



Gifted, Creative, and Talented Native American Students— A Call for Relevant Research for Marginalized Cultures and A Call for Recognition and Service

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This initiative is focused on addressing the needs of Native American children and their educators by calling for research and resources that will lead to improvement in the recognition and educational development of gifted, creative, and talented Native American students.

As part of our own ongoing commitment to provide opportunities for children from these under-represented populations, through generous funding provided by the Jack Kent Cooke Foundation and private donors, GERI is providing full scholarships to 62 students from the Navajo, Lakota, and Ojibwe Nations so that they can attend our Summer Residential Camps for the next three years. While at Purdue, the students will participate in classes on topics such as engineering, mathematics, art history, architecture and design, social issues, genetics, chemistry, computer game design, computer animation, and robotics.

Additionally, we are conducting research into the recognition and development of talent among Native American populations

Please visit our website for more information regarding the Gifted Education Resource Institute at Purdue University

<http://www.geri.education.purdue.edu/>.

This paper and today's PowerPoint presentation is available for download on the GERI Native American Research Initiative website

<http://gerinari.weebly.com/index.html>.

The HOPE Scale is a free download and can be accessed at the following website

<http://purduegeri.wix.com/projecthope>

Potential Researchable Questions by Categorical Area

Culture and Tradition

- Do teachers take into consideration cultural issues?
- How do 21st century skills align with the tribal philosophy of life and education?
- How do youth relate to traditional ceremonies?
- How do youth fit into the assumptions of tradition and culture?
- How are cultural values changing with the generations?
- What generalizations can be made across settings and what differences exist across settings (rural/urban/remote)?

Family Roles and Connections

- What enrichment can be developed/provided for parents of gifted students?
- Many children lack basic supplies (e.g., desks, chairs, a place to study, lights, paper, school supplies, technology) needed to do their school work at home. How can these basic needs be addressed?
- What role does family play in school success?
- How can home-school connections be strengthened?
- What methods can be used to effectively connect students (and/or their families) to the “outside” world?

Gender

- Are male students at risk?
- What methods best address the needs of gifted boys and girls from different Native American cultures?
- What implication does gender have on educational services and their delivery?
- How does the matriarchal society affect the social and emotional development of the whole child, boys, and girls?

Curricular and Instructional Considerations

- How can the non-verbal, visual, and spatial strengths of these youth enhance their learning and success?
- How do the spatial strengths of these children fit with STEM education, specifically engineering?
- How can curriculum be adapted to fit the knowledge, background, and experiences of the children?
- What is the role of problem-based learning in educating these populations?
- In what ways can teachers’ use of non-verbal strategies encourage communication?
- How can non-verbal communication and activities enhance learning?
- Can teachers better meet students’ needs through accountability, goal setting, and reflective practice?

Technology

- What is the role of technology in this generation of learners?
- How can technology bring learning to the reservation?
- How does technology inform the culture of today’s generation of Native American students?
- What about the technological divide, its effects, and how can it be addressed?
- How can the need for infrastructure in many schools be addressed?

Connections to the Future

- How can innovation and creativity be promoted among this generation of learners to improve infrastructure and living conditions on the reservation?
 - What tensions exist between education and the job market?
 - What steps can be taken to address the tension between educational attainment and the poor job market on the reservations?
 - How can educated young people effectively bring their knowledge and skills home to the Reservation?
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