

Removing the Mask

Giftedness In Poverty

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New ways of thinking

- “There’s nothing so unequal as the equal treatment of unequals.” Felix Frankfurter, U.S. Supreme Court Justice
- **Equal:** as great as; the same as; like or alike in quantity, degrees, value; of the same rank, ability, merit; evenly proportioned or balanced (p481)
- **Equity:** the quality of being fair or impartial; that which is fair and just; the application of the dictates of conscience or the principles of natural justice to the settlement of controversies (p482) Webster’s Unabridged Dictionary (1997)

The Mask

- The identification process heavily depends on standardized test scores
- High SES students usually score better because they have more access to abstract language in the home environment
- Parents in upper level SES groups are usually goal oriented

Skills
Attitudes
Motivation

Opportunities
Private
Lessons
Coaching

Ability to compete is based upon opportunities to acquire the requisite skills, attitudes, and motivation to be able to excel in the event.

Variables

POVERTY

● RESOURCES

- Financial
- Emotional
- Mental
- Spiritual
- Physical
- Support systems
- Relationships/role models
- Knowledge of hidden rules

- Poverty is the extent to which an individual does without resources

- Lack of resources manifests by
 - Lower test scores
 - Different behaviors
 - Lack of motivation
 - Lack of social skills to resolve conflict
 - Lack of academic skills

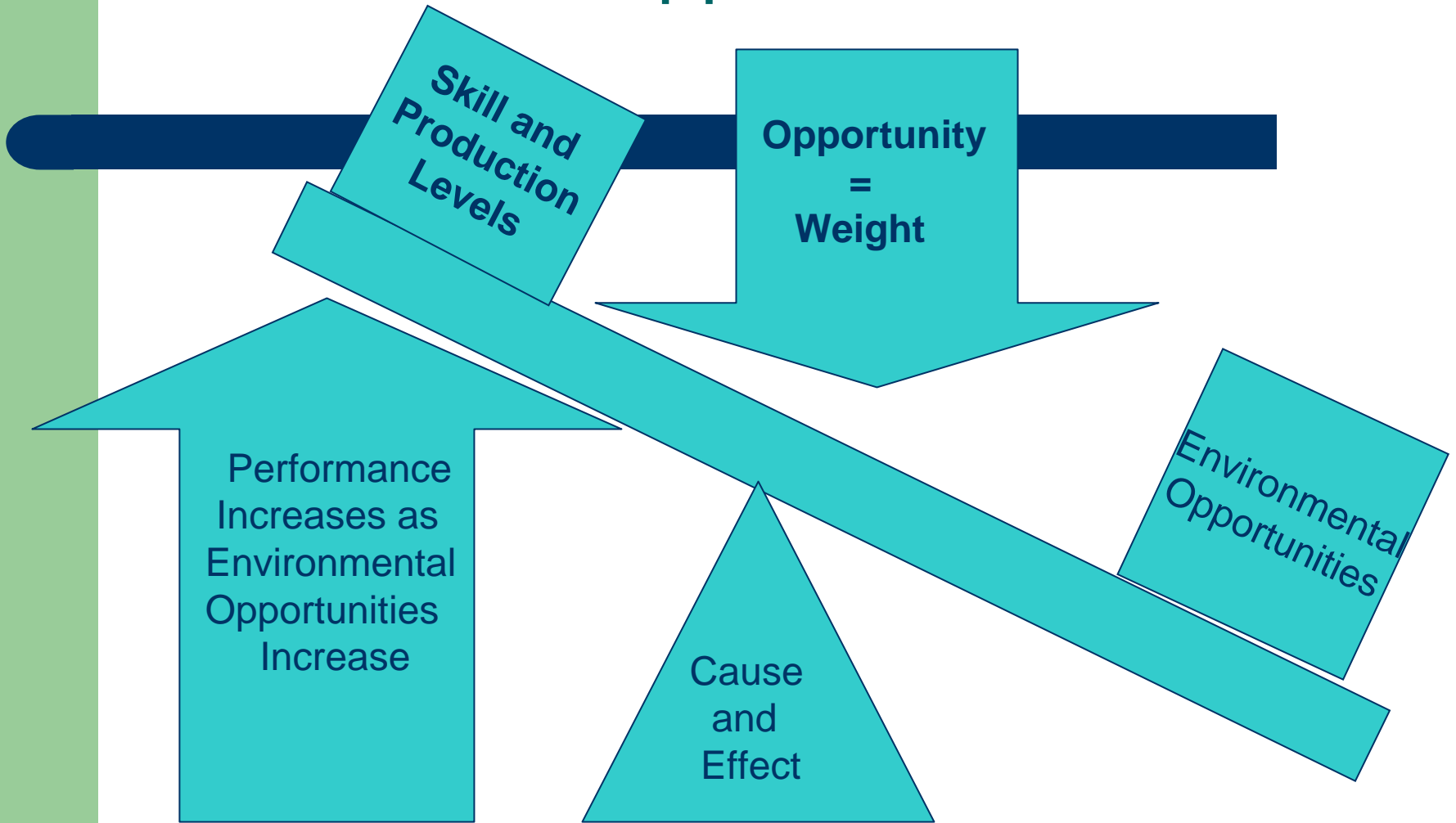
Systematic check on the System

- What is the percentage of identified GT students who are from low socioeconomic and non-low socioeconomic backgrounds?
- Compare those percentages to the overall percentages in the larger school population.

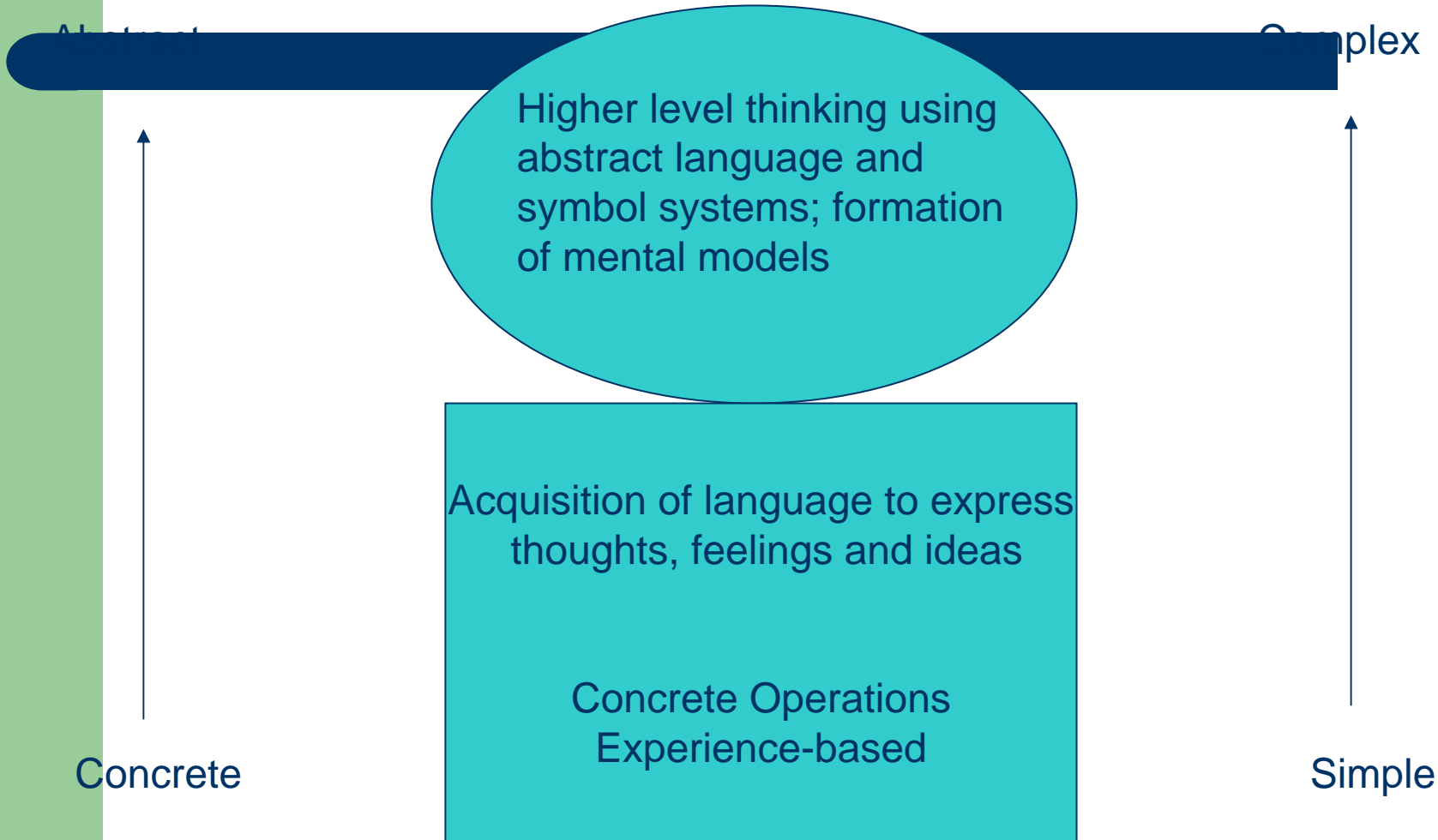
THE CHALLENGE

- DEVELOP AND ADOPT AN IDENTIFICATION PROCESS THAT CONSIDERS THE ENVIRONMENTAL OPPORTUNITIES OF THE STUDENTS
- Develop a program and instructional design that acknowledges and addresses the differences between gifted students from poverty and non-poverty households.

Environmental Opportunities



More Opportunities = Higher Performance



Traditional Identification

- Student from Poverty

- Student from Non-


- School considers what I don't have
- Skills and Performance Levels
- No Environmental Opportunities

- School considers my Environmental Opportunities
- Schools recognize skill and performance levels as the norm

**This is not an
Intelligence Issue**

**This is an
Opportunity Issue**

What would the production levels of a student look like if his/her home environment had been comparable to the non-poverty student?



Poverty Isn't Mainly About \$\$\$\$

- Financial: Having money to purchase goods and services
- Emotional: Being able to choose and control emotional responses
- Mental: Having mental abilities and acquired skills to deal with daily life
- Spiritual: Believing in divine purpose and guidance
- Physical: Physical health and mobility
- Support Systems: Friends, family, and backup
- Relationship Models: Access to adults
- Knowledge of Hidden Rules: Knowing the unspoken cues and habits of a group

Implications for Equity in Identification

- Standardized tests will not accurately measure abilities
- Survival in poverty is very concrete; survival in school is abstract
- Knowledge and experiences brought from home reflect the lack of resources



Change of Identification Paradigm



- Cut-off scores
- Questioning admittance
- Relying on quantitative measures
- Recommendations
- Nominations
- Equality
- Reliance on school work
- Preponderance of evidence
- Providing support
- Relying on qualitative measures
- Perceptions
- Whole-class screening
- Equity
- Consideration of environmental factors

Why is it important to look at the home environment when looking for high ability students?

- **To identify resources or lack of that impact student achievement**
- **To help separate the issues of high potential versus opportunity**
- **To help separate enriched experiences from innate abilities**
- **To extract from the ID process those elements within the home environment that contribute to giftedness being packaged differently from norm**
- **To assess the degree and dimension of opportunity to think abstractly**

Environmental Opportunities Profile (Slocumb & Payne, 1999)

- 3 areas should be part of ID process (Garcia, 1994)
 - Student Production
 - Informant Data
 - Cognitive Language Skills
- To help with the collection of qualitative data
- The Preponderance of Evidence Grid
(Slocumb & Payne, 1999)

Two Instruments Used By Schools

- Environmental Opportunities Profile
 - An instrument used to interview the primary caregiver
 - Questions receive a point value
 - Correlates with the 3 types of qualitative data collected
- Preponderance of Evidence
 - A grid used to record the qualitative student performance data
 - Data collected in the home are recorded
 - Data reflects same 3 areas related to student performance

Student Production

- Unusual presentation of an idea
- Work advanced beyond age or grade level
- Complex or intricate presentation of an idea
- In-depth understanding of an idea or skill
- Resourceful and/or clever use of materials
- Evidence of support of research for the idea
- Work organized to communicate effectively
- Evidence of high interest and perseverance

Portfolios

	1	2	3	Average
Creative Thinking				
Critical Thinking				
Total				

Enter the results on the Preponderance of Evidence Grid

Excellent Source for Portfolios Enriching and Assessing All Students (Kingore, 1993)

- Unusual understanding and use of language
- Critical and creative thinking abilities
- Curiosity about ideas, events, and how things work
- Ability to see relationships and detect patterns
- Questioning attitude
- Sense of humor
- Ability to learn at a faster rate
- Empathy and sensitivity toward others

High Potential is Manifested Differently

- Use of language
 - Vocabulary may be limited to casual register
- Critical thinking
 - May not have ability to plan but is intrigued with the idea of planning; discerns patterns in human behavior but not in ideas
- Curiosity
 - Independent, curious, asks questions focused on relationships, extensive memory about people and conversations, questions fairness issues
- Divergent thinker
 - Unexpected or unusual point of view
- Sense of humor
 - Creates original jokes, imitates people, tells stories, mimics correctly
- Intense sensitivity
 - Strong sense of justice, fairness issues identifies with antihero, sees anti-hero as victim
- Rate of learning
 - Learns quickly if he/she thinks it is meaningful

Using a local

norm is a

key component

Informant Data

- Slocumb-Payne Teacher Perception Inventory
- Peer Perception Inventory
- Student Interviews

Gifted Attribute: Large Storehouse of Knowledge

- Student From Educated Household

- Knowledge About**

- Space
 - Architecture
 - Politics
 - Art
 - Music
 - Science
 - Places visited

- Student from Uneducated Household

- Knowledge About**

- Singers
 - Athletes
 - Who has the largest video collection
 - What can be purchased with food stamps
 - Who can protect others in the neighborhood
 - Entertainment or relationship or survival information

Cognitive/Language Skills

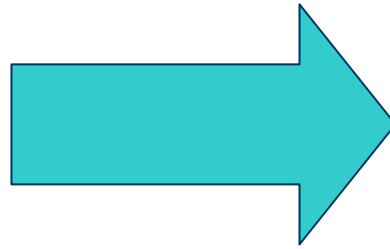
READING

- Fluency
- Constructive use of language
- Motivation to read
- Applications of reading strategies to get meaning from print

WRITING

- Organization and structure
- Language control
- Support and elaboration
- Staying focused on topic

Move from



Move To

- Activities that are cute
 - Pullout programs
 - Outside projects
 - Rewarding G/T
 - Teaching only academics
 - Acknowledging middle-class values
 - Apply hidden rules
- Activities that count
 - Full-time programs
 - In-class projects
 - Developing G/T
 - Teaching the values of academics
 - Acknowledging diversity – values
 - Make hidden rules overt