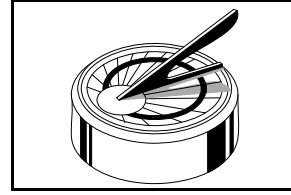


# GIFTED EDUCATION PRESS QUARTERLY

10201 YUMA COURT  
P.O. BOX 1586  
MANASSAS, VA 20108  
703-369-5017



SUMMER 2006  
VOLUME TWENTY, NUMBER THREE  
www.giftedepress.com

Over 9,000 Internet Subscribers

## MEMBERS OF NATIONAL ADVISORY PANEL

**Dr. James Delisle** — Professor and Co-Director of *SENG*, Kent State University, Kent, Ohio

**Dr. Jerry Flack** — Professor, University of Colorado, Colorado Springs

**Dr. Howard Gardner** — Professor, Graduate School of Education, Harvard University, Cambridge, Massachusetts

**Ms. Margaret Gosfield** – Editor, Gifted Education Communicator, Santa Barbara, California

**Ms. Diane D. Grybek** — Supervisor of Secondary Gifted Programs (Retired), Hillsborough County Schools, Tampa, Florida

**Ms. Dorothy Knopper** — Publisher, Open Space Communications, Boulder, Colorado

**Mr. James LoGiudice** — Director, Program and Staff Development, Bucks County, Pennsylvania IU No. 22 and Past President of the Pennsylvania Association for Gifted Education

**Dr. Adrienne O'Neill** — President, Stark Education Partnership, Canton, Ohio

**Dr. Stephen Schroeder-Davis** — Coordinator of Gifted Programs, Elk River, Minnesota Schools and, Past President of the Minnesota Council for the Gifted and Talented

**Dr. Bruce Shore** — Professor and Director, Giftedness Centre, McGill University, Montreal

**Ms. Joan Smutny** — Professor and Director, Center for Gifted, National-Louis University, Evanston, Illinois

**Dr. Colleen Willard-Holt** — Associate Professor, Pennsylvania State University - Harrisburg

**Ms. Susan Winebrenner** — Consultant, San Marcos, California

**Dr. Ellen Winner** — Professor of Psychology, Boston College

for improving the quality of America's mathematics and science education may again miss the opportunity to tap our nation's greatest potential source of new talent – minority and inner-city students. Their concern should be taken seriously by government agencies and corporations. Since this is the latest national alarm for making such improvements (e.g., offering more advanced high school courses and upgrading teacher training), it would be helpful for educators to review previous alarms. The post-Sputnik era of the 1960s led to many advances in curriculum design and gifted education which eventually helped to increase the nation's engineering and technological capacity. The next major challenge came in the 1980s as a result of Japan's industrial expansion. In response, American industry improved the quality of its management, worker training and products including the personal computer; and federal and state governments funded the expansion of gifted education programs in almost every state. However, both crises did not pay enough attention to the enormous academic potential that exists among minority children. Because of this error of educational omission, the gifted education field is "lost-in-time" regarding the identification and teaching of these children. Today, it is stuck somewhere in the 1980's with the same old debates over enrichment versus acceleration, and so forth.

Two articles in this issue of *GEPQ* demonstrate some of the hard work necessary to move this field forward into the 21<sup>st</sup> century. The articles by Gilman Whiting on developing a scholar identity in Black males, and Gilman Whiting and Donna Ford on non-discriminatory assessment of minority students should be used as a major part of training teachers of the gifted, particularly to help them identify and educate minority students who show potential in mathematics and science. These authors and H. Richard Milner (all from Peabody College, Vanderbilt University) have written others for the Fall 2005, and Winter and Spring 2006 issues. Ford holds the Betts Chair of Education and Human Development in Peabody's Special Education Department. Whiting is Director of Undergraduate Studies and Senior Lecturer, African American and Diaspora Studies in the College of Arts and Sciences, and Human Organization and Development. The third article by Rebecca Gray and Sherry K. Bain addresses the important matter of diagnosing and teaching gifted students who might have ADHD. Both are from the University of Tennessee-Knoxville. Gray is currently a doctoral student in School Psychology, and her research interests include gifted education and difficulties in reading. Bain is an associate professor and a member of the School Psychology graduate faculty. Her interests include studies of current knowledge and perceptions about gifted education. The final section contains a review of a book by Herbert W. Warden III (*American Courage*, 2005), and an essay by Michael Walters on a new book by Paul Johnson (*Creators*, 2006).

The Christian Science Monitor recently published an OpEd piece by Andrew J. Rotherham and Kevin Carey entitled, *Expand the Pool of America's Future Scientists* (April 20, 2006). They argue that renewed calls from government and business leaders

Maurice D. Fisher, Ph.D. Publisher

## **Promoting a Scholar Identity in African American Males: Recommendations for Gifted Education**

**Gilman W. Whiting**

**Peabody College of Education  
Vanderbilt University**

What does it mean to be “gifted” or “talented”? How do we define and identify “potential”? Does the gifted/talented child have a certain look? Is giftedness the domain of one group rather than another? Is giftedness American or Asian? Does age matter? How about socio-economic status? Does race or ethnicity matter? Is a 2-year-old who manages to survive home alone for more than two weeks “gifted” (CNN, September 2003)? Is this same child gifted only if she has a large vocabulary? Is she gifted if she doesn’t read at an early age? Is she gifted if, once in 4<sup>th</sup> grade, she makes Ds in school? Must students demonstrate their giftedness or can it be developed? What role and to what degree does home/environment, community, mentoring/teacher/coaching influence talent development, potential, giftedness? In essence, how do we determine who is “gifted” and who requires gifted education services? Do any of the above characteristics matter when we are making referrals for gifted education screening and testing?

These are important questions to consider as we discuss and consider the under-representation of Black students in gifted education programs. And given that Black males tend to be more under-represented in gifted education than other students (Elementary and Secondary Civil Rights Survey, 2000), these questions are even more critical for educators to consider. Nationally, statistics reveal that Black males comprise 8.37% of school districts nationally, but 3.54% of gifted programs (Elementary and Secondary Civil Rights Survey, 2000). Tragically, Richert (as cited in Ford, 1996) reported that Black males are under-represented by about 600% in some gifted programs. Thus, while educators are rightfully concerned with the most effective ways to identify gifts and talents in students, the needs seem to be most critical or urgent when it comes to Black males.

In this brief paper, I offer another perspective on giftedness among Black males, arguing in particular that talent development ideologies and the promotion of a scholar identity are two promising ways to increase the representation of Black males in gifted programs. In addition, I propose a few strategies for addressing these recommendations. First, however, I begin with a discussion of cherry picking, which begs the question: How do some individuals get selected for gifted programs while others do not?”

### **Cherry Picking: Availability, Choice and Opportunity**

I have watched the selection process of sports all my life. I was

always one of the first chosen (fortunately, for the sake of my developing sense of self-worth). For many years, I took part in a ritual of selecting or providing the opportunity to choose the ‘best’ person.

Captain 1: Hey, I made the shot. I got first pick. Marvin, I got you.

Captain 2: Man, you always take Marvin.

Captain 3: Well, you should learn to shoot better. Then, you can pick first.

Group: Chuckles.

Captain 2: Alright, I got Damion. Next time, you can’t pick Marvin.

Captain 1: Whatever, man. Y’all got the ball first.

There is a certain amount of self-esteem the person of choice receives from not only being selected first amongst others, but subsequently feeling that others were thinking of and wanting to provide him/her with the opportunity to further distinguish herself/himself. In this example, the person: (1) knows that he/she is needed; (2) does not have to think about the reason for the selection; and (3) feels that his/her very being has allowed the game to be played and this is motivating.. The selected person has no need to feel or think about things like, “What if someone else were there, would I still have been selected?” The talent he/she possesses can now be nurtured, even in this subjective, value-laden arena. Now let’s compare the above-illustrated selection opportunity for a sport’s team to that of being selected for a gifted education class. What does this cherry picking look like in a school setting?

Mrs. White: Now class, remember at least two on a team, no more than three. You will have 30 seconds to give the correct answer. You have two minutes to pick your teams. Dona and Marvin, you are the captains. You pick the teams ... (Secretly, Mrs. White selects Dona because she believes her to be the “brightest in the class,” and selects Marvin because he, although an outstanding athlete, is always the last to be selected for academic games). ... Marvin, you pick first.

Marvin is a gifted athlete and an “average” student. Mrs. White is a middle-class White woman<sup>1</sup> who actually thinks Marvin is less than average academically. She is attempting to keep him engaged in the learning process. Unfortunately, she has been

---

<sup>1</sup> Many reports indicate that over 90% of the teaching profession is White, and most of them are females.

conditioned socially; and unless she has extended time with a young Black male like Marvin, her gut reaction is to think of him as an athlete first; she is not conditioned to see him as a scholar. Essentially, Mrs. White has yet to understand that Marvin is a shy and quite intelligent young student. Marvin is usually the first selected for any physical activity and the last for academic ones. Marvin has come to understand what gains him the accolades that we all desire and need; his esteem and identity are found on the athletic field rather than in the academic field. The missing ingredient in his development is someone to believe in, trust, motivate and guide him in the academic field.

The only option at this point for this student is to hope to be a candidate for “cherry picking” -- a commonly used term adopted to describe actions taken by many businesses and/or companies in their selection process of recruiting the best and the brightest to their teams. In the academic realm, colleges and universities across the country set admission requirements to select the “best or most qualified” to fill their freshman classes every year. Graduate schools as well employ “high” standards of excellence in selecting those who will potentially fill those graduate student ranks. Gifted education (GE) is no less guilty. Using the above analogy, what is left on the tree after the proverbial ripe cherries are picked? Were the remaining cherries unripe, spoiled, unattractive, the wrong color or gender? Why weren’t certain cherries picked? Too often, these unselected, ignored, overlooked, or discarded cherries are Black males. How can we pick more Black males for gifted programs? How can we develop their gifts and talents, as well as their identities as academic scholars? In the following sections, I describe characteristics of a scholar identity and offer some strategies for promoting such an identity among Black males. I also offer the following proposition – *Black males who personify a scholar identity will look more ‘ripe’ or ready to be selected for gifted education classes.*

### **Characteristics of a Scholar Identity**

As just noted, Black males as a group are often overlooked for gifted education referral, screening, and placement. What can educators do to rectify the situation? This paper is written with these questions in mind. Why do so many – perhaps too many – Black males find their identities on the athletic fields and in the entertainment industry rather than inside of school buildings? What can educators do to develop and nurture talent and, just as important, a scholar identity among this population? What is a scholar identity?

Currently, many Black males find their identities, their pride, their self-efficacy and self-esteem in a limited number of domains – sports, music, and acting. Many aspire to these areas and find their heroes and role models in these industries. Less often do Black males see themselves as capable and talented beings in school settings. These self-images can and must change. It is still possible, and certainly necessary, to change the way Black males see themselves in school settings.

Essentially, educators must recognize the importance of how having a scholar identity can improve the motivation, achievement, and aspirations of Black males. I define a scholar identity as one in which Black males perceive themselves as academicians, as studious, and as intelligent or talented in school settings. In my work with Black males, I have come to the conclusion that several characteristics contribute to a scholar identity. I share these characteristics with the hopes that readers will become more optimistic and more empowered as they work with Black males, too many of whom have heretofore not been recognized, developed or nurtured, even at a very young age. Building upon the previous proposition, I offer a second one -- *if educators (along with families and community leaders) can nurture a scholar identity among these otherwise capable students, then more Black males will achieve their potential in school and life.* And more Black males will end up being recruited and retained in gifted programs. As described below in ascending order, and presented in Figure 1 (p. 6), I believe there are at least nine characteristics of someone who possesses a scholar identity.

**Self-Efficacy** – Those who have a scholar identity believe in themselves; they have confidence, personal faith, and a sense of self-responsibility and empowerment. The Black male possessing self-efficacy likes who he is and is not confined by the ideas and ideals of others. He is unwilling to succumb to negative stereotypes because he understands that he is intelligent and talented.

**Willing to Make Sacrifices** – As adults, many come to realize – through experiences – that sacrifices are oftentimes necessary for reaching one’s goals. Black males who have a scholar identity recognize this, too. They, therefore, are more apt to forgo some aspects of a social life (e.g., parties, clubbing, popularity, and so forth) in order to reach goals that they seek.

**Internal Locus of Control** – This Black male is optimistic; he believes that he can control his outcomes or destiny in school settings. He does not blame failure or mistakes on others; rather, he is willing to share responsibility for decisions and outcomes. He recognizes that he plays a role in his own destiny.

**Aspirations; Long-Term Goals** – Research in the area of motivation indicates that people who have aspirations often make plans to reach those goals. They think about the future – long-term goals – and, thus, are not stuck in the present; moreover, they are not sidetracked by immediate gratification and short-term interests and goals. These students think about how GPA, attendance, and participation in challenging courses will help them reach sought-after dreams.

**Self-Awareness** – This area is related to intrapersonal intelligence as described by Howard Gardner (1983). Black males with a scholar identity are likelier to have self-awareness and self-understanding. Those who have self-awareness know their strengths and, simultaneously, are able to adapt, control or at least understand their weaknesses. Thus, they will not be deterred by challenges; such challenges as taking gifted and AP classes are not avoided but, rather, are sought out.

**Need for Achievement is Greater than Affiliation Need** – For this male, one’s identity is not determined by the number or

quantity of friends. He wants to have friends, but he is not obsessed or overly concerned about being popular for the sake of popularity. He understands that the need for achievement is a powerful motivator, one that will take him far (or farther) in life than being extremely social or popular. So, he does not sacrifice school work for friendships or a social life. School comes first.

**Academic Self-Confidence** – The Black male here believes that he is a good student, a smart student. He feels comfortable and confident in academic settings. Thus, he is willing to raise his hand in class, to ask questions, and to acknowledge that he does not know the answer. Most importantly, he does not feel inferior in class; he does not feel that he must hide his academic abilities and skills. This student also has a strong work ethic and recognizes that hard work pays off. For example, Black males with a strong work ethic take time with school work, they study, and they require few nudges from adults. In essence, the student recognizes that to be successful, effort is just as important, or more important, than ability.

**Racial Identity and Pride** – It is impossible to talk about a racial identity without considering self-perception (i.e., self-esteem and self-concept). Most educators support the notion that self-perception influences students' achievement and motivation. Likewise, when one is a person of color, we must also consider racial identity and pride. Black males who have a scholar identity have a positive and strong racial identity (Cross & Vandiver, 2001). Race, in other words, has high salience in their lives. Just as important, they do not equate achievement with 'acting white' or 'selling out' (Ferguson, 2001; Ford, 1996; Fordham, 1988). They recognize, as we all must, that any group can achieve, regardless of gender, socio-economic status, race or ethnicity.

**Masculinity** – The issue of masculinity is a sensitive one. Here, I refer only to the sense that Black males with a scholar identity do not equate being intelligent or studious or talented with being 'feminine' or 'unmanly.' Instead, they believe that males are intelligent and that being gifted does not detract from one's sense of masculinity.

### **Recommendations: Promoting a Scholar Identity Among Black Males**

Just as many Black males find their sense of self-worth (self-esteem, self-concept, self-efficacy, and racial identity) in non-academic settings, they can and must find their self-worth in school settings – a place where they spend at least 13 years. Clearly, parents and primary care givers lay the foundation for self-worth; just as significant, educators must understand and accept the reality that they are more than just people who teach math, reading, and science. Teachers play a major role in the formation of students' sense of self, including the students' scholar identity. How do we promote a scholar identity among Black males, so many of whom feel marginalized in school settings, so many of whom feel that they are unintelligent and incapable of succeeding in rigorous courses?

### **Talent Identification and Development**

Identifying and nurturing talent is a cornerstone of gifted education. The U.S. Department of Education gave educators a new perspective on the notion of giftedness and talent with its 1993 definition. The definition recognizes that some students demonstrate their talents while others have the potential to do so with time, commitment, support and nurturance. The definition is long overdue and represents a timely recognition that children from economically advantaged backgrounds, for example, have more opportunities to develop their talents than others; the definition also recognizes that access and support go a long way in developing talent among all students, but particularly those with the least amount of support and access. Namely, given that Black students are disproportionately represented among children who live in poverty and are highly likely to face low teacher expectations, they are less likely to have access to critical education-related resources and supports.

Talent development is guided by the notion that lack of opportunity and limited access to resources and supports can undermine one's abilities, skills, and achievements. Thus, educators will need to close, very early, these resource and opportunity gaps for Black males. With young Black males in mind, educators should consider developing preschool programs that have an academic focus as one way to expose Black males to the knowledge, skills and competencies they will need to be successful throughout their formal school years. For older students, talents can be developed with mentors and role models.

### **Mentors and Role Models**

Mentors and role models have always played central roles in developing gifts and talents. Educators can work with such organizations as fraternities, 100 Black Men, Urban League, Boys and Girls Clubs, and others to find Black males to serve as mentors and role models for Black male students. These men can focus on: (a) gaining leadership skills; (b) exploring definitions of manhood; (c) building relationships; (d) resolving conflicts and managing anger; (e) coping with social injustices; (e) developing or refining learning strategies and techniques (e.g., study skills, organizational skills, time management skills); (f) exploring career interests; (g) enhancing social skills; (h) acquiring soft skills; and (i) building networks. For Black males at the secondary level, mentors can also provide exposure to college settings (campus visits, college tours) and internships.

Peer-to-peer mentoring is another promising strategy. This might include younger Black males working with slightly older Black males who have been successful in school (e.g., class valedictorians and salutatorians, members of National Honor Society, high GPA) for similar types of experiences as those just described.

## **Counseling**

Black males are also likely to benefit from counseling experiences where they are able to talk about their concerns and needs, as well as listen to how other Black males cope. Both individual and group counseling can address whatever needs and concerns these males have. As noted by others (Lee, 2006; Ponterotto, Casas, Suzuki, & Alexander, 2001), counseling that is multicultural holds much promise for being relevant to the lives of Blacks. Just as important, educators can focus on career development with these students.

## **Motivational and Achievement-Oriented School Events**

School functions and events provide an ideal way to reinforce a scholar identity among Black males. The development of career days, the use of (monthly) motivational speakers in classes and at school-wide assemblies, and leadership development workshops represent three types of events. Black males may also be inspired by tours to Historically Black Colleges and Universities, as well as visits to other colleges of interest. Counselors and administrators in particular may also be able to arrange for guest speakers from local colleges to present at assemblies or in classes.

## **Multicultural Curriculum**

Scholars of color recognize the power of a multicultural curriculum (e.g., Banks, 2006). They argue that students will become more motivated and engaged when they see themselves affirmed in the materials and content. According to Banks, when teachers infuse multicultural content into the curriculum, students feel more empowered (e.g., a greater sense of self-efficacy). Reading the biographies of Black male heroes – past and present – can help inspire Black males, as well as develop

their sense of social justice (e.g., W.E.B. DuBois, Martin Luther King Jr., Malcolm X, Vivien Thomas, James Baldwin, Ralph Ellison, Carter G. Woodson, Henry Louis Gates, Cornel West, Haki R. Madhubuti, Michael E. Dyson, and Frantz Fanon). For younger Black males, highly recommended children's books that have gifted Black males as the protagonist are helpful: **Gifted Hands** (1996) by Ben Carson, **The Gift-Giver** (2005) by Joyce Hansen, **A Hope in the Unseen** (1998) by Ron Suskind and **Fast Talk on a Slow Track** (1998) by Rita Williams-Garcia.

## **Relationship Building**

For students to be successful, they must have positive relationships with their teachers. Teachers will need, therefore, to spend quality time with Black males; this time should be devoted to learning about their interests, hobbies, goals, and fears. By using surveys and interest inventories, for example, teachers will have one window for looking into students' lives. If Black males like, trust, and value their teachers, it will have a positive impact on their academic self-worth, such as their willingness to ask teachers for assistance. This increased self-worth is likely to contribute to a scholar identity.

## **A Final Word**

Too many Black males live on the margins, feeling misunderstood and misdirected. Seldom are they identified as gifted. This situation does not have to continue. We can and must do a better job of increasing their representation in gifted education. A fundamental task of educators must be to develop a scholar identity in Black males so that more of them will have opportunities to reach their goals in school and in life.

## **References**

Banks, J.A (2006) *Diversity in American education: Foundations, curriculum, and teaching*. Boston: Allyn & Bacon.

CNN (September 30, 2003). *Toddler 'doing well' after nearly 3 weeks alone*. Retrieved October 3, 2003, from <http://www.cnn.com/2003/US/South/09/30/toddler.alone/>

Cross Jr., W.E. & Vandiver, B.J. (2001). Nigrescence Theory and Measurement: Introducing the Cross Racial Identity Scale. (Ch. 21). In J. Ponterotto, J.M. Casas, L.A. Suzuki, and C.M. Alexander (Eds.), *Handbook of Multicultural Counseling*. Thousand Oaks, CA: Sage.

Elementary and Secondary Schools Civil Rights Survey. (2000). Demographics of gifted programs. Washington, DC: U.S. Department of Education.

Ferguson, R.F. (2001). *Analysis of Black-White GPA disparities in Shaker Heights, Ohio*. New York: Brookings

Institute, Papers on Educational Policy.

Ford, D.Y. (1996). *Reversing underachievement among gifted Black students: Promising practices and programs*. New York: Teachers College Press.

Fordham, S. (1988). Racelessness as a strategy in Black students' school success: Pragmatic strategy or pyrrhic victory? *Harvard Educational Review*, 58, 54-84.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Lee, C. (Ed.). (2006). *Multicultural issues in counseling: New approaches to diversity* (3<sup>rd</sup> ed.). Alexandria, VA: American Counseling Association.

Ponterotto, J., Casas, J.M, Suzuki, L.A. & Alexander, C.M. (Eds.). (2001), *Handbook of multicultural counseling*. Thousand Oaks, CA: Sage.

**Figure 1: Hierarchy of Scholar Identity (Whiting, 2006)**

***Scholar Identity in Black Males***



**Under-Representation of Diverse Students in Gifted Education: Recommendations for Non-Discriminatory Assessment: Part 2**

**Gilman W. Whiting and Donna Y. Ford**

**Peabody College of Education  
Vanderbilt University**

In the Spring 2006 issue of *GEPQ*, we presented an overview of some key components of non-discriminatory assessment, with particular attention to the concept of assessment. The overall goal of non-discriminatory assessment, as we see it, is to eliminate or reduce (as much as possible) biases in instruments, policies, procedures, and practices. Such improvements will likely result in an increased presence of culturally and linguistically diverse (CLD) students in gifted education. Specifically, we contend that when interpreting the test scores of

CLD students, educators must gather two important and interrelated pieces of information: (1) the examinee's level of acculturation; and (2) the degree to which performance on the test is contingent upon culture-specific knowledge and experiences.

We argued then, as we do now, that educators and others interested in measuring the intelligence of culturally and linguistically diverse students must create a greater awareness of

epistemological diversity by: (1) focus on the concept of ‘assessment’ rather than ‘testing’; (2) use instruments that are culturally sensitive, that contain the least amount of cultural loadings; and (3) adopt instruments that have the least disparate impact. We provided a rationale for these recommendations, along with a description of central features of non-discriminatory assessment. In part 2, we build upon this discussion and turn our attention to the issue of non-discriminatory assessment principles. These principles, described next, are meant to serve as a guideline of precautions, or dos and don’ts.

### **Non-Discriminatory Assessment Principles**

In a collaborative effort, The American Education Research Association (AERA) and the American Psychological Association (APA) (1999) developed an extensive list of principles to lead assessment practices. These principles are intended to improve the rigor of assessment practices, to improve the validity and trustworthiness of instruments used, and to set forth a common set of standards to guide educators in their work. While we recognize the value of all assessment principles described by AERA, APA, and other authors, we share those principles that we deem to be most relevant when assessing culturally and linguistically diverse students.

**Principle 1: Tests have limitations and should be used with caution.** Intelligence tests measure a limited range of abilities, and a large number of variables considered ‘intelligent’ are beyond the scope of most intelligence tests; no test or battery of tests can ever give a complete picture; they can only assess certain areas of present functioning (Groth-Marnat, 2003, p. 140). In other words, it is well known that inter-individual differences exist regarding the construct of intellectual abilities (Braden, 1997; Sternberg, 2000). Some children learn at faster rates and can generalize knowledge across various contexts quicker than other children, despite similar types and amounts of instruction. Thus, intelligence test scores should never be used rigidly as part of any decision-making process (Gregory, 1999, 2004; National Association for Gifted Children, 2001).

**Principle 2: A comprehensive analysis must be conducted.** Whenever standardized, norm-referenced tests are used with individuals from diverse backgrounds, the possibility that what is actually being measured is acculturation or English proficiency, rather than ability, exists. The structure and design of intelligence tests and the construction of representative norm groups are based on the notions of equivalency in levels of acculturation for both the individuals on whom the test was standardized and on whom the test will be used (Ortiz, 2002, p. 1326). Thus, an in-depth analysis of the individual’s level of acculturation (e.g., language proficiency, cultural values, and cultural styles, etc.) should be conducted and used when administering tests and interpreting results. Assessment should be multi-faceted, collaborative, and guided by a comprehensive framework that integrates efforts to reduce bias in a cohesive and systematic manner (Ortiz, 2002, p. 1327).

**Principle 3: Adopt measures with the least amount of linguistic demand.** The cultural and linguistic demands of a test can differentially affect the performance of CLD individuals. Namely, the more the cultural and linguistic demands of the test, the more adverse the impact on the test scores of diverse students (Flanagan & Ortiz, 2001, p. 260). Practitioners, therefore, must strive to adopt tests that have the least amount of linguistic demands and interpret the test scores of diverse individuals with knowledge of their language skills (Ortiz, 2002).

**Principle 4: Adopt measures with the least amount of cultural loading.** All tests have some degree of cultural and linguistic loading. No test is culture-free. Probably no test can be created that will entirely eliminate the influence of learning and cultural experiences. The test and materials, the language in which the questions are phrased, the test directions, the categories for classifying the responses, the scoring criteria, and the validity criteria are all culture bound (Sattler, 1992, p. 579). Thus, practitioners must search for and use instruments containing the least amount of cultural loadings, as well as collect information from multiple sources and in various ways.

**Principle 5: Consider factors that depress test scores when interpreting results.** A test that is considered non-biased technically or statistically can still contain low to high degrees of cultural and linguistic demands (Flanagan & Ortiz, 2001). Thus, all instruments, including those considered technically sound, should be evaluated for their degree of cultural and linguistic demands. When the linguistic demands of a test are low or reduced, the cultural loadings must still be considered. When the cultural loadings of a test are low or reduced, the linguistic demands must still be considered. Essentially, if cultural and educational considerations to the depressed scores of diverse individuals are overlooked, those scores will become biased estimates of individual potential by mis-attributing the effects of inadequate educational opportunity to a lack of individual aptitude or ability (Skiba, Knestling, & Bush, 2002, p.70).

**Principle 6: Consider social injustices when interpreting results.** Test scores from different cultural groups may reflect the impact of different experiences and “ ‘social inequality’ ... in the face of inadequate cultural and educational opportunity, unbiased tests provide an accurate estimate not only of individual capability, but also of the inhospitable conditions that depress that capability.” (Skiba, Knestling, & Bush, 2002, p. 61). Because test performance is influenced by the nature and quality of one’s experiences, it is essential that we interpret the test scores of individuals considering that to do otherwise is to contribute to a biased assessment. Such information renders the data collected virtually unusable. Every effort must be made to interpret results with the effects of social injustices as a fundamental consideration.

**Principle 7: Include cultural considerations at all stages of assessment.** When cultural differences are limited to examining linguistic differences, this leads to neglect of factors that are extremely important in understanding the nature of test results (Flanagan & Ortiz, 2001, p. 213) (e.g., conceptions of time, competitiveness, field-dependence and field-independence, etc.).

Thus, educators must have an understanding of the concept of 'culture,' including values, beliefs, customs, traditions, communication styles, and more (Ford & Harris, 1999), and how these dimensions of culture affect test performance (see Helms, 1992). It is also important to have at least one member of the assessment team who has formal training in cross-cultural assessment and/or is from the same culture as the diverse individual being assessed. (For research on this principle, readers are referred to a recent study (Sommers, 2006) of how racial diversity improves group decision making.)

**Principle 8: Make comparisons with students' contexts and demographics in mind.** Cultural and linguistic differences serve to artificially *depress* the scores of diverse individuals. Thus, the less acculturated the student or examinee, the lower the test score is likely to be. Further, the more cultural and linguistic demands of the test, the greater the probability that diverse individuals will have lower test scores than mainstream individuals. It is necessary, therefore, when making group comparisons to consider the differences in the groups relative to cultural background and language skills. Hypotheses regarding the nature and extent of group differences should include considerations of culture and language (Ortiz, 2002). Further, CLD students must not be penalized for their cultural and linguistic differences by being denied access to challenging curriculum and gifted education programs.

**Principle 9: Consider different group norms when interpreting results.** No matter how much a test developer might want to emphasize the fairness of a given test by illustrating the inclusion of racially or ethnically diverse individuals, claims about equity are highly misleading and inaccurate (Valdes & Figueroa, 1994). Practitioners should, thus, be careful not to fall prey to the assumption that stratification in the norm sample on the basis of race is equivalent to stratification on the basis of culture (p. 227). If different groups have different group norms on intelligence tests, then those subgroup norms should be considered when making decisions (e.g., placement, grouping).

**Principle 10: Where appropriate and possible, make accommodations or modifications.** Proper and systematic consideration of the relevant cultural and linguistic characteristics of tests provides a framework for interpretation that is more valid and reliable than what is ordinarily obtained using traditional methods (Flanagan & Ortiz, 2001, p. 255). Appropriate assessment must involve a determination of how well any particular assessment situation matches the practices that individuals experience as part of the culturally-contexted activities (Miller-Jones, 1989, p. 363). In this regard, practitioners must consider ways to accommodate differences (e.g., translated tests, language interpreter, non-verbal tests, authentic assessments, etc.).

**Principle 11: Assume normality as much as possible when conducting an assessment.** When test scores are low, there may be a tendency to focus on shortcomings, which may have a negative influence on our decisions. The assumption of normality should guide the assessment process; when the process of assessment or evaluation is guided with the presumption of normality, this assumption reduces the tendency to search for

data or "see" patterns of dysfunction where none may exist (Ortiz, 2002, p. 1323).

**Principle 12: Use tests to enhance learning and support students.** The greater the difference between an individual's cultural or linguistic background and the cultural or linguistic background of individuals comprising the norm group, the more likely the test will measure lower performance as a function of this *experiential* difference as opposed to being due to actual lower ability (Flanagan & Ortiz, 2001, p. 259). The very purpose of assessment should be to enhance learning rather than simply to diagnose the causes of poor performance (Ortiz, 2002). Thus, to close the test performance gap between diverse and White students, and to improve the test performance of diverse individuals, educators will need to improve the quality of the schooling and educational experiences. Such experiences include, for example, providing students assistance in test-taking skills, study skills, listening skills, and language- or literacy-based instruction.

When considered collectively, these principles suggest that practitioners must consider that the research that overwhelmingly supports the notion that intelligence tests are not biased is based on definitions of bias that are either untenable or inaccurate. Bias is not a function of simply item content, factor structure, or racial differences. Bias is more a function of differences in experience that are due to factors involving many variables, including culture and language (Flanagan & Ortiz, 2001, p. 266). Thus, the absence of technical bias in intelligence tests in no way absolves those who administer and make decisions based on those tests from socially responsible decision making (Skiba, Knesting, & Bush, 2002, p.75).

In the final analysis, non-discriminatory assessment is much more than ensuring that tests are unbiased. Rather, such assessment represents a commitment to data collection...[and] assists in identifying and eliminating sources of bias throughout the educational process (Skiba, Knestling, & Bush, 2002, p. 62).

### **Implications for Gifted Education**

As we proposed in Part 1, non-discriminatory assessment holds much promise for increasing the representation of culturally and linguistically diverse students in gifted education. To address the issue of diverse students being under-represented in gifted education, educators must carefully select tests and instruments. Several final recommendations are offered.

**First**, educators must develop hypotheses to study and explain group differences on the test performance of gifted diverse students. What factors account for their differential test scores?

**Second**, tests, other instruments (e.g., checklists, nomination forms, referral forms, etc.), and policies and procedures (e.g., teacher referrals) must be examined for possible disparate impact. How do they contribute to minority student under-representation? For instance, if teachers tend not to refer diverse

students for gifted education screening, what is the efficacy of continuing this practice (Ford, 1996; Ford, Harris, Tyson, & Frazier Trotman, 2002)?

Third, it is worth reiterating that the notion of ‘assessment’ – being comprehensive in collecting information -- must replace that of ‘testing’ – using information from one instrument. We caution educators against making identification decisions (e.g., labeling) and placement decisions based on a single test score. This practice, we believe, is indefensible. Information gleaned from a single test is too limited (Dent, 1996; Sternberg, 2000) and is indefensible.

Fourth, we believe that the concept of fairness and access should be at the very forefront of discussions regarding diverse gifted students. Every effort must be made to help or support diverse students (all students) in testing and assessment situations. For linguistically diverse students, such support or advocacy can come in the form of bilingual test administrators, using interpreters, as well as adopting tests and instruments translated in their language.

Fifth, professionals administering, interpreting and using tests must be trained to do so with considerations of cultural diversity. We believe that testing and assessment cannot be conducted in a de-contextualized or ‘culture-blind’ fashion. The test results are only as good as the testing situation (Kaufmann, 1994), which includes the examiner acknowledging and considering the examinee’s cultural and linguistic background, as well as level of acculturation (Sattler, 1992). This understanding goes a long way in helping educators to interpret test scores and use the results for the benefit of students. Stated differently, tests should be used to benefit, not harm, students (Kaufman, 1994; Sattler, 1992).

Sixth, we recommend that school districts examine the demographics of their gifted programs relative to economic, racial, and linguistic diversity. These data should then be used to conduct studies on variables that contribute to under-representation. For instance, diverse current and former students and families can be interviewed about their experiences in gifted education. This information can be used to improve gifted education services. Other areas of study might consist of: (a) exploring the number or percentage of diverse students referred for gifted education screening compared to mainstream students; (b) exploring the number or percentage of diverse students referred for gifted education screening but who failed to meet criteria; (c) examining the profiles of diverse students who score high on achievement indices (grades and achievement tests), but low on intelligence tests, and visa versa; and (d) examining if high SES diverse students are disproportionately being identified as gifted compared to low SES diverse students.

There are over 16,000 school districts nationally. Every school district faces a distinct set of issues specific to their context as they endeavor to identify and serve gifted students. Whatever the circumstances and constraints, every effort must be made to

ensure that belief systems, tests, policies and procedures do not shut the doors of opportunity for diverse students.

## References

- American Educational Research Association  
(AERA), American Psychological Association (APA), and  
National Council on Measurement in Education (NCME).  
(1999). *Standards for educational and psychological testing*.  
Washington, DC: American Psychological Association.
- Braden, J. (1997). The practical impact of intellectual  
assessment issues. *School Psychology Review*, 26 (2), 242-  
248.
- Flanagan, D.P. & Ortiz, S. (2001). *Essentials of  
cross-battery assessment*. New York: Wiley.
- Ford, D.Y. (1996) *Reversing underachievement  
among gifted Black students: Promising practices and  
programs*. New York: Teachers College Press.
- Ford, D.Y. (2004). *Intelligence testing and cultural  
diversity: Cautions, concerns and considerations*. Storrs, CT:  
National Research Center on the Gifted and Talented,  
University of Connecticut.
- Ford, D.Y., Harris III, J.J., Tyson, C.A., & Frazier  
Trotman, M. (2002). Beyond deficit thinking: Providing  
access for gifted African American students. *Roeper Review*,  
24, 52-58.
- Ford, D.Y. & Frazier Trotman, M. (2000). The  
Office for Civil Rights and non-discriminatory testing,  
policies, and procedures: Implications for gifted education.  
*Roeper Review*, 23, 109-112.
- Gregory, R.J. (1999). *Foundations of intellectual  
assessment: The WAIS-III and other tests in clinical practice*.  
Boston: Allyn & Bacon.
- Gregory, R.J. (2004). *Psychological testing: History,  
principles, and applications*. Boston: Allyn & Bacon.
- Groth-Marnat, G. (2003). *Handbook of psychological  
assessment* (4<sup>th</sup> ed.). New York: Wiley.
- Helms, J.E. (1992). Why is there no study of cultural  
equivalence in standardized cognitive ability testing?  
*American Psychologist*, 47, 1083-1101.
- Kaufman, A.S. (1993). King WISC assumes the  
throne. *Journal of School Psychology*, 31, 345-354.
- Kaufman, A.S. (1994). *Intelligence testing with the  
WISC-III*. New York: Wiley.
- Miller-Jones, D. (1989). Culture and testing.  
*American Psychologist*, 44, 360-366.
- National Association for Gifted Children. (2001).  
*Position paper: Using tests to identify gifted students*.  
Washington, DC: Author.
- Ortiz, S.O. (2002). Best practices in  
nondiscriminatory assessment. In . In A. Thomas & J. Grimes  
(Eds.) *Best Practices in School Psychology IV* (pp. 1321-  
1336). Bethesda, MD: National Association of School  
Psychologists.
- Sattler, J. (1992). *Assessment of children* (Rev. 3<sup>rd</sup>  
ed.). San Diego: Author.

Sattler, J. (2001). *Assessment of Children: Cognitive applications*. San Diego, CA: Jerome Sattler, Inc.

Skiba, R.J., Knesting, K., & Bush, L.D. (2002). Culturally competent assessment: More than nonbiased tests. *Journal of Child and Family Studies, 11*, 61-78.

Sommers, S. (2006). On racial diversity and group decision-making: Identifying multiple effects of racial composition on jury deliberations. *Journal of Personality and Social Psychology, 90*, 597-612.

Sternberg, R.J. (2000). The concept of intelligence. In R.J. Sternberg (Ed.). *Handbook of intelligence*. Cambridge: Cambridge University Press.

U.S. Department of Education (1998). Elementary and Secondary School Civil Rights Survey(1998),retrieved from [www.demo.beyond2020.com/ocrpublic/eng](http://www.demo.beyond2020.com/ocrpublic/eng).

Valdez, G. & Figueroa, R.A. (1994). *Bilingualism and testing: A special case of bias*. Norwood, NJ: Ablex.

## **Giftedness and ADHD: Overlapping Characteristics and Problems in Diagnosis and Treatment**

**Rebecca Gray and Sherry K. Bain**  
**University of Tennessee-Knoxville**

As school-based mental health professionals, we have occasionally heard an educator-colleague report that one of his or her brightest students is easily distracted or inattentive, is restless and even disruptive at times, and is having significant trouble getting along with peers. Each of these characteristics is common among children with Attention Deficit Hyperactivity Disorder (ADHD) and raises a flag of concern about the child having dual exceptionalities, giftedness and ADHD. In addition, highly gifted children without ADHD are sometimes noted for displaying over-excitability, which may show up in the form of psychomotor restlessness, flights of fantasy or daydreams, or oversensitivity in peer relationships, again puzzling their parents or teachers who are looking for individualized solutions to each child's needs. Because of overlapping characteristics in giftedness and ADHD, making a correct diagnosis can be challenging, resulting in frequent misdiagnosis (Flint, 2001).

We developed this literature review for parents and educational professionals who work with children who are gifted, and who are interested in correctly identifying children who are gifted and have ADHD. During the course of a graduate class that introduces future school psychologists to issues in assessment and treatment of children with special needs, we discovered that there was little in the refereed literature on the topic of children with dual diagnoses of ADHD and giftedness. Among the current literature offerings are two recent studies that offer rare data-based results for children with giftedness and ADHD. Both focus only on males, reflecting the relative frequency of ADHD among boys (Moon, Zentall, Grskovic, Hall, & Stormont, 2001; Zentall, Moon, Hall, & Grskovic, 2001). Other recent journal sources offer general information regarding cautions in diagnosis and intervention (e.g., Flint, 2001; Hartnet, Nelson, & Rinn, 2004). What follows is our generalized summary of this literature. First we will provide a brief overview of characteristics often found in children with ADHD, and then we will compare these with similar characteristics often found in children who are gifted. Finally, we will summarize some of the

recommendations for diagnosis and treatment of children with ADHD and giftedness.

### **Characteristics of Children with ADHD**

Characteristic behaviors associated with ADHD are among the most common reasons children are referred to mental health professionals (Hartnett et al., 2004). Children with ADHD are characterized by a set of behaviors that prevent them from performing to their fullest potential in the classroom, often being highly distractible with little provocation, having difficulty following instructions, being unable to sustain attention levels appropriate to the situation, and displaying tendencies to start new projects while not completing existing ones (Flint, 2001). Hyperactivity, impulsivity, poor social skills, underachievement, and low frustration tolerance are among the primary characteristics sought in assessment and diagnosis. Hyperactivity, specifically, is described as constant motion, or random energy, which can manifest itself in different ways, from running and touching to squirming restlessly (Leroux & Levitt-Perlman, 2000). In order to receive a diagnosis, problem behaviors must be pervasive, long lasting, and interfere significantly with daily responsibilities (Flint, 2001).

There are several additional characteristics common to children with ADHD that can affect classroom success. These students typically have poor visual-motor skills and poor handwriting, sometimes associated with trying to work too fast. In regards to Language Arts activities, these students often dislike reading and have trouble with planning, writing, and editing. They also do not do well in areas in which they are required to wait, work independently, or read from textbooks (Zentall, et al., 2001).

According to Barkley, the consensus of expert opinion is that 3-5% of the childhood population has ADHD (1998). Needless to say, a large number of students with ADHD fail a grade in school by the time they reach adolescence and many fail to finish high school (Zentall et al., 2001).

### **Overlapping Characteristics Found in Children Who Are Gifted**

It is not unusual for individuals with giftedness to have characteristics somewhat similar to children with ADHD. In our experience, children with either diagnosis are sometimes viewed by educators as causing disruptions in the regular classroom. Gifted students are noted to have an unequal balance between intellectual ability or creative talent, and other developmental skills (Leroux & Levitt-Perlman, 2000). For example, bright students may enthusiastically expect to produce refined products following their research efforts while their developmental level, in terms of fine motor skills or project design skills, does not permit them to achieve at that level, leading them to feel frustrated with the results (Baum & Olenchak, 2002). With giftedness, these problem behaviors are commonly referred to as "overexcitability."

Overexcitabilities are so often present in creatively and intellectually gifted individuals that some educators are seeking methods to measure them as a tool for identifying children who are gifted (Flint, 2001). Researchers have categorized overexcitabilities into five areas: psychomotor, emotional, intellectual, imaginal, and sensual.

Psychomotor overexcitabilities are characterized by constant movement, conceptually similar to hyperactive behavior. People with this type of overexcitability are described as feeling driven to move, restless, and having a need for a high level of activity. They may also have rapid speech and impulsivity. The knack of discriminating between the constant movement associated with ADHD and the psychomotor overexcitability associated with giftedness seems to hinge upon qualitative judgement, the discernable difference being that children with ADHD cannot stop moving, while children with psychomotor overexcitability love to move (Flint, 2001).

Children with imaginal overexcitability are described as having a large capacity for invention and fantasy, magical thinking, and detailed visualization. They may have fantastic daydreams during the school day that often look like inattention, a characteristic included in ADHD diagnosis (Flint, 2001).

Emotional overexcitabilities are distinguished by intense feelings, a strong ability to empathize with others and to see all sides of a situation. Children with emotional overexcitabilities often appear to overreact to situations and have trouble making friends, again a characteristic often noted in children with ADHD (Flint, 2001).

Sensual overexcitabilities are usually displayed as extreme sensitivity to touch. However, this type of overexcitability could also be construed to apply to the other senses. For instance, a child might be overly-frightened by loud noises or react unusually strongly to music. Children with this characteristic may express delight in art, music, fabric, words, and other aesthetic experiences. They may also dislike certain textures,

foods, odors, or specific sensory-related experiences (Flint, 2001). Probably not overlapping with ADHD, some of these characteristics are more commonly confused with diagnostic criteria under the autism spectrum (Klinger, Dawson, & Renner, 2002).

Intellectual overexcitability is characterized as a drive to learn "that knows no boundaries" (Flint, 2001, p.65). These students think and ask questions, exhibit sustained attention, and excessive curiosity. Many of these characteristics may look like inattention, distractibility, or hyperactivity, especially when the child sustains attention to the *wrong* material, based upon the teachers' or parents' judgment. Instead, such characteristics may actually represent heightened mental arousal (Flint, 2001).

### **Issues in Diagnosis**

As a result of these similarities, it may be hard to differentiate between students with ADHD and those who are gifted. Dually diagnosed children (those with giftedness and ADHD) are often identified as underachievers before they are diagnosed as having ADHD (Zentall et al., 2001). Though high intelligence can sometimes help a child overcome some of the challenges of severe ADHD, it may only help to the extent that the child can compensate enough to appear average. Therefore, these children are often not earmarked through standard gifted screening to undergo full assessment for giftedness. Because of their tempestuous behaviors, some children with ADHD who are gifted may appear less mature than those who have a single diagnosis of either ADHD or giftedness. They may also have more difficulty with social or emotional adjustments (Moon et al., 2001). For instance, children with a dual diagnosis have been described as making jokes at inappropriate times, becoming bored with routine tasks, refusing to do work, being self-critical, being impatient with failure, trying to dominate others, having difficulty moving on to another topic when engrossed, and being emotionally sensitive, nonconforming, or stubborn (Flint, 2001). Furthermore, a child who is gifted may be aware of being different and may experience additional stress from self-evaluation and self-criticism, leading to low self-concepts and self-imposed limits in regards to achievement (Leroux & Levitt-Perlman, 2000).

Identifying students who are gifted with ADHD can be a difficult task. Many times giftedness may mask the ADHD, or the ADHD may mask the giftedness. We were unable to locate an estimate of the level of missed diagnoses in the refereed literature. Identifying a child with ADHD, but missing the giftedness, may indeed be common. If as many as three to five percent of children in the general population are expected to have ADHD (Barkley, 1998), at least that percentage of children who are gifted would be expected to have ADHD. Both groups often have high activity levels, difficulty paying attention, and difficulty with following rules (Hartnett et al., 2004). Unfortunately, educators tend to view unusual classroom behavior as an indication of a within-child weakness rather than symbolic of normative strengths or gifts (Baum et al., 2002).

Zentall and colleagues (2001) have presented evidence that high intelligence can make some of the problems of ADHD more apparent to teachers, who have reported discouragement in working with these students and described them, generally, as having poor work ethics.

Because of the similarities that exist between children with either diagnosis, a careful and thorough assessment should be completed before either diagnosis is applied to a child. Several factors increase the difficulty of making a correct diagnosis. For example, being gifted does not exempt a student from inconsistent performance. Many students with both ADHD and giftedness function at a high level one day, then fail on another day. Unfortunately, it may be the case that the successful days, the good days, go unnoted and unrewarded. Gifted children with ADHD also require highly stimulating, challenging material to keep their attention (Flint, 2001). If given curricula that they find uninteresting, these children will sometimes shut down. As with most children, those who are gifted may have some subjects that they love and others they do not care about. If not interested, gifted students with or without ADHD may not apply themselves, leading to underachievement and resulting in an informal judgment of average or below-average ability.

Another problem that may exacerbate the confusion in diagnosis is that gifted children with ADHD may exhibit an even wider than normal discrepancy between their intellectual age and social or emotional age, with noticeably underdeveloped social skills that may again mask any consideration of giftedness (Flint, 2001). Until careful assessment can give every child the chance for appropriate and correct diagnosis, many of these children will not have the opportunity to be understood or challenged (Leroux et al., 2000).

### **Treatment for Gifted Students with ADHD**

The literature from experts in the diagnosis and treatment of ADHD offers several suggestions for those working with students who are gifted and have ADHD. These include attention to the individual academic, social, and emotional needs of the child, medication to address symptoms of ADHD, and behavioral interventions including self-management techniques.

Most students respond well to teachers who are kind and who value them as individuals. Gifted students and students with ADHD are no exception. Having teachers who give students individual attention and take personal interest in them can increase motivation (Zentall, et al., 2001). Underachievement may be remedied by teachers who are accepting of the child's eccentricities and who provide a rich, stimulating environment that focuses on the child's interests. Gifted students are typically intrinsically motivated; therefore, internal reinforcement will often automatically follow when students are active in selecting their own goals (Flint, 2001). For instance, a musically gifted child might react more positively to writing a song about the environment than writing an essay on the topic. Generally, teachers and parents are advised to recognize and celebrate the

strengths while identifying and remediating the weaknesses of students (Leroux & Levitt-Perlman, 2000).

Teachers and parents should also be aware of the special needs in the social and emotional domains for students with ADHD and giftedness. They may need help in coping with frustration, developing friendships, and working effectively with peers on group projects (Moon et al., 2001). School mental health professionals, such as counselors and school psychologists can be valuable in providing these services. It is important that skills be taught to assist these students in social relationships, for these skills can facilitate the child's functioning in several areas of life (Leroux & Levitt-Perlman, 2000).

Medication is the most common treatment for children with ADHD. In fact, more children receive medication to manage ADHD than any other childhood disorder. Medications can lead to an average improvement rate of between 50% and 95% among those treated. Many studies have found that medication can enhance performance on measures of vigilance and improve impulse control, fine-motor coordination, reaction time, and short-term memory. Medication has also been shown to have positive effects on the ability to sustain attention to assigned tasks and to reduce task-irrelevant restlessness and motor activity. The quality of social interactions between children with ADHD and their parents, peers, and teachers can be significantly improved by medication. However, medications for ADHD may have some adverse effects, such as depressed mood, weight loss, and induction of tics. As well, medications do not always bring about desired changes for every child (Barkley, 1998).

In the psychological literature, many studies have demonstrated success rates when medication is included with additional treatment such as behavior modification. For example, one study found that behavior modification techniques enhanced the effects of medication in children with ADHD during athletic activities (Reitman, Hupp, O'Callaghan, Gullely, & Northup, 2001). The greatest improvements in attentive behavior were observed when medication and behavior modification were combined; in addition, disruptive behavior decreased with the combined interventions (Reitman, 2001).

A variety of behavioral interventions have been used to modify behavior. Some of these include teacher-administered and peer-administered consequences, home-based consequences, cognitive-behavioral interventions, social skills training, and parent training. To be effective, most behavioral interventions require accurate record-keeping, monitoring and administration of rewards and/or negative consequences. The success of these types of interventions requires a high level of cooperation between school personnel, parents, and consultants (Barkley, 1998).

Self-management interventions have also been successfully used with students who have ADHD (e.g., Hinshaw, 2005; Shimabukuro, Prater, Jenkins, & Edelen-Smith, 1999). These techniques involve self-monitoring, self-reinforcement, self-

instruction, and problem-solving. They involve children monitoring and evaluating their own academic and social behavior and rewarding themselves based on those evaluations. We note that this type of intervention should be particularly easy to carry out with children who are bright. Training involves teaching children how to observe and record their own behavior and how to evaluate their behavior to determine whether they deserve a reward. Accuracy of the child's self-report is typically measured by comparing self-ratings against the teacher's records. This type of intervention is mostly successful when training is thorough and when the teacher provides consistent encouragement for the child to follow through with the self-management technique (Barkley, 1998).

### Conclusion

Our review of the recent literature in the area of twice-exceptional children who are gifted and have ADHD indicates that more research in the area of diagnosis and intervention would be helpful for these children. Misdiagnosis results in students not receiving the services that they need to achieve their fullest potential. With appropriate intervention, common problems of underachievement and disruptive behaviors can be alleviated. These gifted students can and should be encouraged to develop their special strengths while adapting their behavior to compensate for environmental distractions. Comprehensive and appropriate diagnosis is absolutely essential for effective treatment to follow. Misdiagnosis can be doubly harmful in the case of the twice-exceptional child, leading to inadequate interventions and children whose intellectual or creative potential have been short-circuited.

### References

Barkley, R. A. (1998). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (2<sup>nd</sup> ed.). New York: The Guilford Press.

Baum, S. M. & Olenchak, F. R. (2002). The alphabet children, GT, ADHD, and more. *Exceptionality*, 10, 77-91.

Flint, L. J. (2001). Challenges of identifying and serving gifted children with ADHD. *Teaching Exceptional Children*, 33, 62-69.

Hartnett, D. N., Nelson, J. M., & Rinn, A. N. (2004). Gifted or ADHD? The possibilities of misdiagnosis. *Roeper Review*, 26, 73-76.

Hinshaw, S. P. (2005). *Enhancing social competence in children with attention-deficit/hyperactivity disorder: Challenges for the new millennium*. Washington, D.C.: American Psychological Association.

Klinger, L. G., Dawson, G., & Renner, P. (2002). Autistic disorder. In Mash, E. J., & Barkley, R. A. (Eds.) *Child psychopathology*. (2<sup>nd</sup> ed., pp. 409-454). New York: Guilford Press.

Leroux, J. A. & Levitt-Perlman, M. (2000). The gifted child with attention deficit disorder: An identification and intervention challenge. *Roeper Review*, 22, 171-176.

Moon, S. M., Zentall, S. S., Grskovic, J. A., Hall, A., & Stormont, M. (2001). Emotional and social characteristics of boys with AD/HD and giftedness: a comparative case study. *Journal for the Education of the Gifted*, 24, 207-247.

Reitman, D., Hupp, S. D. A., O'Callaghan, P. M., & Gulley, V. (2001). The influence of a token economy and methylphenidate on attentive and disruptive behavior during sports with ADHD-diagnosed children. *Behavior Modification*, 25, 305-323.

Shimabukuro, S. M., Prater, M. A., Jenkins, A., & Edelen-Smith, P. (1999). The effects of self-monitoring of academic performance on students with learning disabilities and ADD/ADHD. *Education and Treatment of Children*, 22, 397-414.

Zentall, S. S., Moon, S. M., Hall, A. M., & Grskovic, J. A. (2001). Learning and motivational characteristics of boys with AD/HD and/or giftedness. *The Council for Exceptional Children*, 67, 499-519.

### Book Review from *Gifted Education News-Page* (October-November 2005)

**American Courage: Remarkable True Stories Exhibiting the Bravery That Has Made Our Country Great (2005) by Herbert W. Warden III (Editor). New York: William Morrow.**

This is an interesting anthology of American history written by or about some of the most active participants. The editor has presented excerpts from 46 books and articles organized into ten different sections by (roughly) publication dates. They cover different events related to exploration, war, early American life – e.g., the **Autobiography of Peter Cartwright, the Backwoods Preacher** (1857), tragedies such as the San Francisco earthquake of 1906, and major political and social events – e.g., the integration of the Little Rock, Arkansas Public Schools in 1957. There are many well-known historical figures – George Washington, Davy Crockett, the Forty-Niners, Mark Twain, Louisa May Alcott, Teddy Roosevelt, Sergeant York, and Enrico Fermi. But Warden has also included many not so well-known contributors to American history – mountain men, a fourteen-year-old rider for the Pony Express, cowboys, and “the Little Rock Nine.” He provides his own insights in short passages before each selected excerpt.

The lessons in courage are clearly illustrated in these passages and excerpts, and it would be incumbent upon gifted students to study some of them to prepare for the dangerous times ahead. By writing their own interpretations of the people and events presented in **American Courage**, gifted students can acquire a better understanding of the American people during national crises and active periods in the nation's development. Moreover, it would be useful for them to identify their own excerpts in American courage by reading other books and articles to supplement and expand upon Warden's fine work. The following is one of Warden's comments presented before a particular excerpt: "TO THE INTELLIGENCE AGENCIES of the USA and Great Britain the choice was obvious. In early 1941, 'Cynthia' (her code name) had already delivered to M16 the cipher books of the Italian Navy, which helped the Royal Navy defeat a superior Italian fleet in Cape Matapan, Greece. Further, she had inveigled a Polish foreign-affairs officer to show her a Nazi map of Adolf Hitler's plans to dismember Czechoslovakia." (From Chapter 39: WANTED: An Elegant Female Spy to Bribe or Seduce Top Officials at Nazi - Controlled, Vichy French Embassy, p. 288)

### **Paul Johnson's Study of Creative Individuals**

**Michael E. Walters**

#### **Center for the Study of the Humanities in the Schools**

"When I was a boy I used to lie on my back for hours watching the skies, and then go home and paint them; . . ." (J.M.W. Turner, quoted by Paul Johnson in **Creators**, 2006, p. 94, HarperCollins)

A recent book by the British social critic and historian, Paul Johnson, is essential for educators and parents of gifted individuals to read. It is a collection of essays with each chapter discussing the life and work of one or more artists. There are three concepts that Johnson develops that can be used in the gifted education curriculum. The first is an understanding of the humanities as a source for the content of this curriculum. Johnson's subjects show the different areas of human activities encompassed by the humanities. The individuals he examines in detail are from such disciplines as literature (Chaucer, Shakespeare, Jane Austen, Victor Hugo, Mark Twain, and T.S. Eliot), art (Albrecht Dürer, J.M.W. Turner, Hokusai, and Picasso), music (J.S. Bach), architecture (A.W.N. Pugin and Eugène Viollet-le-Duc), decorative arts (Louis Comfort Tiffany), fashion (Cristóbal Balenciaga and Christian Dior), and animation (Walt Disney). He also discusses many other highly creative people associated with each discipline. Johnson is especially helpful in showing how these disciplines contribute insights that enable a creative individual to perceive the linkage between multiple forms of creativity. For example, poets can be influenced by techniques in music such as counterpoint.

The second concept Johnson emphasizes is an awareness of the attributes of sensibility that allowed each of these creative individuals to overcome obstacles to their creative process, whether they be environmental, social status or physical disability. Each chapter-essay is a study of how the sensibility of each creative person is the fuel energizing the machinery of artistic endeavors.

Johnson's third concept stresses the methodologies of each person's creative expression. For example, in Chapter 10 on Mark Twain, he analyzes the creative methods that led to Twain's artistic achievements, particularly how the tone of his humor was affected by story telling. Johnson also describes how Twain used the vernacular patterns of his characters; hence these speech patterns gave his writings a sense of veracity. Twain's performances as a humorist represented the Method Acting of his time. He was a genius of the one-line joke that packed both an emotional and intellectual wallop. By using a humorous posture, he was able to make his audience and his readers accept the social satire contained within his caustic statements.

The author's final chapter (Metaphors in a Laboratory) is an explanation of the creative aspects of scientific thinkers. He describes scientific concepts as being metaphors. For example: ". . . By introducing the word 'bonding,' with a range of metaphorical images flowing from it, Woodward [famous organic chemist, 1917-79] was able to formulate the patterns governing the way electrons shifted in chemistry. What are now known as the orbital symmetry rules were a double product of metaphor, first in Woodward's mind, where bonding was a master metaphor, and then in his linked colored balls, which formed his chief metaphorical laboratory tools. . . ." (**Creators**, 2006, p. 280, HarperCollins) He also explains aspects of the scientific-experimental method in creative terms. Scientific hypothesis-making, he says is like story-telling. What is most important of all is that Johnson's book is both informative and fun to read – a true example of an enjoyable reading experience.