

## **Identifying Talented and Gifted Students from Culturally, Linguistically, and Ethnically Diverse (CLED) Populations**

**BVSD Talented and Gifted Identification Policy:** This policy may be located electronically on the BVSD website and the TAG website. Search for BVSD Regulation IGBB-R: Programs for Gifted Students or go directly to the link below.

<http://bvsd.org/policies/Policies/IGBB-R.pdf>

**Potential Barriers to Identification:** Culturally, linguistically, ethnically diverse (CLED) students are traditionally underrepresented in gifted education. The BVSD Talented and Gifted identification policy includes grade level screening as a way to remove the barrier of the nomination process. Results of the screening act as a TAG nomination and prompt TAG committees to collect further evidence. Other potential barriers may include:

- Reliance on the nomination process only (no grade level screening).
- Teachers may be less likely to recognize gifted characteristics in CLED students than in children of their own culture or language.
- CLED parents may be less likely to advocate for TAG identification than parents of the dominant culture.
- Characteristics of giftedness may manifest themselves differently, even negatively, in CLED students.
- Teachers may think student deficits or English acquisition should be addressed before TAG identification.
- Assessment criteria may be biased against CLED students.
- CLED students may have less experience with abstract reasoning tasks.

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**Identification / Assessment Tools:** These assessments are available at your school and for check out from the district office.

Identification Criteria (refer to BVSD policy IGBB-R)	Title of Instrument	Type of Instrument	Use with these students	Group or Individual Administration
A: Aptitude / Ability Data	Raven's Progressive Matrices	Nonverbal: assesses abstract reasoning ability and spatial aptitude without requiring the use of language.	k-12 CLEd students	Trained examiner administers individually or in a group
A: Aptitude / Ability Data	Naglieri Nonverbal Ability Test	Nonverbal: assesses abstract reasoning ability and spatial aptitude without requiring the use of language.	k-12 CLEd students	Trained examiner administers individually or in a group
A: Aptitude / Ability Data	Bilingual Verbal Abilities Test	Provides an overall estimate of a bilingual or multilingual child's cognitive language mastery. Assessment of proficiency in 17 languages, including English	k-12 Bilingual or multilingual students	Trained examiner or team administers individually
B: Achievement Data	Woodcock-Munoz Language Survey (English)	Measures proficiency in oral language, reading, and writing as well as an overall language competence (Broad Language Ability).	pK-12 Speakers of English as a second language	Trained examiner or team administers individually
B: Achievement Data	Woodcock-Muñoz Language Survey (Spanish)	Measures oral proficiency, reading, and writing to classify and examinee's Spanish language proficiency and language abilities. Yields Broad Spanish Ability, Oral Language, and Reading-Writing.	pK-12 Native Spanish speakers	Trained examiner or team administers individually
B: Achievement Data	Apranda	Achievement test that measures language abilities.	k-12 Native Spanish speakers	Trained examiner administers individually or in a group
C: Other Data	Kingore Observation Inventory	Observation Inventory: elicits advanced responses and provides enriched learning opportunities.	k-8 Minority students, students of poverty, young students	Trained teacher administers to classroom
C: Other Data	Slocumb-Payne Teacher Perception Inventory	Observation inventory designed to help teachers look at both the positive and negative manifestations of attributes of giftedness.	k-12 Students of poverty	Trained teacher administers to classroom
C: Other Data	Slocumb-Payne Opportunities Profile	Examination of the impact of poverty on the student's home environment.	k-12 Students of poverty	Trained teacher interviews parent/guardian.
C: Other Data	CELA (Colorado English Language Assessment)	Not specifically designed to find giftedness, but measures progress in English language acquisition. Includes abstract reasoning items such as analogies.	k-12 all NEP (not English proficient) and LEP (limited English proficient) students	Trained personnel administer individually.
C: Other Data	Hispanic Bilingual Gifted Screening Instrument (HbGSI)	Screening inventory of characteristics that are centered within the Hispanic culture, designed to select potentially gifted students who will be referred for further testing.	Pk-4 <sup>th</sup> Hispanic bilingual students	Teacher administered, most useful in classrooms with high numbers of Hispanic bilingual students.

## Identifying Talented and Gifted Students from Culturally, Linguistically, and Ethnically Diverse (CLEd) Populations

**Characteristics of CLEd Gifted Students:** Most gifted children share certain characteristics. CLEd populations may demonstrate these characteristics in ways different from the dominant culture and sometimes these characteristics may be perceived as negative.

<b>Characteristic</b>	<b>Dominant Culture</b>	<b>Different Cultures</b>
<b>Curiosity</b>	Raises hand to ask question. Stays on task. Expresses self well. Expects shared experiences and common understandings. Curious about how things work more than about people.	May think questioning is rude. May be frustrated by not having the language necessary to ask questions. Does not have foundation of shared experiences. Curious about different experiences. May experience lack of understanding by teachers, peers and others. May enjoy questions with “shock value.” More curious about people than things.
<b>Task Commitment</b>	Sticks with task. Confident in ability.	Stubborn. May have own priorities. May not see relevance in school work.
<b>Sense of Humor</b>	Begins with shared experiences and understandings. Uses dominant language with others. Uses subtleties with language.	May have difficulty showing humor in dominant culture’s language. May be “smart alecky.” May use language destructively, use put-downs. May be class clown. May demonstrate humor, tell jokes, in one language and not the other.
<b>Keen Interests</b>	Good at many things. Enjoys learning new things. Enjoys collections. Enjoys book series.	Unable to make decisions. Makes decisions without regard for consequences. Appears random. Has trouble finding closure.
<b>Use of Language</b>	Expresses self well in formal register. Can elaborate well on others’ ideas. Fairly even language profile.	Very expressive in casual register. Has trouble listening and staying attentive to others. Uneven in ability to speak, listen, read, write. Makes clever, silly or inappropriate responses. Opinionated, good talker but unable to support ideas or provide substance to ideas. Tells stories, enjoys listening to stories in own language, culture. Acquires new language quickly.
<b>Self Efficacy</b>	Feels safe. Feels in control.	Feels unsafe, insecure. Feels like a victim.
<b>Problem Solving</b>	Good at solving teacher generated problems. Applies learned rules to problem solving.	Good at solving “street” problems. Creative in finding for self. May not be interested in following rules.
<b>Asynchronous Maturity</b>	Taken care of by adults. Often protected from adult concerns.	May be responsible for younger siblings. May act as translator and interpreter for adults. May be needed, used in adult situations.

## Identifying Talented and Gifted Students from Culturally, Linguistically, and Ethnically Diverse (CLED) Populations

**Resources and Further Reading:** These resources are available at your school and for check out from the district office.

### Elementary:

*Gifted Kids Survival Guide for 10 and under*, Galbraith

Various children's books for the Kingore Observation Inventory planned activities

### All Levels:

*Best Practices in Gifted Education*, Robinson

*Counseling the Gifted and Talented*, Silverman

*Differentiation: Simplified, Realistic and Effective*, Kingore

*Gifted Kids Speak Out*, Delisle

*Growing Up Gifted*, Clark

*Kingore Observation Inventory*, Kingore

*Recognizing Gifted Potential*, Kingore

*Managing the Social/Emotional Needs of the Gifted*, Schmitz/Galbraith

*Misdiagnosis and Dual Diagnosis of Children and Adults*, Webb, Amend, Webb, Goerss, Beljan, and Olenchak

*Planning Effective Curriculum for Gifted Learners*, Van Tassel-Baska

*Removing the Mask: Giftedness in Poverty*, Payne & Slocumb

*Smart Boys*, Kerr and Cohn

*Smart Girls (Revised)*, Kerr

*Some of My Best Friends are Books*, Halsted

*Special Populations in Gifted Education*, Castellano

*School Survival Guide for Kids with LD*, Cummings, Fisher and Espeland

*Survival Guide for Kids with LD*, Fisher, Cummings and Urbanovic

*Survival Guide for Parents of Gifted Kids*, Walker

*Upside Down Brilliance*, Silverman

*The Young Gifted Child*, Smutny

*Survival Guide for Kids with ADD/ADHD*, Taylor

### Other Resources:

*2e Newsletter*

*Exemplars K-8 Math Activities*, Brewer

*Exemplars K-8 Science Activities*, Brewer

*The Best of Exemplars Math Activities* Inspiration Software At Work in the Differentiated Classroom Video Series, ASCD

*What the Silenced Say* Video and support materials, Jonathan Mooney

*Accessing the General Curriculum: Including Students with Disabilities in Standards-based Reform* Video and materials, Nolet and McLaughlin