Identifying Students from Poverty

It all Begins with Programming
How does poverty effect education?

Poverty and Education

By: Samantha Logsdon and Kate Keating
Key Steps to Identifying Gifted Students from Poverty

- Delineated in Rules
- Defined in new Identification Guidelines

Mary M. Frasier

Poor & Minority Students Can be Gifted Too!

Our daily practices must reflect the recognition that gifted students come from all walks of life.

Mary M. Frasier
Seek referrals from a variety of sources.

- Universal Screening Grant

Key Steps Practiced in Colorado for Identifying Gifted Students from Poverty
Key Steps Practiced in Colorado for Identifying Gifted Students from Poverty

Collect data from multiple sources including behavior checklists

Body of Evidence
- Cognitive Test
- Achievement Test
- Behavior Observation Scale
- Performance Evaluation
- Talent Ability or Creativity Tests
- Parent Informal Input
- Additional Data
Key Steps Practiced in Colorado for Identifying Gifted Students from Poverty

Broaden gifted definition beyond Intellectual Ability

**General or Specific Intellectual Ability**

**Specific Academic Aptitude**
- Reading
- Writing
- Mathematics
- Science
- Social Studies
- World languages

**Specific Talent Aptitude**
- Visual Arts
- Performing Arts
- Musical Abilities
- Dance
- Psychomotor Abilities
- Creative or Productive Thinking
- Leadership Abilities
Delay decision-making until all pertinent data is collected.

Talent Pool

A talent pool is defined as a group of students who demonstrate advanced performance or potential in a particular area, but at this time do not meet the criteria for gifted identification; or the determination team decides additional differentiation and observation is needed prior to making an identification decision.
- Programming matched to students’ potential strength area
- Programming scaffolded to meet students’ needs
- Programming that is sensitive and responsive to students’ affective needs
# Programming that Optimizes Chances of Observing Gifted Attributes

<table>
<thead>
<tr>
<th>Name</th>
<th>Contributions</th>
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| Mary M. Frasier | - Know how attributes manifest by culture and economic status  
                     - Share success stories                                                  |
| Eric Jensen   | - Understand what poverty does to the brain  
                     - Teach to change the brain                                                |
| Paul Slocumb   | - Distinguish between potential and opportunity  
                     - Understand causes behind the symptoms                                   |
10 Attributes of Gifted Students

- Based on research report from The National Research Center for the Gifted and Talented
- Goal was to achieve cross-cultural and economic “semantic validity”

Looked for attributes, defined as traits, aptitudes and behaviors, that were dynamic, broad and flexible.

- Trait: a relatively persistent and consistent behavior pattern
- Aptitude: the capacity to perform in the future or some potential ability
- Behavior as any response made by an organism.

Core Attributes of Giftedness: A Foundation for Recognizing the Gifted Potential of Minority and Economically Disadvantaged Students
Mary M. Frasier, Scott L. Hunsaker, Jongyeun Lee, Sandra Mitchell, Bonnie Cramond, Sally Krisel, Jaime H. Garcia. Darlene Martin, Elaine Frank, Vernon S. Finley
Motivation:

Evidence of desire to learn

- Forces that initiate, direct and sustain individual or group behavior in order to satisfy a need or attained goal.

Motivation and poverty:

- Chronic stress reduces motivation, determination and effort. (Johnson 1981)
- The teacher/student relationship is the single strongest facilitator of motivation.
- Self-regulation and self-director learning empower, engage and motivate students to learn.
What Motivates Students from Poverty?
Motivation

**Slocumb-Payne Inventory Rating Scale for Students from Diverse Backgrounds**


Student Name ______________________  Teacher ______________________  Parent ______________________  Date ______

Directions: Circle one number per line that best describes your child/student using the following rating scales:

1 = Seldom or Never  2 = Occasionally  3 = Frequently  4 = Almost Always

---

5. Thirst for knowledge; seeks answers to questions; motivated to do research OR

5. Shows little interest in what is to be learned; wants to pursue only those things that spark his/her curiosity; more curious about people than events

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**Removing the Mask**

Giftedness in Poverty
2. Interest

**Interest:**
Intense (sometimes unusual) interests
- Activities, avocations, objects, etc. that have special worth or significance and are given special attention

**Genius Hour**
8. Deeply interested in many things; is good at many things; loves to learn new things.  

8. Unable to make decisions—makes decisions quickly without regard for consequences; may hop from one thing to another without experiencing closure in anything; appears random.

OR
3. Memory

**Students from poverty have poorer working memories than their higher-SES peers.**
Short term success comes from:
- Teaching in fewer, smaller chunks (1-2 items at a time)

Long term success comes from training that starts simple and gradually increases in difficulty:
- Five to ten minutes of practice a day for 8-12 weeks using existing content
- Working memory is stored in one of two ways:
  - Sounds
  - Pictures
And there is little transfer from one modality to another so as you increase difficulty combine modalities for more likelihood of generalization and transfer
Communication skills:
Highly expressive and effective use of words, numbers, symbols, etc.

- Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers)

- Smaller vocabularies place low SES students at risk for academic failure.
- Must teach what Slocumb and Payne call “language of opportunity”
- Use nonverbal communication, visual aids and context
Communication Skills

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10. Has trouble listening while others talk; interrupts others to the point of rudeness; talks at inappropriate times; may be reluctant to write; very expressive in casual register. OR

10. Excellent facility with language; can elaborate on thoughts and ideas; uses formal register when communicating with others.
5. Humor

Humor:
Conveys and picks up on humor well

- Ability to synthesize key ideas or problems in complex situations in a humorous way;
- Exceptional sense of timing in words and gestures.

I have many problems in my life. But my lips don't know it. They always smile!

Charlie Chaplin

Charlie Chaplin The Tramp debuted in 1914 -- pre-1923 The Tramp was released on April 11, 1915 through Essanay Studios. Date: 11 April 1915; Source: Fred Chess; Author: P.D. Jankens
Humor

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4. Understands subtleties of language in his/her primary language; uses language in powerful ways; displays unique sense of humor; able to use language to build personal relationships.

OR

4. "Smart mouth"; master at put-downs of others; uses humor in destructive manner; unable to relate to peers because his/her sense of humor isn't as sophisticated; class clown.
Brain-based Learning

How much input should teachers be giving versus how much output they should be asking for?
50% of Students’ Time Should be Spent on . . .

Student-Centered Learning

- Inquiry
- Reasoning
- Creating
- Problem Solving
- Gaining Insight
6. Inquiry

<table>
<thead>
<tr>
<th>Inquiry Level</th>
<th>Question</th>
<th>Procedure</th>
<th>Solution</th>
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<tbody>
<tr>
<td><strong>1- Structured Inquiry</strong></td>
<td><em>Students investigate a teacher-presented question through a prescribed procedure.</em></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>2- Guided Inquiry</strong></td>
<td><em>Students investigate a teacher-presented question using student designed and selected procedures.</em></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>3- Open Inquiry</strong></td>
<td><em>Students investigate questions that are student formulated through student designed and selected procedures.</em></td>
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Inquiry

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1. Curious about information; inquisitive; doesn’t accept information at first glance; questions and pushes for more information.

OR

1. Obnoxious with questions; likes to stump people with hard questions; enjoys questions with “shock value”; questions authority; unwilling to follow rules.

Unanswered Questions

Removing the Mask
Giftedness in Poverty
8. Reasoning

Where THINKING SKILLS are taught
Reasoning

Slocumb-Payne Inventory Rating Scale for Students from Diverse Backgrounds

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Directions: Circle one number per line that best describes your child/student using the following rating scales:
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12. Able to comprehend complex ideas and thoughts; able to learn advanced and more complex content basic requirements. OR 12. Out of touch with reality, day-to-day routines; bored by simpler things in life; unwilling or unable to abide by and/or rules

13. Unwilling to learn facts to support generalizations; can be great "talker" but is unable to produce because work lacks substance. OR 13. Sees patterns in things; can transfer learning to new situations; sees the big picture; discovers new information; supports generalizations with facts/details.
Problem-solving and critical thinking go together to build cognitive capacity.

Most students from poverty do not have experience solving “academic” problems. This requires support and practice.

Eric Jensen
Problem-solving

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Directions: Circle one number per line that best describes your child/student using the following rating scales:
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15. Shows clever, unique responses to questions and problems; often responds with humor or offers "silly" responses to questions.

OR

15. Generates a large number of ideas or solutions to problems and questions; often offers unusual, unique, clever responses.

Removing The Mask
Giftedness in Poverty
Imagination/Creativity:

- Produces many ideas; highly original
  - Process of forming mental images of objects, qualities, situations, or relationships, which are not immediately apparent to the senses;
  - Solve problems by pursuing nontraditional patterns of thinking

Scott Barry Kaufman, scientific director of The Imagination Institute in the Positive Psychology Center at the University of Pennsylvania
Imagination/Creativity

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7. Loves ambiguity and dislikes being given specific directions and/or parameters; unable to be specific with OR other people who need specific directions; comes across as highly creative/inventive.

7. Able and willing to ascertain and solve problems; does not need specific directions; may set own goals that surpass teacher’s expectations.

14. Makes connections; sees relationships between/among diverse ideas and events.

14. Difficult to stay focused because of random thoughts/ideas; highly creative but perceived as "weird."
Insight:

Quickly grasps new concepts and makes connections; senses deeper meanings.

- Sudden discovery of correct solution following incorrect attempts based primarily on trial and error.

"Chance favors only the prepared mind."

Louis Pasteur

You empower students to experience “aha” moments when you:

- Ask open-ended thought provoking questions
- Create a safe and respectful space
- Make and take time.
What Insights & Big Ideas are you leaving with today?