

Talented Native American Children and Youth: A Call for Recognition and Service

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





Purposes

1. Examine issues of culturally relevant identification and programming with gifted, creative, and talented Native American youth and their educators.
2. Discuss results and implications for practice from our research with high potential Diné, Lakota, and Ojibwe students and their educators.



Background

- ★ The United States Department of Education (USDOE; 1993) acknowledged that gifted, creative, and talented young people exist within all cultural and economic groups in a variety of areas of human endeavor.
- ★ This same definition acknowledged outstanding talent of potential of outstanding talent as recognizable when young people are compared with others “similar in age, experience or environment” (p. 3).
- ★ Talent exists among Native American populations (USDOE, 1993).
- ★ Literature is sparse, over generalized, and largely dated.



Background

- ★ Gifted, creative, and talented Native American children remain at risk of continued marginalization.
- ★ NA youth experience consistent and severe underrepresentation in programs for gifted and talented children (Yoon & Gentry, 2009).
- ★ They have larger gaps in achievement and lower performance on measures of achievement than most other cultural groups (Griggs et al., 2010; Mead et al. 2010).
- ★ They are more likely to live in poverty; less likely to graduate from high school; less likely to attend or graduate from college (DeVoe & Darling-Churchill, 2008; Faircloth & Tippeconnic, 2010) than other cultural groups.



Project HOPE+

- ★ **H**aving **O**pportunities **P**romotes **E**xcellence plus funded by JKCF
- ★ Seeks to make Purdue's gifted summer-residential enrichment programs accessible to Native American students with high potential who live in poverty on the Navajo, Standing Rock, and Red Lake Reservations.
- ★ Students' experiences are being evaluated in the short and long-term.
- ★ Affective counseling curricula is being developed and complemented.
- ★ College-planning resources are being developed.
- ★ *HOPE Scale* is being tested for its usefulness in identifying talented youth among these populations.
- ★ <http://gerinari.weebly.com/>



Project HOPE+ Goals

- ★ Future goals (Gentry, 2011):
- ★ 1) Serve 62 secondary-aged students from the Navajo, Standing Rock, and Red Lake reservations in Summer Residential program for the next three summers;
- ★ 2) Develop affective curriculum and follow-up materials;
- ★ 3) Continue validation of HOPE scale for use with secondary and native youth;
- ★ 4) Develop longitudinal study of Summer Residential participants;
- ★ 5) Leverage the evaluation data and experiences of student participants.

HOPE Scale

- ★ A culturally relevant identification instrument (Peters & Gentry, in press)
- ★ Designed to measure two broad categories: Social and Academic components of giftedness and talent

The following two scales are measured by their respective items:

Academic Scale	Social Scale
1. Performs or <i>shows potential</i> for performing at remarkably high levels	2. Is sensitive to larger or deeper issues of human concern
6. Is eager to explore new concepts	3. Is self-aware
7. Exhibits intellectual intensity	4. Shows compassion for others
9. Uses alternative processes	5. Is a leader within his/her group of peers
10. Thinks "outside the box"	8. Effectively interacts with adults or older students
11. Has intense interests	

- ★ Meant to serve as a tool with which to focus a classroom teacher's nomination and perceptions of his/her students onto behaviors
- ★ When combined with other measures of aptitude and achievement, it can help locate gifted and talented students from traditionally underrepresented populations.
- ★ Items were not biased for or against either low-income or high-income groups (Peters & Gentry, 2010).

HOPE Scale

Teacher's Name/Code: _____

HOPE¹ Nomination Scale

Student Name/ID #: _____ Grade: _____ Date: _____

Date of Birth: _____ Age: _____ Sex: ☐ Male ☐ Female ☐ Free/Reduced Lunch

☐ American Indian/Alaska Native ☐ Asian ☐ Black or African American ☐ White

☐ Native Hawaiian or Other Pacific Islander ☐ Mixed Race ☐ Hispanic / Latino/a

When rating students on each item below please think about the student *compared to other children similar in age, experience, and/or environment.*

Use the following scale to indicate how frequently you observe the traits and behaviors listed in items 1 – 11.

6 = always 5 = almost always 4 = often 3 = sometimes 2 = rarely 1 = never

	6	5	4	3	2	1
1. Performs or <i>shows potential</i> for performing at remarkably high levels.						
2. Is sensitive to larger or deeper issues of human concern.						
3. Is self-aware.						
4. Shows compassion for others.						
5. Is a leader within his/her group of peers.						
6. Is eager to explore new concepts.						
7. Exhibits intellectual intensity.						
8. Effectively interacts with adults or older students.						
9. Uses alternative processes.						
10. Thinks "outside the box."						
11. Has intense interests.						
12. Please indicate all content areas where the student shows talent.						
<input type="checkbox"/> Math	<input type="checkbox"/> Reading	<input type="checkbox"/> Creative Writing	<input type="checkbox"/> Social Studies			
<input type="checkbox"/> Science	<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Arts	<input type="checkbox"/> Other _____			

Please provide additional information concerning this child's potential:

¹Developed with funding from the Jack Kent Cooke Foundation 2007



HOPE Scale

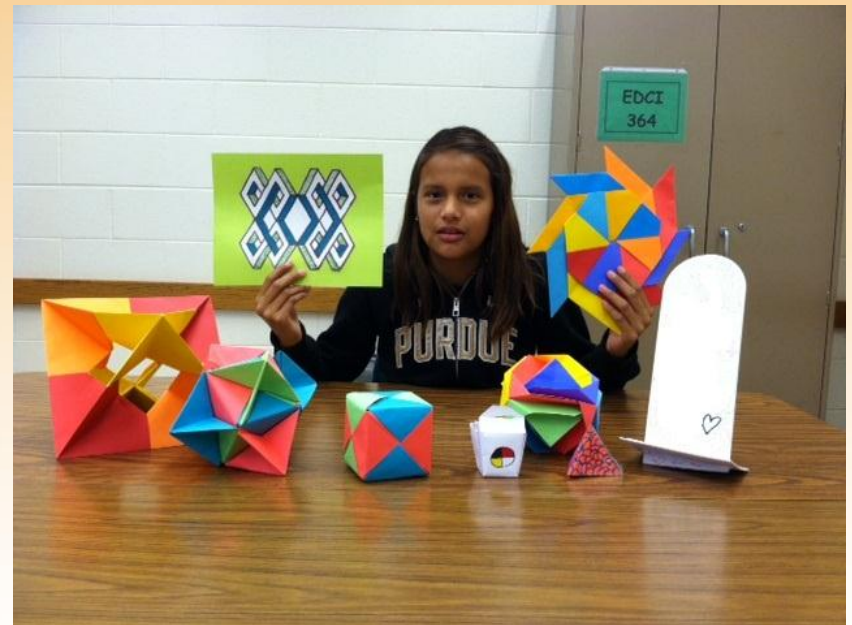
- ★ Validation of the HOPE Scale for use with three Native American populations
- ★ Sixth through twelfth grade teachers from the Navajo, Red Lake, and Standing Rock reservations were asked to evaluate each of their students using the HOPE Scale, and 590 of them have completed the HOPE Scale to date.

GERI Programming

- ★ Developing enrichment opportunities (GERI, 2012)
- ★ Making concerted efforts to recruit, enroll, and retain students from groups typically under-identified and underserved across the country in gifted and talented programs (Gentry, 2011)
- ★ During July of 2011, 12 gifted Diné students from the Navajo reservation received full scholarships to attend the Summer Residential program.
- ★ During July of 2012, 55 high-ability students from the Navajo, Standing Rock, and Red Lake Reservations received full scholarships to participate in the same program.
- ★ http://www.geri.education.purdue.edu/youth_programs/SRES/index.html

GERI Programming

- ★ Summer Residential courses included: Geometric Design in Math, Lego Robotics, Digital Media, Rube Goldbergengineering, Forensic Science, Public Speaking, Game Design, Aerospace Engineering, Music Video Production (GERI, 2012)
- ★ Lego Robotics video





GERI Programming

- ★ Counseling and cultural activities
- ★ Native American graduate student studying at Purdue as counselor
- ★ Trip to the Native American Cultural Center: a Native graduate student talked about higher-education opportunities and how they could take what they have learned back to the reservation



Teacher Development

- ★ Sensitivity training with program teachers and counselors
- ★ A web-based module on underserved populations in gifted education, employing multi-media and case studies to help teachers understand the nature of high-potential students who come from poverty and from diverse cultural groups
- ★ It has been developed and field-tested as part of a national study on developing talents among underserved populations (Gentry, 2009).



Teacher Development

- ★ Module 1: Nature and Needs of Gifted, Creative, and Talented Children and Youth
- ★ Module 2: Developing Talents in Underserved Populations
- ★ Module 3: Curriculum Compacting
- ★ Module 4: Schoolwide Enrichment Model—Reading
- ★ Module 5: Inquiry and Reflective Practice
- ★ Module 6: Differentiation in Language Arts and Mathematics
- ★ Module 7: Student Focused Differentiation
- ★ Module 8: Total School Cluster Grouping (TSCG)
- ★ Module 9: The Social and Affective Development of Gifted Youth

Teacher Development

Welcome to Module 2: Underserved Populations!

Continued from module 1, module 2 emphasizes the important of understanding that gifted children are not necessary good at all subject matter. Primarily, module 2 focuses on twice exceptional learners who are gifted students that have learning disabilities. Module 2 also talks about how to work with underachievers to develop their potential for achievement.

Learning objectives of Module 2 include:

- Learners can describe the characteristics of twice exceptional students and identify appropriate teaching strategies for each context.
- Learners will become familiar with counseling strategies to motivate underachievers.
- Learners will learn about the HOPE Scale, a tool that aids in identifying gifted students in underserved populations.



HOPE Scale Activity



Description (click to collapse)

Review the materials for the HOPE scale which was designed to aid in the identification of gifted students. (1) Review the Hope Scale Introduction and the (2) HOPE Scale teacher Directions then (3) complete the HOPE Nomination Scale. Finally, (4) discuss the advantages of the use of local norms on the HOPE Scale versus national norms that are traditionally used to identify gifted students in your schools

[Hope Scale Intro](#)

[HOPE Scale Teacher Directions](#)

[HOPE Nomination Scale Third](#)

Topic Type: Blog

Graded: Yes

Peer Review: No

Posting Restrictions: Allow post and reply

User Identification: User Name

Create Message

View Drafts

Select All

Deselect All

Sort by: **Date** Author

☐ **Subject:** HOPE Scale w/attachment

Author: Linda Timms

Date: June 18, 2012 3:14 PM

This scale is a valuable tool that I hope our school will adopt. It is a great way to quantify those academic and social skills that we, as teachers know are there in some students. It helps educators cast a wider net for students to be offered gifted services, and identifies student strengths and weaknesses.

Attachments: [HOPE.doc](#)



Teacher Development

- ★ Dr. Jean Peterson conducted training with counselors to plan community-building activities
- ★ Developed an affective curriculum that was topic-, development-, and prevention-oriented for use with secondary-aged students:
- ★ Semi-structured discussion session
- ★ Topics included stress, anxiety, perfectionism, procrastination, family and individual transitions, depression, anger, fear, worry competition, and self-harm
- ★ Small-group strategies
- ★ Activities related to career development



Teacher Development

- ★ Collected survey data of students' and counselors' feedback on the affective curriculum, open-ended questions included: most memorable topics discussed, opinions about including attention to social/emotional development, things they wish they could discuss in the future
- ★ Future study: What contents in the affective curriculum are culturally sensitive? What topics do gifted Native American youth want to discuss about? What professional development opportunities can be provided to group leaders and counselors?

On-going Research

- ★ Developed a data base to enable long-term follow up with gifted Native American students:
- ★ 1) Collected pre and post camp surveys
- ★ 2) Collected online *Student Perceptions of Classroom Quality* instrument (SPOCQ; Gentry, Owen, & Springer, 2001) survey data
- ★ Preliminary results from a pilot study on 2011 Summer Residential participants (10 Diné gifted students) was accepted as a paper session in AERA 2013 (Wu, Gentry, & Fugate, 2013).
- ★ Longitudinal study



Results

- ★ During summer 2011, Native American Scholarship recipients evaluated their experiences in the program as very positive.
- ★ Averaging greater than 4 out of 5 points on constructs of Appeal, Challenge, Choice, Meaningfulness, and Self-efficacy on the SPOCQ (Gentry, Owen, & Springer, 2001); and on constructs of Interest, Challenge, Choice, and Enjoyment on the *My Class Activities* (MCA; Gentry & Gable, 2001) instrument (Fugate, 2011)



Results

- ★ During summer 2012, Native American Scholarship recipients evaluated their experiences in the program positive as well, as can be seen from the points (out of 5) on the constructs of Appeal, Challenge, Choice, Meaningfulness, and Self-efficacy on SPOCQ survey:

	High-ability Native American students (<i>n</i> = 102)	
	<i>M</i>	<i>SD</i>
Appeal	4.11	.70
Challenge	4.12	.64
Choice	4.02	.60
Meaningfulness	3.86	.79
Academic Self-efficacy	3.70	.66



Results

- ★ The pilot study on the 10 Diné participants attending 2011 Summer Residential program yielded five thematic findings (Wu, 2012):
- ★ Theme 1, *students experienced affirming social interactions with intellectual peers and teachers.*
- ★ Theme 2, *camp was a life-changing experience.*
- ★ Theme 3, *students were motivated and excited to attend the camp for next summer.*
- ★ Theme 4, *students had positive academic experiences.*
- ★ Theme 5, *students met challenges that helped them better understand the world beyond reservation and themselves.*



Implications

- ★ The pilot study concluded that, if given the opportunity and financial support to be able to participate in a university-based residential program designed for gifted youth and to be able to enroll in courses of high interest, gifted, Native American students from low-income families will experience academic benefits, enjoy positive interactions, learn new knowledge, appreciate cultural diversity, and be exposed to a new perspectives that help them think about their future education and careers (Wu, 2012) .



Future Studies

- ★ Examine the long-term effects of summer programs on gifted Native American students' educational aspirations, career choices, and achievement and to compare these students with peers who have not participated in similar programs.
- ★ Longitudinal study



Implications for Practice

- ★ What can you do?
- ★ Educate yourself and others in school and out of school
- ★ See potential through poverty
- ★ Honor and make an effort to understand the culture
- ★ Seek potential and provide opportunity
- ★ Examine your data for equity
- ★ Provide developmental programs

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