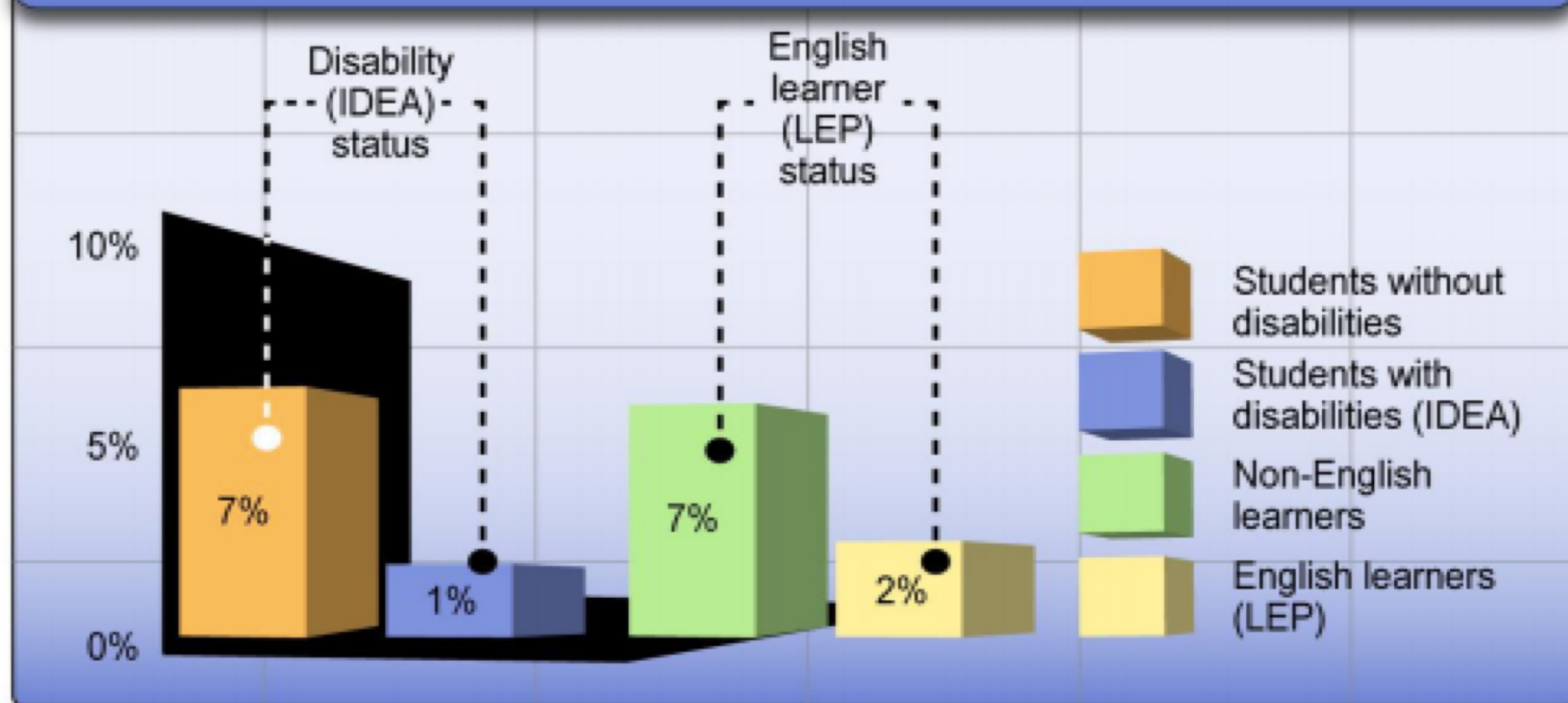
- **WHY?** Deficit views, definition of giftedness, lack of clear identification procedures and guidelines, bias in teacher nomination process, narrow conception of giftedness, test bias, etc.

Table 204.90. Percentage of public school students enrolled in gifted and talented programs, by sex, race/ethnicity, and state: Selected years, 2004 through 2013-14

[Standard errors appear in parentheses]

State	2004, total	2006, total	2011-12, total ¹	2013-14 ¹									
				Total	Sex		Race/ethnicity						
					Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States	6.7 (0.05)	6.7 (0.04)	6.4	6.7	6.4	7.0	7.7	4.3	4.9	13.3	4.4	5.2	6.9

Percent of students with disabilities (IDEA) and English learners (LEP) participating in gifted and talented education programs



NOTE: Detail may not sum to 100% due to rounding. Figure reflects 43.6 million non-IDEA students, 6 million IDEA students, 4.7 million LEP students, and about 45 million non-LEP students.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.

Defining Giftedness

- Marland report (1972) influenced conceptualization and definition of giftedness.
 - Encouraged states to identify a minimum of 3–5% of the school population as gifted.
 - Proposed as a minimum upper limit and **not** a specific threshold to prevent educators from claiming that their district had **no** gifted students.
- Early 2000s, limitations of IQ-only approach widely recognized.
 - Advocacy for a comprehensive approach that includes multiple criteria.

Defining Giftedness: US DOE

- Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth **exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields.** They require services or activities not ordinarily provided by the schools. **Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor (US DOE, 1993).**

Defining Giftedness: NAGC

- Gifted individuals are those who demonstrate **outstanding levels of aptitude** (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10 % or rarer) in **one or more domains**. Domains include any **structured area of activity with its own symbol system** (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports) *National Association of Gifted Children (NAGC, 2018).*

Defining Giftedness: NSGT

- **National Society for Gifted & Talented (NSGT)** provides additional guidance in each of the domains:
- **Creative Thinking:** independent thinker; exhibits original thinking in oral and written expression; comes up with several solutions to a given problem; possesses a sense of humor; creates and invents; challenged by creative tasks; improvises often; and does not mind being different from the crowd.
- **General Intellectual Ability:** formulates abstractions; processes information in complex ways; observant; excited about new ideas; enjoys hypothesizing; learns rapidly; uses a large vocabulary; inquisitive; and self-starter.
- **Specific Academic Ability:** good memorization ability; advanced comprehension; acquires basic skill knowledge quickly; widely read in special interest area; high academic success in special interest area; pursues special interest with enthusiasm and vigor.

Defining Giftedness: NSGT

- **Leadership:** assumes responsibility; high expectations for self and others; fluent, concise self expression; foresees consequences and implications of decisions; good judgment in decision making; likes structure; well-liked by peers; self-confident; and organized.
- **Psychomotor:** challenged by difficult athletic activities; exhibits precision in movement; enjoys participation in various athletic opportunities; excels in motor skills; well coordinated; good manipulative skills; and high energy level.
- **Visual/ Performing Arts:** outstanding in sense of spatial relationships; unusual ability in expressing self, feeling, moods, etc., through dance, drama, music, etc.; good motor coordination; exhibits creative expression; desire for producing “own product” (not content with mere copying); and observant.

Defining Giftedness

- How do you define giftedness?
- Are some areas more valued than others?

Defining Giftedness

- No guidance for the **identification** of gifted students.
- A federal mandate for gifted education does **not** exist.
 - Not required to identify gifted students or provide gifted services (unless state mandated)
 - No federal funding
 - Varying definitions, identification process, and quality of programs across states (Ford, 1998)

Defining Giftedness

- Implications:
 - How students are defined, identified, and served may vary by state, district, and school depending on the legislative practices of each state.
 - Students considered gifted in one school system, may not be identified as such in another.

Defining Giftedness

- Federal legislation does exist that addresses gifted students.
 - Jacob K. Javits Gifted and Talented Education Act of 1988 part of ESEA (1965), now known as Every Student Succeeds Act (ESSA).
- Javits supports a national research center in gifted education and competitive grants focusing on serving students who have traditionally been underrepresented in gifted programs.
- Provisions address data collection and reporting, use of professional development funds, use of Title I funds, and computer adaptive assessments.
 - States now have to report achievement data on students achieving at the highest levels.
 - Disaggregate achievement data by student subgroup
 - Funds support professional learning for teachers and principals
 - Districts may use Title I funds to identify and serve gifted and talented students

Gifted Mandates

Gifted Programs are Mandated		Gifted Programs Fully Funded
Florida	Iowa	
Georgia	Oklahoma	
Gifted Programs are Mandated		Partially Funded by the State
Alabama	Louisiana	Ohio
Arkansas	Maine	South Carolina
Colorado	Minnesota	Tennessee
Hawaii	Mississippi	Texas
Idaho	Nebraska	Virginia
Indiana	Nevada	Washington
Kansas	New Mexico	West Virginia
Kentucky	North Carolina	Wisconsin

Gifted Mandates

Gifted Programs are Mandated

No Gifted Funding is Available

Alaska

Maryland

Pennsylvania

Arizona

Montana

Rhode Island

Delaware

New Jersey

Illinois

Oregon

Gifted Programs are Not Mandated

Partially Funded by the State

California

North Dakota

Wyoming

Missouri

Utah

Gifted Programs are Not Mandated

No Gifted Funding is Available

Connecticut

Michigan

South Dakota

District of Columbia

New Hampshire

Vermont

Massachusetts

New York

Gifted Mandates: A Closer Look

- **Florida (mandate and full funding)**
 - Gifted: one who has **superior intellectual development** and is capable of high performance.
 - The student demonstrates:
 1. Need for a special program,
 2. A majority of characteristics of gifted students according to a standard scale or checklist, and
 3. Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence.
 - The student is a member of an under-represented group and meets the criteria specific in an approved school district for increasing the participation of under-represented groups in programs for gifted students.

Gifted Mandates: A Closer Look

- **Oklahoma (mandate and full funding)**
 - “‘Gifted and talented children’ means those children identified at the preschool, elementary and secondary levels as having demonstrated potential abilities of high performance capability and needed differentiated or accelerated education or services. For the purpose of this definition, **‘demonstrated abilities of high performance capability’ means those identified students who score in the top three percent (3%) on any national standardized test of intellectual ability.** Said definition may also include students who excel in one or more of the following areas:
 - a.) creative thinking ability,
 - b.) leadership ability
 - c.) visual and performing arts ability, and
 - d.) specific academic ability.
 - A school district shall identify children in capability areas by means of **multicriteria evaluation**. Provided, with first and second grade level children, a local school district may utilize other evaluation mechanisms such as, but not limited to, teacher referrals in lieu of standardized testing measures” (Oklahoma Stat. title 70, § 1210.301)

Gifted Mandates: A Closer Look

- **Washington (mandate and partial funding)**
 - “As used in this chapter, the term **highly capable student** shall mean a student who has been assessed to have superior intellectual ability as demonstrated by one or more of the multiple criteria in WAC 392-170-040. These students exhibit **high capability in intellectual and/or creative areas, possess an unusual leadership capacity, or excel in specific academic fields**, thereby requiring services beyond the basic programs provided by schools. **Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.**”
(Washington Admin. Code § 392-170-035)
 - Does the state require specific criteria/methods to identify gifted students? Yes, *IQ scores, Achievement data, Nominations, Multiple criteria model.*

Gifted Mandates: A Closer Look

- **Arizona (mandate, no funding)**
 - “‘Gifted child’ means a child who is of lawful school age, who due to **superior intellect or advanced learning ability, or both**, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction or special ancillary services, or both, to achieve at levels commensurate with the child’s intellect and ability.” (Arizona Rev. Stat. §15-761(8))
 - Districts must adhere to the gifted education mandate. However, districts do have flexibility regarding program design and implementation, and may go beyond minimum identification criteria specified in the mandate.

Defining & Identifying Giftedness

- McClain and Pfeiffer (2012) examined policies and procedures specific to gifted identification.
- Findings:
 - 48 /50 states have established definitions of giftedness. Massachusetts and South Dakota- no definition for gifted and talented students.
 - Terminology in state definition varies: gifted and talented (27), gifted (18), high-ability (3)
 - Categories of giftedness:
 - 45 states use intelligence
 - 39 include high achievement
 - 27 include creativity
 - 15 include leadership
 - 3 include motivation

Defining & Identifying Giftedness

- McClain and Pfeiffer (2012)

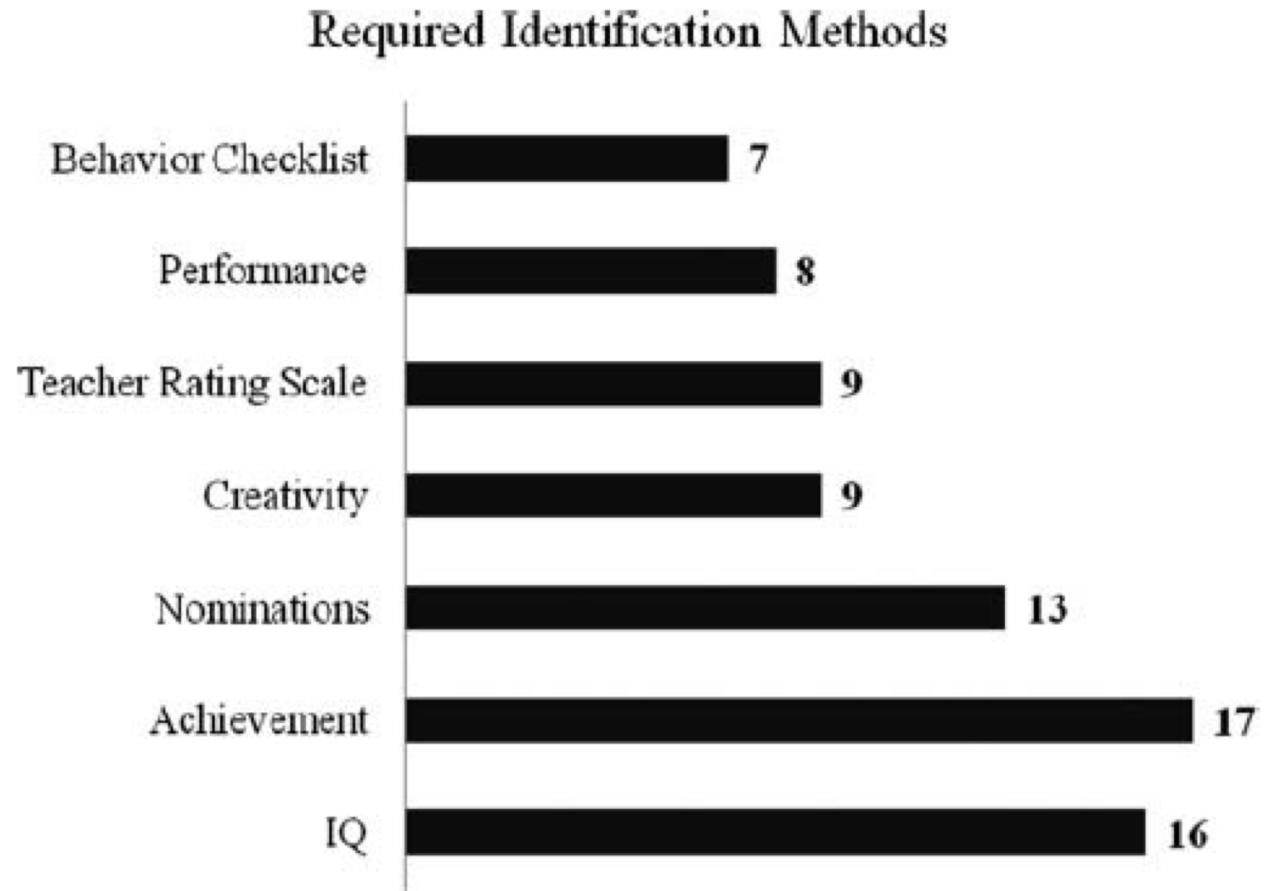


FIGURE 2 Required assessment methods for identifying gifted students.

Defining & Identifying Giftedness

- 54% of the states endorse selection of gifted students using a multiple cutoff or averaging approach.
- 16 states indicated that they do not require, recommend, or adhere to any one specific decision-making model.
- Implications?

Defining & Identifying Giftedness

- Majority of states do not stipulate specific test or cut scores for gifted eligibility.
- 26 states mandate specific policies for identifying culturally and diverse students*, whereas the remaining 24 states have no current mandate or policy for identifying typically underrepresented gifted students.
- How policies get applied at the district and/or school level is unknown and was not examined*

Why Should We Care?

- Giftedness occurs in all racial, ethnic, and socioeconomic groups, yet students of color are underrepresented in gifted programs (Ford, 2014).
 - Enrollment numbers do not reflect this diversity
- The absence of a federal mandate for gifted education creates ambiguity for how diverse populations are identified and supported in gifted programs (Shaunessy-Dedrick & Lazarou, 2020).

Why Should We Care?

- Access and enrollment in GT programs and AP courses show positive correlations with college readiness and success (Rose, 2013).
- Higher AP performance related to higher first-year college grade point average, higher retention rates in the second year of college, and attendance at highly selective institutions (Mattern et al., 2009).
- These findings echo the importance of providing equitable access to **all** students, so they have the opportunity to become college and career ready.

Why Should We Care?

- Long term benefits for those who enter GT programs early and remain in the programs: positive relationships, increased access to opportunities (Grantham, 2004).
- Access ≠ inclusion: gifted CLD students may be subjected to stereotypical and deficit views and low expectations from their peers and teachers.
 - Social emotional consequences: self-doubt, anxiety, isolation, pressure to succeed (Ford & Moore, 2012; McGee, 2013).

Why Should We Care?

- Several studies have found:
 - (a) some students from underrepresented groups do not feel that they belong in programs for high achievers (e.g., Ford, Grantham, & Whiting, 2008; Miller & Kastberg, 1995; Walton & Cohen, 2007),
 - (b) some teachers hold perceptions of students from underrepresented groups that may hinder their ability to help effectively develop the talent of these students (e.g., Elhoweris et al., 2005; Hargrove & Seay, 2011), and
 - (c) students from underrepresented backgrounds generally have fewer resources, on average, to help them succeed in GATE programs compared to students from groups that are well represented.

Why Should We Care?

- Should there be a federal mandate for gifted education?
- What are some pros and cons to a federal mandate?

Why Should We Care?

- Robertson et al. (2011) found that school psychologists lacked pre-service preparation in gifted assessment and identification, as well as in-service professional development training.
 - ~ 1/2 of sample received training in testing/assessment of gifted students
 - ~ 7% conducted gifted student evaluations “frequently” or “very frequently”
 - ~ 9.5% rated expertise in screening/identifying gifted students as “high”
- School psychologists have a broad range of skills, which makes them well positioned to advocate for equitable practices and policies for gifted CLD students.
 - Clear need for training in this area.

Why Should We Care?

1. Did your graduate training cover topics such as gifted assessment and identification?
2. Do you conduct or are you involved with gifted evaluations? (pre-COVID)

Myths about Gifted Students

- https://www.youtube.com/watch?v=MDJst-y_ptI

Myths about Gifted Students

Myth:

Gifted Students Don't Need Help; They'll Do Fine On Their Own

Many gifted students may be so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits. The role of the teacher is crucial for spotting and nurturing talents in school.

Myth:

Teachers Challenge All The Students, So Gifted Kids Will Be Fine In The Regular Classroom

Although teachers try to challenge all students they are frequently unfamiliar with the needs of gifted children and do not know how to best serve them in the classroom.

Myths about Gifted Students

Myth:

Gifted Education Programs Are Elitist

Gifted education programs are meant to help all high-ability students. Gifted learners are found in all cultures, ethnic backgrounds, and socioeconomic groups. However, many of these students are denied the opportunity to maximize their potential because of the way in which programs and services are funded, and/or flawed identification practices. For example, reliance on a single test score for gifted education services may exclude selection of students with different cultural experiences and opportunities. Additionally, with no federal money and few states providing an adequate funding stream, most gifted education programs and services are dependent solely on local funds and parent demand. This means that in spite of the need, often only higher-income school districts are able to provide services, giving the appearance of elitism.

Barriers to Identification of CLD Students

- Systemic issues and narrow views of giftedness:
 - Poverty
 - Low resourced schools
 - Overcrowded schools
 - Unqualified teachers
 - Offering of rigorous courses
 - Tracking
 - Criminalization of youth of color
 - Low standardized test scores
 - Identification procedures

Barriers to Identification of CLD Students

- Educator practices and beliefs:
 - Teacher nomination practices:
 - Nomination of primarily white and Asian students (McBee, 2006; Szymanski & Shaff, 2013)
 - Deficit views related to race/ethnicity, language, and poverty
 - Subjective process (Speirs Neumeister et al., 2007)
 - Lack a clear understanding of how giftedness could manifest itself among CLD students (Clark et al., 2013; Speirs et al., 2007)
 - Narrow conceptions of giftedness
 - Gifted vs. deficits (Speirs Neumeister et al., 2007)
 - English proficiency
 - Instruments used
 - Lack of comprehensive assessment practices

Barriers: Teacher Nomination

- Students from White and middle to upper SES backgrounds were 2.5 times more likely to be identified for gifted services than students from low SES backgrounds and students whose first language was not English, despite demonstrating similar levels of academic achievement (Siegle et al., 2015)
 - Perpetuates inequitable access to gifted programming (McBee, Peters, & Miller, 2016)
- Most teachers of students yet to be identified as gifted are unlikely to receive training in gifted education and in the needs of diverse gifted students.
- The gatekeepers of gifted programming often have limited to no knowledge of gifted education, confounding the nomination process with bias and a reliance on ill-formed and stereotypic beliefs of giftedness.

Barriers: Deficit Thinking

- Teacher perceptions of cultural differences as behavioral and academic deficits may lead to low teacher expectations and ultimately diminished student outcomes (Ford & Grantham, 2003).
- When teachers adopt traditional Eurocentric conceptions of giftedness, they may be less likely to view giftedness as contextual and multifaceted (Sternberg, 2007); and when culturally-situated classroom behaviors diverge from typical expectations of gifted students, teachers who demonstrate deficit thinking may be less likely to practice culture-fair nomination habits.

Case Example

- A teacher, Mr. Johnson, comes to speak to you because he is having problems with a student in his English class.
- “I get really angry with Mohamed sometimes. He is an extremely bright boy but he is very disruptive in class. He is always clowning around and distracting other students. I'm always telling him to be quiet and to listen to me if he wants to learn. He always wants to question everything. The frustrating thing is that he's a very fast learner, is very talented at reading, writing and solving problems and always gets an 'A'! I have to admit that Mohamed is a charming boy, with a good sense of humor. He gets along well with his classmates too. I just wish he'd listen to me. After all, I'm the expert.”

Case Example Continued

- **The student reports:**
- Mr. Johnson's classes are so boring! He expects us to sit up straight and just listen as he drones on and on. I used to really like English but now I really dread going to the class. Whenever I ask a question, Mr. Johnson tells me to be quiet. It's very frustrating. Sometimes I make jokes to make my friends laugh. Somebody needs to lighten up the class! At my old school we were encouraged to work independently and to think for ourselves but here I'm just expected to sit passively. How can I ever learn anything if he doesn't let me think? Sometimes I feel really depressed about the class.

Case Example Continued

- What are your impressions of this case?
 - What might be the problem with the teacher's attitude to the situation?
 - Do you think Mr. Johnson is right in his opinions about teaching?
 - Do you think that Mohamed is a bad student? Can you sympathize with his viewpoint?
 - Would you describe Mr. Johnson's attitude to the situation as positive or negative?
- How might you intervene to support Mr. Johnson and Mohamed?



Alternative Identification Processes

Alternative Identification Processes

- Use multiple sources of information: quantitative and qualitative data from multiple sources (parents, teachers, students).
 - Observations, screeners, portfolios, checklist, review of records, creative works, dynamic assessment, verbal and nonverbal assessment, etc.
- Universal screening
- Use valid and reliable instruments that are culturally appropriate

Alternative Identification Processes

- Standardized intelligence tests used alone are one of the single greatest barriers to gifted ELL (and CLD) identification.
- Consider as one source of limited data due to the developing language skills of the ELL student and in conjunction with other criteria.
- Focus on providing services in areas of strength as opposed to identifying for global giftedness across multiple content areas.

Alternative Identification Processes

- Lakin (2018) used multiple criteria to identify academically gifted students in a sample of almost 37,000 elementary school students.
 - She found that although the use of multiple criteria resulted in students being identified for the GATE program with a mean of 7 points less on the CogAT, this strategy also resulted in 42.7% more students being identified as academically gifted (with the majority being from underrepresented groups).

Alternative Identification Processes: Observation

- Exploratory study by Harradine et al. (2014) trained teachers using a strengths-based instrument called the **Teacher's Observation of Potential in Students (TOPS)**.
 - Designed to identify students often overlooked as gifted
 - Not a psychometrically based assessment; tool to help teachers get to know their students by focusing on strengths
 - Early findings: helped teachers change their perceptions of students of color from a deficit-based or at-risk perspective to a strength-based or at potential view (Coleman et al., 2010).
- $\frac{3}{4}$ of the teachers observed strengths in students of color, those from poverty, and from linguistically diverse backgrounds after using this tool.
 - Teachers shifted their thinking about students and what constituted potential and the students who may possess it.

Alternative Identification Processes: Observation

Table 3. TOPS Domains with Examples of Specific Observable Behaviors.

Domain	Teacher-pleasing example	Non-teacher-pleasing example
Learns easily	Retains and retrieves information easily	Corrects the teacher and students in class
Shows advanced skills	Has a large vocabulary	Manipulates situations for specific purposes
Displays curiosity and creativity	Questions, explores, experiments	Refuses to follow rules unless he sees “why”
Has strong interests	Demonstrates unusual or advanced interests	Resists transitions and moving onto new topics of study
Shows advanced reasoning and problem solving	Is a keen observer (spots details others miss)	Is argumentative
Displays spatial abilities	Figures out why and how things work	Moves around often (keeps hands and body always busy)
Shows motivation	Is a self-starter (requires little direction)	Questions authority (is considered a “trouble maker” or instigator)
Shows social perceptiveness	Enjoys working in groups	Uses humor and sarcasm inappropriately
Displays leadership	Accepts and carries out responsibilities	Is seen as “bossy” (wants to be the center of attention)

Alternative Identification Processes: Screener

- Hispanic Bilingual Gifted Screening Instrument (HBGSI; Irby & Lara-Alecio, 1996)
 - Teacher rating scale: Assess Latinx students in K-4th grade and screen their eligibility for gifted programs and recommend for further testing.
 - 77-items are measured using a 5-point scale (5 as **always** exhibits the behavior/characteristic and 1 as **never** exhibits the behavior/characteristic).
 - Available online: <http://www.teachbilingual.com/>
 - Relatively high reliability coefficient (.62 to .91), demonstrating evidence of internal consistency in the instrument (Fultz et al., 2013).
 - Additional research needed to support its use for placement decisions.

Alternative Identification Processes: Screeners

- HBGSI is organized into 11 clusters:
 1. Motivation for Learning: Sustained motivation to succeed
 2. Social and Academic Languages: High achiever in reading, writing, speaking, listening
 3. Cultural Sensitivity: Pride in language/culture
 4. Familial: Has strong interpersonal family relationships
 5. Collaboration: Works well with others
 6. Imagery: Creative in writing, speaking, storytelling
 7. Achievement: Uses stored knowledge to solve problems
 8. Creative Performance: Exhibits creativity in the arts
 9. Support: Performs best when teacher expresses confidence in ability
 10. Problem-Solving: Exhibits high nonverbal fluency
 11. Locus of Control: Has responsible social behavior

Alternative Identification Processes: Universal Screening

- Proposed as a method to remedy racial/ethnic/linguistic disparities related to teacher and parent referral/nomination processes.
- Data used to determine which students show above-average academic performance, aimed at reducing teacher bias and under-referral for gifted placement (Grissom & Redding, 2016).
 - Advantage: all students equal chance of being identified and provided services.
 - Disadvantage: cost and time intensive
- Considerations: Are there cost effective instruments we can use as screeners? CBMs? Integration into existing MTSS processes?

Alternative Identification Processes: Universal Screening

- Select assessment instruments that are culturally sensitive and account for language differences.
- Assess the speed of English language acquisition and monitor the rate of mastering reading, writing, listening, and speaking skills in English.
- Consider including reliable and valid nonverbal ability assessments (e.g., CogAT nonverbal subtest, NNAT, Raven's Progressive Matrices, CTONI, UNIT-2, KABC2 NVI) as part of the overall identification process.*
- Use other identification tools (e.g., nominations, rating scales, portfolios) to supplement results of universal screening.

Alternative Identification Processes: Universal Screening

- Card and Giuliano (2016) examined whether use of universal screening process would increase access for CLD students.
 - FL law: IQ of at least 130 points; ELL students and low SES students subject to 116 point IQ threshold known as “Plan B”.
 - Despite use of plan B, only 28% of Black and Latinx students placed compared to 60% of all students.
- Universal screening: all 2nd graders assessed with NNAT.
 - IQ of at least 130 needed, and plan B group needed IQ of at least 115, to be referred for a full evaluation (IQ testing, parent and teacher checklists).
- Screening led to 174% increase in the odds of being identified among all underrepresented students, with a 118% increase for Latinx, and 74% increase for Black students.
- Black, Latinx, ELL, low income students, and girls were all systematically under-referred in the traditional referral system.
- Unfortunately, district cut funding after 2 years, and suspended the program after a total of 5 years.

Alternative Identification Processes: Universal Screening

- As a cost effective alternative to universal screening, Peters et al. (2019) suggest nominating the **top 50%** of students or the **top 30%** of students.
- Use of local building norms: compare students to other students at same school vs. national norms
 - Relative to peers at same school, who is in need of supplementary services?
 - National norms disproportionately over-identify students at high-achieving schools and under-identify students in schools with overall low achievement.
 - Carman et al. (2018) found the use of local norms all but eliminated identified disproportionality in a large urban district.

Alternative Identification Processes: Cognitive Testing Considerations

- Nonbiased assessment methods acknowledge that NO assessment tool can adequately assess all cultures or language groups, and it is NOT possible to eliminate ALL bias from a test (Ortiz, 2014).
 - Tests conceptualized in one culture can be biased for another cultural group.
 - Assumption of comparability: student being assessed is comparable to norm group. In reality, they are not.
- Do not rely solely on norm-referenced standardized test scores; utilize a comprehensive data collection approach
- Attend to limitations related to culture and language
- Interpret results in light of student's background and characteristics.

Alternative Identification Processes: Cognitive Testing Considerations

- Nonverbal measures proposed as alternative:
 - Attempt to “bypass” cultural bias
 - Often quick to administer
 - Language-reduced: Requires significant level of receptive language
 - Incomplete picture of potential
 - Performance may reflect cultural differences in exposure to the types of problem solving assessed
 - Good option when assessing student when a cognitive battery is not available in their L1.
 - Use in conjunction with other sources of data

Alternative Identification Processes: Cognitive Testing Considerations

- Use native language ability and achievement assessments as indicators of potential giftedness, when available.
 - Ability tests are available in Spanish (e.g., Bateria III Woodcock Muñoz, WISC-V Spanish).
 - Achievement tests are also offered in Spanish (e.g., Aprenda, Logramos).
 - Typically, standardized, norm-referenced tests are limited to Spanish only
- Maintain a list of multilingual school psychologists who are qualified to administer assessments in Spanish.
- Limitations:
 - Few instruments available in languages other than English.
 - ELLs are not included in the standardization process. Norms are collected on monolingual speakers of that language from other countries.

Cognitive Testing Considerations

Table 6.1 *Questions to Consider When Assessing Intelligence (continued)*

Data Interpretation
<ol style="list-style-type: none">1. Was rapport achieved?2. Does the child have appropriate test-taking strategies?3. Does the child understand the purpose of testing and the need to make an effort?4. Does the child respond to the requirement of answering questions that are not in context or doing tasks that may seemingly have no purpose?5. Was the child functioning at his or her best during the test session (fatigue, anxiety, attention)?6. To what extent are various tests and subtests linguistically and culturally loaded?7. Did the child understand instructions, even on nonverbal tests?8. Does the child score in the low average or average range on any test components?9. How should I interpret one or two higher scores in the context of mainly low average or below average scores?10. Are there observable behaviors (e.g., adaptive behaviors, technology skills) that show evidence of average or above average problem solving?11. How do I interpret patterns of strengths and weaknesses?12. Has the child been diagnosed with a genetic syndrome or neurological disorder that is typically associated with an intellectual disability?13. Should the child be referred for a neurological or genetic assessment?

Case Example

- Juan is a 12 year old student in the 7th grade. He arrived in the U.S. from Mexico as a 6th grader. His language arts teacher is concerned that he is making minimal progress in reading and writing, which was the reason he was referred to the pre-referral problem solving team. At the meeting, his parents explained that Juan received average to above average grades across all academic areas and was enrolled in the equivalent of gifted classes while attending school in Mexico.
- The team requested a language proficiency evaluation be conducted in Spanish and English to establish language dominance. The school psychologist administered the assessment and the following scores were obtained: Spanish CALP score of 5/6, and English CALP score of 2/6.
- The teacher was concerned about special education, but should gifted education be pursued given new developments?



Implications for School Psychologists

Advocacy for Equitable Practices: Data-based Decision- Making

- Advocacy is a critical component to increase access for CLD students!
- Knowledge is power:
 - What is your school and/or district policy for identifying giftedness and participation in advanced academics (e.g., honors, AP)?
- Data-based decision-making:
 - Examine school-level data to determine the number of gifted students being served by race/ethnicity, gender, and grade level to identify disproportionate representation (King et al., 2009).
 - Who is under and over-represented?
 - Review data annually

Advocacy for Equitable Practices: Data-based Decision- Making

- Data-based decision-making:
 - What is the difference between the percentage of CLD students in general education compared to the composition of CLD students in gifted education?
 - When is under-representation significant?
 - How severe must under-representation be in order to require changes?
 - How severe must under-representation be to be considered discriminatory?
 - Which factors mediate under-representation (e.g., subjectivity and prejudice in beliefs, attitudes and values; subjective instruments: checklists and nomination forms; biased and unfair tests; discriminatory policies and procedures)?
 - Which policies and procedures moderate under-representation (e.g., reliance on teacher referral or checklist vs. school-wide grade level screening: parent/caregiver referral or checklists: designated cutoff scores; grade at which gifted programs begins; ongoing screening)?

Advocacy for Equitable Practices: Data-based Decision- Making

- Are procedures in place to identify educators who persistently under-refer CLD students? How are they supported, educated, trained, and held accountable?
- How effective are family referrals for under-represented students, and what support mechanisms are in place to increase awareness and knowledge?
- How is the district responding to issues pertaining to the underrepresentation of culturally, ethnically, and/or socio-economically diverse students in gifted programs? (Stephens, 2020)

Advocacy for Equitable Practices: Consultation and Collaboration

- Consultation and collaboration:
 - Consult with educators about how gifted referrals are made
 - Advocate for change: are CLD students needs being met?
 - Consult with parents of gifted students (Stephens, 2020)
 - Liaison between gifted teacher, student, classroom teacher, and family
 - Identify how to integrate services for gifted learners in these two settings (e.g., gifted and regular classroom; Shaunessy-Dedrick & Lazarou, 2020)
 - Systems-level consultation: promote universal instructional goals, such as district-wide implementation of differentiated instruction (Shaunessy-Dedrick & Lazarou, 2020)

Advocacy for Equitable Practices: Consultation and Collaboration

- Collaborate with school/district officials to develop multimethod criteria for gifted identification that is more inclusive of the skills and talents of diverse populations.
 - Universal screening vs. top x%
 - Local norms
 - Multiple pathways (Peters et al., 2019): eligibility based on one of several criteria (e.g., test score or portfolio)
 - Reduce reliance on IQ tests: assess child as a whole (Ford et al., 2016)

Advocacy for Equitable Practices

- Advocate for early identification AND repeated identification
 - Annual identification process (Peters et al., 2019)
- Identification should be an ongoing process across all grade levels.
 - As gifted ELL students' language skills improve, they become more successful academically, and their giftedness is revealed.

Advocacy for Equitable Practices: Instruction/ Talent Development

- Front-loading: prepare students for advanced content prior to formal identification.
 - Identify students who exhibit high potential but are not yet enrolled in gifted and talented programs.
- Observations, daily interactions between teachers and students, informal assessments, and formal assessments provide multiple opportunities to gauge students' learning progress.
- Establish a preparation program prior to formal identification procedures that provides students with learning opportunities to enhance knowledge and academic skills necessary for a student to be recognized.
- University partnership programs: increase identification of gifted CLD students through mentoring; after school/weekend classes and summer programs.

Advocacy for Equitable Practices: Instruction/ Talent Development

- In Olszewski-Kubilius et al. (2018) study, GATE program resources and programming were provided to African American and Latinx students who exhibited academic potential in reading or math (scoring at or above the 75th percentile on a standardized nonverbal and academic test) and high academic motivation.
 - After just 1 year of the program, these students outperformed their district counterparts in both math ($g = 0.30$) and reading ($g = 0.21$).
 - After 5 years, these students were almost half a grade beyond their district counterparts in both math ($g = 0.42$) and reading ($g = 0.51$). These results occurred despite the students in the program having much lower test scores than nearly every gifted program in America.
- Benefit: more students living up to their academic potential and developing expertise

Advocacy for Equitable Practices: Program Evaluation

- Program evaluation (Briggs et al., 2008):
 - Enrollment of CLD students in gifted programs
 - Retention of CLD students in gifted programs
 - Gains in achievement (quant. & qual data)
- Program satisfaction – gender, race/ethnicity, language
 - Do students feel welcome in gifted classrooms?
 - Do teachers, counselors, administrators, and other school personnel affirm gifted CLD students?
 - How do gifted CLD students find ways to *excel* rather than *exist* in gifted education?
 - How supportive, involved, and informed are their families in order to serve as advocates and cultural brokers?

Advocacy for Equitable Practices: Professional Development

- Recurring professional development for educators is critical to the development and advancement of the cultural competence and responsiveness of educators.
 - Topics: deficit views, implicit bias, barriers to access, the role of culture in testing, social-emotional effects, teacher– student relationships, and included hands-on experiences (e.g., community event participation and visits with families) to fully grasp the exceptionality of CLD students (Wright et al., 2017).
- High expectations for CLD students should be prevalent among educators: encourage participation in advanced curricula and gifted programming (Garrett et al., 2010).

Advocacy for Equitable Practices: Professional Development

- Professional learning community (PLC) development:
 - Administer brief survey of teacher beliefs (confidential)
 - Create a safe zone- educators discuss ideas of what works in their classrooms
 - Provide training- tailor to survey results
 - Share culturally relevant information- addresses special populations' cultural traits, unique characteristics, challenges, and strengths
 - Lead courageous conversations- critical to changing teacher beliefs and increasing awareness of needs of underserved populations
 - Engage culturally diverse families- teacher coaching; parent misconceptions
 - Encourage collaboration, capitalize on strengths- share successful strategies with each other; collaboration with specialists such as ELL teachers

Advocacy for Equitable Practices: Student & Family Support

- Support gifted CLD students:
 - Individual and/or group counseling
 - Evidence-based interventions to support social and emotional wellness: develop effective coping skills, support systems and long-term educational goals, affirmation of one's CLD identities (Henfield, 2013; Robinson, 2002; Whiting, 2006).

Advocacy for Equitable Practices: Student & Family Support

- Family–school partnerships
 - Inform parents about gifted programs to enable them to advocate for their child’s placement (Brulles et al., 2010).
 - School psychologists as liaisons to support communication across the home–school environments (Moore & Flowers, 2012).
 - Involve parents as volunteers (e.g., classrooms, field trips, advisory board; Briggs et al., 2008).
 - Disseminate information: parent meetings, newsletters, websites (Briggs et al., 2008).

Advocacy for Equitable Practices: Student & Family Support

- Annual parent workshops on giftedness and developing academic talent (Dixson et al., 2020)
 - Disseminate information about gifted education in general,
 - Highlight the importance of actively developing academic talent,
 - Communicate the roles that parents can play in developing the academic talent of their children,
 - Teach parents how to leverage school services/resources,
 - Provide techniques and strategies that parents can employ at home to help their children develop their academic potential.
- Availability to meet with parents (e.g., weekly office hours, scheduled individual meetings, email/phone communication).

Advocacy for Equitable Practices

- What can you do in your role at your schools to address disparities or challenges?

Case Example

- Luke is a 13 year-old boy in 7th grade. He has not been formally tested. However, Luke's results from his school-based standardized tests and evidence from the teachers indicated that Luke is gifted. A school-based placement measure placed him in the 92nd percentile. Evidence collected through interviews with Luke's teachers and his family members, in addition to school documents and samples of his work, suggested that Luke's potential was inconsistently demonstrated, especially in relation to his school tasks.

Resources

- Handouts:
 - Gifted Students of Color Bill of Rights (Ford et al., 2018)
 - 15 Tips for Improving Identification of Gifted EL Students (NCRGE, 2018)
- National Center on Research in Gifted Education:
<https://ncrge.uconn.edu/>
- National Association of Gifted Children:
 - <https://www.nagc.org/resources-publications/resources>
 - <https://www.nagc.org/professional-learning>
- APA Gifted and Talent Development:
 - <https://www.apa.org/ed/schools/gifted/>
 - <https://www.apa.org/education/k12/special-populations?tab=5>
- *Psychology in the Schools* Special Issue on Giftedness (2020)
 - <https://onlinelibrary.wiley.com/toc/15206807/o/o>

Questions?

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