EMPIRICALLY-BASED STRATEGIES: HISPANIC BILINGUAL STUDENTS AND IDENTIFICATION FOR GIFTED AND TALENTED PROGRAMS

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1. Reasons for the underrepresentation of GT Hispanic students.

2. Current identification procedures used to identify GT Hispanic students.

3. Suggestions made to improve the identification process for Hispanic students.
Currently Texas’ schools are serving a vast Hispanic population, therefore it is important to learn how to identify potential GT Hispanic children using a test that is either nonverbal or in the students’ native language (Irby, Lara-Alecio & Milke, 1999).

“for all test takers, any test that employs language is, in part, a measure of their language skills,” (Standards for educational and psychological testing, 1999, p. 91).
ELLs in Texas

- Texas is currently home to 8.6 million Hispanics (US Census Bureau, 2008).
- 47.2% are students attending public schools.
- 15.5% of those students are enrolled in bilingual/ESL education (TEA, 2008).
  - Approximately 1,333,000 students.
The state of Texas recognizes the underrepresentation of minority students in GT programs by stating the following:

“Discrepancies still exist between the percentage of underrepresented populations in the total student population versus the percentage of underrepresented populations identified for G/T services,” (TEA, 2008).
There are many definitions for GT, but here are some that are well known.

Renzulli (1976) defined gifted and talented as the following:

“one who has above average intelligence (IQ), task commitment, and creativity that is situated within socio-cultural-linguistic characteristics.”
Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance...
Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas:

- General intellectual aptitude
- Specific academic aptitude
- Creative or productive thinking
- Leadership ability
- Visual and performing arts
gifted and talented means:

+ A child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:
  + Exhibits high performance capability in an intellectual, creative, or artistic area;
  + Possesses an unusual capacity for leadership;
  + Excels in a specific academic field, (p.11).
SEARCH CRITERIA

- ERIC (CSA), ((DE=("gifted" or "academically gifted" or "gifted disadvantaged")) or(AB=(gifted and talented) or AB=gatp or AB=gt)) and (KW=hispanic* or KW=latin*); PsychInfo (CSA), (AB=(gifted and talented) or AB=gatp or AB=gt) and (KW=hispanic* or KW=latin*); and Education Full Text, ("gifted and talented" or gatp or gt) <in> Keyword AND (latin* or hispanic*).
CAUSES OF UNDERREPRESENTATION OF HISPANIC BILINGUAL GT STUDENTS
If not done in the students’ native language, results may not be accurate (Castellano, 1998; Harris, Plucker, Rapp & Martinez, 2009).

Standardized IQ test does not accommodate Hispanic GT students’ cultural differences (Cohen, 1988).

Tests were developed by individuals with different cultural and linguistic backgrounds (Castellano, 1998).
TEACHER REFERRALS

- Lack of teacher referrals affects Hispanic GT students
  + (Ford, Grantham & Whiting, 2008; Frasier, Garcia & Passow, 1995; Oakland & Rossen, 2005; Plata, Masten & Trusty, 1999)

- Lack of English proficiency (Harris, Rapp, Martinez & Plucker, 2007)

- High mobility rate of Hispanic students makes it difficult to keep track of records (Harris et. al., 2009)
- Low SES of many Hispanic students affect their nomination (Moon & Brighton, 2008; Ouyand & Conoley, 2007)

- Teachers look for Anglo GT characteristics in Hispanic students when they should realize they may be different (Moon & Brighton, 2008, Plata, Masten & Trusty, 1999)
Lack of parent referrals needs to improve
+ (Scott, Perou, Urbano, Hogan & Gold, 1992)

Parents are not aware of what GT means or how it would benefit their children
+ (Scott, Perou, Urbano, Hogan & Gold, 1992)

Parents do not know what to look for in their children
+ (Strom, John, Strom & Strom, 1992)
CURRENT IDENTIFICATION PROCEDURES
MULTIPLE CRITERIA METHOD

- (a) ethnographic assessment procedures,
- (b) dynamic assessment,
- (c) portfolio assessment,
- (d) the use of test scores,
- (e) teacher observation,
- (f) behavioral checklist,
- (g) past school performance,
- (h) parent interview,
- (i) written samples and other samples of creativity and/or achievement, and
- (j) input from the cultural group with which the student identifies in the local school community,

(Castellano, 1998).
PEER REFERRAL

- students nominate fellow classmates
- the referral form addressed intellectual ability and creative/artistic abilities
- researchers suggested using the peer nomination form independently to nominate students

(Cunnigham, Callahan, Plucker, Roberson and Rapkin, 1998)
CONSULTATION PROGRAMS

- in Texas and California that helps Hispanic children with low SES equal access to GT programs

- consultation programs consisted of, administrative consultation, case-centered consultation and conjoint behavioral consultation (CBC)

- (Ouyang & Conole, 2007)
- **administrative consultation**
  + meets the needs of Hispanic GT students by having the media create awareness and help explain to parents in their native language what GT programs mean for their children

- **case-centered consultation** and
  + a single case in which the goal is to influence an entire program

- **conjoint behavioral consultation (CBC)**
  + is a process in which educators and families can work together on helping the child’s positive adjustment to learning, behavior, and others.
NON-VERBAL TESTS

- students are given the opportunity to show their intelligence without the influence of language or vocabulary (Ford, Grantham & Whiting, 2008).

- The Naglieri Nonverbal Ability Test (NNAT) is a nonverbal test that measures general ability using shapes and geometric designs (Naglieri & Ford, 2003).
Naglieri Non-Verbal Ability Test

The Naglieri Non-Verbal Ability Test is a screening test to determine if a child is gifted. Once a child passes the exam, the child can be placed in the appropriate academic program for advanced learning or classes for gifted children. The test is a matrix-reasoning type of test, which is comprised of diagrams and shapes that form patterns. This test is as it states a "Non Verbal Test." Non Verbal Tests are considered culture fair tests or "cultural-fair" and unbiased and can be taken by students who's primary language is not English nor whose ethnic or social background would hinder test results.

The NNT uses progressive matrices, which are fair for all examinee including minorities, those with hearing impairments, and those with impaired color vision. In addition, it is ideal for children who do not speak English as their first language and requires no reading, writing, or speaking (the child taking the test just point to the answer they believe is correct). The NNAT requires child to rely on reasoning and problem-solving skills, not verbal skills.

Gifted IQ Test

To quote David Wechsler, who developed the Wechsler Intelligence Scale for Children (WISC), defined general ability as "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment." In a sense the NNAT could also be called a gifted IQ test for one of the aims of the test is to screen for a gifted child.

Although nonverbal tests are especially useful for children with limited English-language skills, their value is not limited to that group. For example, children whose economic or social circumstances have limited their acquisition of knowledge and verbal skills may best be able to display their knowledge through such a test. They should and will earn good scores on tests of general ability. Taking nonverbal tests of ability will afford them the same opportunity to succeed as other children. Nonverbal tests are also useful for children with learning disorders who have difficulty with reading, writing, or math.
Hispanic Bilingual Gifted Screening Instrument (HBGSI)
- used in the first phase of the identification process as a referral
- 78 item questionnaire divided into 11 clusters
- Completed by the classroom teacher for every student in his/her classroom
11 CLUSTERS OF THE HBGSi

1. Social and academic language
2. Cultural sensitivity
3. Familial
4. Motivation for learning
5. Collaboration
6. Imagery
7. Achievement
8. Support
9. Creative performance
10. Problem solving
11. Locus of control

http://www.teachbilingual.com/docs/tempo.pdf
The Hispanic Bilingual Gifted Screening Instrument Version 2 is now available online! Our instrument is dedicated towards making it easier for educational professionals to measure, screen and identify bilingual gifted Hispanic students. This means giving teachers full access to report screens, along with modifying, adding or deleting students' records in their classroom.

Here are some of the reasons Teachers appreciate the tool:

- Instant Calculations and Results
- The ability to save and return later to update or modify students scores
- View Entire Classroom Results
- Time Saver with no manual calculation
- Helps track progress of individual students
- Printable reports
- There is no installation or discs to worry about, just connect to the web and logon
- Monitor the student strengths and weaknesses
- Platform independent with no worries of MAC, or NT
- Site-license allows for unlimited computers, unlimited users

http://www.teachbilingual.com/
SUGGESTIONS TO IMPROVE IDENTIFICATION PROCESS FOR GT HISPANIC STUDENTS
- involve and educate Hispanic parents and how they can nominate their children for GT programs
  - (Castellano, 1998; Cohen, 1988; Scott, Perou, Urbano & Gold, 1992; Strom, John, Strom & Strom, 1992).

+ Schools can hold conferences, information nights, etc.

+ Create a connection between home and school (Cohen, 1988)
SCHOOL PERSONNEL

- Train and retain teachers (Bernal, 2002; Moon & Brighton, 2008)

- Teachers and personnel involved in the identification process (Cohen, 1988; Harris, Plucker, Rapp & Martinez, 2009; Ouyand & Conoley, 2007)

- Inform staff about GT Hispanic students’ characteristics (Ford, Grantham & Whiting, 2008; Harris, Plucker, Rapp & Martinez, 2009; Moon & Brighton, 2008; Vanderslice, 1998)

- Professional development (Harris, Plucker, Rapp & Martinez, 2009)
ASSESSMENTS

- Improvement of assessments focusing on cultural strengths, using multiple criteria and nontraditional measures
  
  (Frasier, Garcia and Passow 1995)
CONCLUSIONS
UNDERREPRESENTATION

- **Causes**
  - Type of testing
  - Lack of teacher referrals
  - Lack of parent referrals

- If students are not identified, then students’ gifts and talents may be lost and undeveloped, (Ford, Grantham & Whiting, 2008).
CURRENT TESTING

- Multiple criteria method
- Peer referrals
- Consultation programs
- Nonverbal tests
SUGGESTIONS FOR IMPROVEMENTS

- Educating teachers and parents of Hispanic GT characteristics
- Testing to involve cultural strengths of students and use of multiple criteria measures
- Involve all school personnel in GT behavioral and observational checklists
The End!