

## Myths about the gifted child



William H. Johnson, 1944

*A gifted child will always be “the best” child in the classroom.*

False—some gifted students may suffer from physical, emotional, or social disabilities which prevent their success in the classroom.

*A gifted child will succeed with or without a special gifted program.*

False—Without the proper challenge, a gifted child may become bored and disinterested in school.

*The term gifted only refers to a child’s academic performance.*

False. There is no one definition of giftedness, but many people recognize other abilities, including artistic and creative talents.

## Definitions of Giftedness:

### National Association for Gifted Children (NAGC)

*A gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression.*

### The Javits Act (1988)

The Javits Act provides grants for education programs serving bright children from low-income families:

*“The term gifted and talented student means children and youths who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully.”*

Prepared by

Sharon Peek

Jessica Squires

AIG Summer Camp 2007

## Exceptional Children

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# Under-Represented Gifted Populations



## Who are the under-represented in gifted education?



Students who are at risk of not being identified as gifted are the economically disadvantaged, twice-exceptional (those who have difficulties in learning and attention) and culturally diverse.

### *Facts to keep in mind:*

Approximately 48 percent of all Black children live in poverty and represent 32 percent of all poor children.

Depending on the state, Black and Hispanic students are less than half as likely to be in gifted programs as White students.

A higher percentage of our youth are living in poverty than any developed nation.

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## What are the causes of under-representation?

### Identification/Selection

IQ tests are typically relied on for identifying gifted students; however, researchers are pushing for alternative ways to uncover the potential in minority children.

### Attitudes/Training

More than ever, educators and researchers are realizing that “gifted” can be shown in different types of behaviors and abilities.

### Social pressures

Some minority students feel that their giftedness needs to be hidden—they fear rejection and/or ridicule by their peers.



## What factors can have a positive effect on these children?

The emotional support of family and/or extended family.

Exposure/access to new ideas that nurture creativity.

Developing pride in one's own culture.

Experiencing success which promotes self-worth.

Development of coping skills that help in times of adversity.

Addressing and/or eliminating racial prejudice.

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National Association for Gifted Children

<http://www.nagc.org/>

Neag Center for Gifted Education and Talent Development

[www.gifted.uconn.edu/](http://www.gifted.uconn.edu/)

Duke University Talent Identification Program

<http://www.tip.duke.edu/>