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Increasing the participation of minorities in talented and gifted programs

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Increasing the participation of minorities in talented and gifted programs

Abstract

The talented and gifted programs throughout the United States have become a vital part of curriculum instruction for many children. Unfortunately, minority children are underrepresented in the talented and gifted programs. The underrepresentation of minority children resulted in an examination of the current identification processes and the discovery of new procedures that would identify more minority children for participation in the talented and -gifted programs. · The literature review focused on the use of a multifaceted screening process and alternative forms of assessment for the identification and admittance of minority children for talented and gifted programs. As a result, options were addressed that would pursue a better representation. of minority children in the talented and gifted programs.

**Increasing the Participation of Minorities in Talented and Gifted
Programs**

A Graduate Research Review

Submitted to the

Division of Education

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in Partial Fullfillment

of Requirements for the Degree

Masters of Arts in Education

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by

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Abstract

The talented and gifted programs throughout the United States have become a vital part of curriculum instruction for many children. Unfortunately, minority children are underrepresented in the talented and gifted programs. The underrepresentation of minority children resulted in an examination of the current identification processes and the discovery of new procedures that would identify more minority children for participation in the talented and gifted programs. The literature review focused on the use of a multifaceted screening process and alternative forms of assessment for the identification and admittance of minority children for talented and gifted programs. As a result, options were addressed that would pursue a better representation of minority children in the talented and gifted programs.

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Throughout the United States, school districts have implemented talented and gifted programs that give talented and gifted children the opportunity to work on a more advanced and challenging curriculum. Each school district has a variety of procedures that it uses to identify children for admission into the talented and gifted programs. Some of the current procedures used include checklists, referrals, standardized intelligence tests, creativity tests, and academic achievement in the classrooms. Unfortunately, the current procedures have not been very successful with the identification of all gifted children. As a result, minority children are frequently underrepresented in the talented and gifted programs all over the United States (Clasen, LeRose, & Smith, 1991).

The Problem

There is a need for equality of access and opportunity in all programs throughout the spectrum of talented and gifted education. Over the years, information has been given to support the need for minority children to be equally represented in talented and gifted programs. As early as 1971, the Marland Report stated that the existing services to the talented and gifted programs did not reach

large and significant subpopulations (e.g. minorities and disadvantaged); and since the full range of human talents are represented in all races and in all socioeconomic levels, it is unjust and unproductive to allow social or racial backgrounds to affect the treatment of an individual (Frasier & Passow, 1994). The Jacob K. Javits Gifted and Talented Students Act of 1988, P.L. 100-297, affirmed that potentially gifted minority and disadvantaged children are being excluded instead of included in talented and gifted programs. In fact, the Javits Act provides financial assistance to state and local agencies that develop talented and gifted programs, and it gives highest priority to the identification of gifted children who are racial minorities, economically disadvantaged, of limited English proficiency, and disabled (Ford, 1995).

Many of the changes that have occurred to help with the inclusion of minority children in talented and gifted programs have been minimally beneficial (Frasier, 1991c). Even though there has been a slight improvement in the participation of minority children in the talented and gifted programs, in many cases it is apparent that minority children are not consistently being identified. As a result, there still exist problems in the identification of minority children

for admission into talented and gifted programs.

Statement of Purpose

The purpose of this review of the literature was to examine current practices of the identification process and to ascertain possible new procedures that could more successfully identify minority children. The product of the review will answer the following questions:

- 1) What major types of assessment are currently used as a basis for identification of minority children for talented and gifted programs?
- 2) To what extent are these identification procedures considered by the literature to be detrimental to the entry of minority children into talented and gifted programs?
- 3) Does the literature reveal alternative procedures or methods which would improve the possibility of the identification of minority children for talented and gifted programs?

Definition of Terms:

For purpose of this study the following definitions are used:

Giftedness

Those who possess demonstrated or potential ability, intellectual or creativity in specific academic areas, the performing arts, visual arts, and leadership (Ford, 1995).

Minority

The people who have some sort of ethnic group membership (Frasier, 1997a).

Underrepresented

Something that is not equally distributed; uneven number (Frasier & Passow, 1994).

Gifted behaviors

The observable behaviors that exhibit intelligence or giftedness (Ford, 1995a).

Multicultural

The awareness of different cultures or ethnic backgrounds throughout the world (Ford, Grantham, & Harris III, 1996)

Core Attributes

The exhibited traits of children that are closely related to gifted potential from the following categories: motivation, interests, communication, problem solving, memory, inquiry, insight,

reasoning, imagination, and humor (Frasier, 1997a).

Methodology

The review of literature was initiated with an ERIC search. The topics that were searched were multiple intelligences, talented and gifted programs, minority children, and assessment. Titles accessed from the ERIC search were located in the Rod Library at the University of Northern Iowa. Additional pertinent information was taken from professional journals, books, and microfiche. In addition, information was obtained from the current screening processes that currently are being used by the Area Educational Agency (AEA 7) in Cedar Falls, Iowa.

Sources selected dealt specifically with the different aspects of talented and gifted programs related to the identification of minority talented and gifted children, assessment for talented and gifted programs, problems with the current screening procedures, and other related topics. They then were xeroxed, evaluated, and grouped according to the research questions designed for this review.

After the literature was grouped, it was evaluated further and

specific details were highlighted according to the established research. This process resulted in the development of a list of changes that need to be made in the current screening procedures and several alternative assessment techniques that could be used in order to improve the possibility of the identification of minority children for participation in talented and gifted programs.

Review of the Literature

For the purpose of this paper, the writer has limited her examination of sources to those dealing with the stated purpose of her literature review. The results of her research is presented in three sections: (a) major types of assessment related to the identification of talented and gifted children, (b) detrimental effects from the current assessment procedures on the identification of minority children for talented and gifted programs, and (c) alternative assessment procedures to overcome identification barriers as suggested in the literature.

Major Types of Assessment

In order for children to be identified and admitted into talented

and gifted programs, children generally need to meet a certain set of criteria as determined by the school district. While these criteria vary from school to school, the literature reveals five major identification practices. These practices are briefly identified and discussed in this section.

First, children are identified for admission into talented and gifted programs by teacher referrals (Davis & Rimm, 1991; Ewing & Yong, 1992; Ford, 1994b; Ford, Grantham, & Harris III, 1996; Frasier & Passow, 1994). According to Frasier (1996), teacher referrals are often used to determine eligibility of children for programs throughout the schools. Teachers refer children for the talented and gifted programs based on their classroom achievement and classroom behavior.

Second, children are identified for admission into talented and gifted programs by parent nominations, peer nominations, and self-nominations (Davis & Rimm, 1991; Ewing & Yong, 1992; Ford, 1995a; Frasier & Passow, 1994). Davis and Rimm (1991) reported that parent nominations, peer nominations, and self-nominations are used to obtain a better representation of children with different cultural backgrounds.

Third, children are identified for admission into talented and gifted programs by checklists (Davis & Rimm, 1991; Ewing & Yong, 1992; Ford, 1995a; Frasier & Passow, 1994). The checklists are completed by the teachers and occasionally by the parents after they have nominated a child for admission into the talented and gifted program.

Fourth, children are identified for admission into the talented and gifted programs by standardized tests (Davis & Rimm, 1991; Ewing & Yong, 1992; Ford, 1995a; Frasier, 1996a; Frasier & Passow, 1994; Johnson, 1994; Tonemah, 1992). Johnson (1994) revealed that two of the most commonly used standardized intelligence tests are the Weschler Intelligence Scale for Children and the Stanford Binet Intelligence Scale. Children who gain admission into the talented and gifted programs are required to score in the ninetieth percentile or higher on the standardized test that they are administered (Ewing & Yong, 1992).

Finally, creativity tests are used to identify children for admission into talented and gifted programs (Ewing & Yong, 1992; Ford, 1995a; Frasier, 1996a; Hunsaker & Callahan, 1995). The creativity tests focus on divergent thinking and assessment of

personality and biographical traits. The most widely used creativity test is the Torrance Tests of Creative Thinking (Davis & Rimm, 1991). Davis and Rimm (1991) also listed other tests that might be used to measure creativity, including the Monitor Test of Creative Potential, Creativity Assessment, and Thinking Creatively in Action and Movement.

Perceived Detrimental Effects of Assessment

Many researchers believe that the current screening procedures used by school districts for admission into the talented and gifted programs are the major reasons why minority children are underrepresented (Ford, 1995a; Frasier, 1996d; Frasier & Passow, 1994; Griffin, 1992; Guskin, Peng, & Simon, 1992; Johnson, 1994). Frasier (1991c) states that minority children must overcome certain barriers in order to gain admission into the talented and gifted programs. The barriers that the minority children must overcome are directly related to the following screening procedures: teacher referrals, nominations, checklists, standardized tests, and creativity tests. These barriers and their effects on the admission of minority children in the talented and gifted programs are covered

more thoroughly in this section of the literature review.

Referrals

Referrals are the first step to the identification of children for the talented and gifted programs (Frasier, 1995b). Teacher referrals for talented and gifted programs are a necessary component, but the referrals of minority children do not consistently occur. Ford (1995a) reports on the research of Cox and Daniel (1985) which found that thirty-eight percent of gifted children in the third and fourth grade were not identified as gifted by their teachers. They contend that the children who are normally referred into the talented and gifted programs are the ones that demonstrate high academic abilities and good classroom behavior.

According to Jussim & Kolb (1993), teachers tend to expect that gifted children will be alert, creative, eager, confident, composed, serious, mature, witty, enthusiastic, highly motivated toward attaining goals, and continuously strive for perfection in the work they perform inside and outside of schools. Although these are the characteristics that most teachers expect from gifted children, not all gifted children, including minority children, display these types

of qualities (Griffin, 1992). Indeed, Frasier and Passow (1994) found that the gifted behaviors of minority children are sometimes not easily recognized. Ford (1995a) feels that one reason for the lack of recognition is that teachers cannot be considered reliable in identifying gifted behaviors in children with different cultural or racial backgrounds.

The literature also reveals that many researchers have found that teachers tend to have low expectations for minority children who are in their classrooms (Ford, 1995a; Guskin, Peng, & Simon, 1992; Jussim & Kolb, 1993; Leslie, 1995). As a result, minority children are less likely to be nominated because of the low expectations that educators develop for culturally and linguistically diverse students (Frasier & Passow, 1994). Jussim and Kolb (1993) found that these low expectations cause teachers to have perceptual biases when they are identifying children for talented and gifted programs. Such perceptual biases result when expectations influence a teacher's judgment of a child's abilities.

It seems clear from the literature that minority children cannot be consistently identified because many teachers are not aware of the impact cultural differences can have on readily identifiable

gifted behaviors. Too often, minority children go unidentified because the culture of the school ignores, misunderstands, or degrades their cultural and social backgrounds (Ford, 1991b).

Nominations.

Children also can be identified for talented and gifted programs by parent nominations, peer nominations, and self-nominations (AEA7 Guidelines). Parents, peers, and children are able to nominate children who they feel exhibit gifted behaviors. Parent nominations, however, are not used as often as peer nominations (Davis & Rimm, 1991).

Ford (1995a) found that about ninety percent of the gifted children in talented and gifted programs have parents who are actively involved with their education, but most of the parents of minority children are not actively involved in their child's education. She believes that many minority parents do not have comfort levels that are conducive to becoming actively involved in their schools and they are not aware of or are unable to recognize gifted behaviors in their own children (Ford, 1994b).

Peer nominations usually serve as a good measure for nominating

classmates for gifted and talented programs. About twenty-five percent (Davis & Rimm, 1991) of gifted programs use peer nominations which can be extremely helpful with the identification of minority children for talented and gifted programs. However, if the minority children have displayed reactions such as rage in the classroom, they tend not to be recognized by their peers as being smart or gifted (Frasier, 1991c).

Self nominations critique a child's self-esteem in regards to his or her academic success (Frasier & Passow, 1994). Such nominations require that children have an awareness of the gifted behaviors that they possess. Unfortunately, many minority children do not experience enough academic success to notice the talents they possess in order to view themselves as being gifted (Leslie, 1995).

Checklists.

After the referrals and nominations are submitted, teachers many times are requested to complete a checklist pertaining to identified children. Parents also may be asked to complete such a checklist. These checklists, such as the Renzulli Scales, normally

contain a series of questions or phrases related to characteristics that the gifted child exhibits. The Renzulli Scales (1977) for example, are used for identifying characteristics that involve learning, motivation, creativity, and leadership skills (AEA7). The literature seems to indicate that parents and teachers are the ones that complete the checklists for the children, but perceptual biases and unawareness can influence the completion of the checklists (Jussim & Kolb 1993).

Standardized Intelligence Tests.

Standardized intelligence tests are used in the identification process because most of the talented and gifted programs focus on general intelligence as a major basis for admission (Ford, 1995a). Hoerr (1994) states that the standardized intelligence test is the deciding factor as to whether a child will gain admission into the talented and gifted programs. However, he indicates that there are some researchers who believe that a single test cannot successfully measure intelligence or determine giftedness. For example, Callahan and Hunsaker (1995) consider intelligence to be multidimensional or multimodal. Ford (1995a) points out the curious fact that even

though intelligence is considered by many researchers to be multidimensional, it is measured by a unidimensional standardized intelligence test.

The literature reveals that while standardized intelligence tests weigh heavily on a child's admission into talented and gifted programs, they consistently are being labeled by researchers as "culturally unfair" (Ford, 1994b; Frasier & Passow, 1994; Johnson, 1994). Frasier (1995b), for example, listed specific ways in which the tests discriminate against individuals. She argued that standardized intelligence tests discriminated against minority children whose linguistic and perceptual orientations, cognitive styles, learning and response styles, economic statuses, and cultural or social backgrounds differ from the dominant groups that are used to norm such tests. In most cases the dominant group of children that is used to norm the standardized intelligence test is the white middle class (Toneham, 1991). On the basis of the cited findings it appears that Ford was accurate when she stated that standardized tests can be considered to be ineffective because of test bias and problems with reliability and validity (1994b).

Creativity Tests.

Creativity tests are used also on occasion to identify children for talented and gifted programs. They are administered in order to measure a child's creativity, but they should not be considered true indicators of the creative capabilities of children. Davis and Rimm (1991) reveals that creativity tests cannot successfully measure creativity because it is too complex (Davis & Rimm, 1991).

Hunsaker and Callahan (1995) pointed out that creativity is measured by a single instrument, but they argue that there is no single test that can successfully measure all of the creativity a child possesses. Davis and Rimm (1991) found that creativity test results alone are of limited value and need to be used in conjunction with information gathered from other instruments used to measure intelligence and creativity.

Suggested Alternative Procedures

According to Frasier and Passow (1994), the identification and admission of minority children for talented and gifted programs can be increased if we move toward a new paradigm which would require

changes to be made with the current identification procedures. The literature supports Frasier and Passow's (1994) plan in regard to the changes that need to be made and how these changes can be implemented (Ford, 1995a; Ford, Grantham, & Harris III, 1996; Guskin, Peng, & Simon, 1992; Johnson, 1994; Tonemah, 1991). This section of the review will explain the suggested changes in greater detail.

New Definition of Giftedness.

The reviewed literature indicates that the first and most important change that needs to be made is the definition of giftedness, for it is on this definition that the foundation of the identification process is built. Several researchers believe that the current definition of giftedness is too narrowly defined and that it limits the intelligence of children (Ford, 1995a; Frasier & Passow, 1994; Frasier, 1996). Frasier and Passow (1994) determined that the new definition of giftedness must reflect a multifaceted, multicultural, multidimensional perspective that will be defined by a variety of traits, aptitudes, and behaviors instead of a standardized intelligence test.

Dr. Howard Gardner is a current theorist who has developed a definition of giftedness that recognizes the strengths and abilities of all children (Armstrong, 1994). Armstrong also feels that Gardner's definition of giftedness broadens the scope of intelligence. Hoerr (1991) points out that the types of intelligence a child can possess varies from child to child. According to the multiple intelligence theory, the children may possess any or all of the following categories of intelligence: logical-mathematical, linguistic, spatial, musical, bodily-kinesthetic, intrapersonal, and/or interpersonal (Armstrong, 1994). Ford (1995a) states that changes in the definition of giftedness need to be developed because the educational need of gifted children tend not to be met because of the continued use of the definition from a unidimensional perspective such as the IQ test.

For many different minority groups, students exhibit unique learning styles.

Multicultural Training. African-American children tend to learn better

Another important change that needs to occur is multicultural training for teachers who refer children to the talented and gifted programs (Ford, 1995a; Ford, Grantham, & Harris III, 1996; Frasier & Passow, 1994; Jussim & Kolb, 1993; Guskin, Peng, & Simon, 1992).

Ewing and Yong (1992) stated that a realization of how gifted minority children learn is an important part of effective teaching. They feel that multicultural training will help teachers recognize and become aware of the gifted behaviors exhibited by minority children. Their studies also seem to indicate that minority children tend to experience failure because of the inability of the school to recognize different learning styles.

One way to approach the factor of variation in behaviors is the identification of the different learning styles of minority children through administration of a learning style inventory. Ford (1995a) reveals that the extent to which children are global versus analytical, visual versus auditory, highly mobile versus less mobile, and less peer-oriented versus more peer-oriented will influence the ways in which they learn. Ewing and Yong (1992) also point to the fact that different minority groups exhibit unique learning styles. For example, many African-American children tend to learn better when they are using the kinesthetic modality, many Mexican-American children do not learn as well when they are using the auditory modality, and many Chinese-American children learn most effectively when they are using the visual modality.

Caldwell and Ginther (1996) discovered that if teachers are aware of and teach to the different learning styles that their teaching techniques are enhanced. As a result, the minority children will experience more academic achievement in the classroom and teachers will be able to recognize their gifted behaviors (Caldwell & Ginther, 1996).

This multicultural training also should carry over into the classroom. Such a multicultural education is a vital part of the education of all children, but especially that of minority children. The literature also indicates that multicultural education helps children become connected with the curriculum and that minority children experience more success when the subject matter is relevant (Hootstein, 1996). When the children are not given opportunities to learn about different cultures or their own cultures, they become bored or uninterested in what is being taught and they do not try to be academically successful.

Ford, Grantham, and Harris III (1996) interviewed minority children and all of their responses were very similar. For example, one child wrote:

"All year, we learn about White leaders and about Black

leaders one time a year, for one month(February). That's the only time schools do anything for Black folks...Since kindergarten, all you learn about is White people like George Washington. I haven't learned much about Black people and our history...I can relate better in school when I learn something about my heritage and what my people did" (p. 76).

Another child pointed out the importance of his heritage by saying,

" I think there should be an equal amount of attention given to all groups--Black, White, Hispanic, and other --should be in the curriculum...I like to learn about what Black people did to advance our society...Blacks have contributed as much to society as White people. Blacks have come up with new theories and inventions just like White people. Blacks need to know what other Black people have done" (p. 77).

Finally, the literature indicates that multicultural education is a method for inclusion rather than a method for exclusion (Frasier & Passow, 1994). Ford, Grantham, and Harris (1996) state that, "an education that is multicultural permeates all aspects of school; it is

comprehensive, penetrating, and integrating rather than narrow, supplemental, restrictive, or assimilating”.

The literature consistently reveals that multicultural training will help with the referral process of minority children for admission into talented and gifted programs (Ewing & Yong, 1992; Ford, 1995a; Ford, Grantham, & Harris III, 1996; Frasier & Passow, 1994; Hootstein, 1996; Maker, Neilson, & Rogers, 1994). The multicultural training a teacher receives could help them become more aware of the educational needs in their classrooms. According to Ford, Grantham, and Harris III (1996), children feel or try harder when they feel some sort of connection with the curriculum that is being taught.

Possible Assessment Techniques.

The third major change that the literature suggests is the use of alternative assessment techniques in order to help increase the identification and admission of minority children into talented and gifted programs. First of all, the multiple intelligences can be used as a form of assessment to identify talented and gifted minority children. The goal of multiple intelligences is to ensure success for

every child. The literature supports the use of the multiple intelligences theory to help increase the participation of minority children in talented and gifted programs (Bolanos, 1994; Hoerr, 1994; Maker, Neilson, & Rogers, 1994; Teele, 1996).

In 1992, the Teele Inventory of Multiple Intelligences was developed (Teele, 1996). This Inventory reviews the dominant intelligences of children and has been used to recognize intelligences children possess at the different grade levels. The instrument has been proven to be reliable through test-retest studies and is being used in one thousand different private and public schools all over the United States (Teele, 1996).

In Indianapolis, Indiana, the Key School revolves around Gardner's multiple intelligence theory. The Key School is an integrated inner city school that realized the importance the multiple intelligence theory is for classroom instruction. At first, however, the multiple intelligence theory was only used to guide the talented and gifted program (Bolanos, 1994). In this model it is the classroom teachers who identify and focus on the children's strengths and who help each child experience success. Bolanos (1994) says, "The mental model we promote starts with the multiple intelligence theory, makes

value judgments of equal emphasis on all seven areas, and establishes a priority by focusing on the children's area of strength" (p. 30). He reports that, so far, the Key School is experiencing great success with its use of the multiple intelligence theory as the basis for classroom instruction.

Another integrated school that focuses on assessment informed by the multiple intelligence theory is the New City School in St. Louis (Hoerr, 1994). The New City School has been experiencing success for the past five years. The teachers focus on how they can reach each child by using the multiple intelligence theory. The New City School also administers the Stanford Achievement Test to first through sixth grade children, and each year over half of the children score more than two grades above grade level. The school also has developed a multiple intelligence profile that they use throughout the school. The multiple intelligence profile is used to assess the child's ability in each one of the seven intelligences (Hoerr, 1994). Hoerr (1994) reports, "Our faculty believes in the multiple intelligence theory because we feel that it presents a clearer picture of many talents and abilities possessed by our students; further we believe that it reflects the talents esteemed in later

life" (p. 33).

In addition to the multiple intelligence approach, the Frasier Talent Assessment Profile can be used to increase the participation of minority children into talented and gifted programs. Frasier (1997a) reveals that this profile helps school districts look for a variety of ways to access the gifted abilities of children. The Frasier model consists of two major components.

The first component is the Panning for Gold (PFG). This is a four page observation sheet that teachers use to record the core attributes that are displayed by the children. The recording sheet and profile format are combined in order to gather informative data on the demographics of a child and to make recommendations for talented and gifted services (Frasier, 1997a). Frasier (1991c) lists five categories on which the children are observed and rated. The children have the possibility of being rated below average, average, or above average in the following categories: academics, motivation, leadership, the arts, and creativity (Frasier, 1991c).

The second is the F-TAP Profile. This section is made up of three different parts: a recording sheet, a profile format, and a Educational Services Plan. Frasier (1997a) establishes that the

Educational Services Plan makes the connection between assessment information and instructional needs. The plan is divided into four areas: programming, curricula, counseling, and evaluation. The plan is accompanied by an Additional Information Sheet in order to discover something that might alter a child's performance.

According to Frasier (1997a), the learning style or environmental conditions are two factors that could alter a child's learning capacity.

The components of the Frasier model give educators an opportunity to use gathered information that can be reviewed objectively and subjectively in order to make recommendations for children (Frasier, 1997a). Frasier (1991) also believes that the profile takes information from a variety of sources, evaluates the information in terms of strengths and the needs of children, and then uses the information to make appropriated placement decisions in regard to talented and gifted programs. Frasier (1997a) feels that this assessment model encourages that all children, especially minority children, receive equal consideration for services to enhance their talent development.

Some forms of authentic assessment also can be used to help

increase the participation of minority children in talented and gifted programs (Ford, 1995a; Frasier, 1996d; Frasier & Passow, 1994).

Frasier (1996d) suggests that information on a child should be gathered from test and non-test sources. There are many forms of authentic assessment that may be used to indicated giftedness, but Ford (1995a) especially recommends a few.

One recommended form of authentic assessment that may be used is the portfolio. The portfolio is a purposeful collection of a child's work that exhibits his or her potential ability to produce, perceive, and reflect (Ford, 1995a). The following items may be included in the portfolio: artwork, journals, writing samples, audiotapes and videotapes of class discussions, and samples of the children's work outside of the classroom.

Another form of authentic assessment that may be used is a biographical inventory (Ford, 1995a). Biographical inventories record the superior strengths and abilities outside of school or in particular areas within the school. Ford (1995a) found that these inventories are good indicators of individuals who demonstrate leadership or participate in activities that involve the musical, interpersonal, intrapersonal, or bodily-kinesthetic intelligences.

The literature views the use of multiple criteria that are nontraditional measures of intelligence as a necessary part of the identification of many minority children for the talented and gifted programs (Frasier & Passow, 1994). It provides valuable information that can help with the identification and admittance of minority children for participation in talented and gifted programs. Finally, it points to the importance of how a new inclusive definition of giftedness, multicultural training for teachers that would intern provide a multicultural education for children, and other forms of assessment to measure giftedness would help the talented and gifted programs have a better representation of minority children (Caldwell & Ginther, 1996; Ford, 1995a, Ford, Grantham, & Harris III, 1996; Frasier & Passow, 1994; Guskin, Peng, & Simon, 1992, Hootstein, 1996; Jussim & Kolb, 1993; Maker, Neilson, & Rogers, 1994).

Conclusions and Recommendations

According to the literature, the current practices used for identifying children for talented and gifted programs are not effectively identifying many minority children. As the writer has

reviewed the literature, she has noticed that almost every article expressed a need for more minority children to be identified and/or admitted into the talented and gifted programs. As result of the completion of this review, the writer has reached several conclusions.

On the basis of the literature reviewed, the writer has concluded that the proper use of a multifaceted identification process is necessary to increase the participation of minority children in talented and gifted programs. She also has confirmed her suspicion that standardized intelligence tests are not sufficient indicators of a child's intelligence (Ford, 1994b). She has learned that the teacher's perception or personal feelings also may interfere with the identification of minority children for talented and gifted programs. There is, therefore, a great need for a multifaceted screening process that uses a variety of assessment technique in order to capture a child's true intellectual abilities.

The literature contained several different alternative assessment procedures, but the writer has concluded that three showed the most promise. These are a) a new definition of giftedness, b) the multiple intelligence theory, and c) the Frasier

model! The use of all three procedures would increase the participation of minority children in talented and gifted programs. Frasier and Passow (1994) indicated that minority children have to overcome barriers in order to be identified and admitted into talented and gifted programs. On the basis of these findings, the writer maintains that if these three forms of assessment are used, minority children will more successfully overcome the barriers that they face in the current screening procedures. She also is positive that the variation of these assessment techniques would serve as better indicators of intelligence because they attempt to measure the different modalities of intelligences (Hunsaker & Callahan, 1995).

From her review of the literature, the writer also has developed three recommendations that she recognizes will increase the participation of minority children in the talented and gifted programs. They are as follows:

- 1) School districts need to incorporate the Frasier model into their identification selection process.
- 2) School districts need to initiate pilot studies of the use of the the Frasier model and multiple intelligence theory to ascertain the

impact on the selection process.

- 3) School districts need to search for and develop new procedures or methods to be used in the identification of minority children that focus on the dimensions of intelligence.

The writer is confident that if school districts implement these recommendations, minority children, will not continue to be underrepresented in talented and gifted programs throughout the United States.

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