



## **Finding and Serving Gifted Students from Underrepresented Populations**

December 6 and 7, 2018

Vanderbilt University  
Peabody College

### **Thursday, December 6**

#### *Keynote*

#### **Uncovering Blindspots: Understanding Gifted Students Through a Culturally Responsive Lens – April Wells, M.Ed.**

Previous opportunities for learning and diverse background experiences coupled with lack of cultural awareness from educators are factors that decisively constrain the performance and demonstration of cognition for low-income or African American and Latino students. Economically vulnerable or diverse learners experience accumulated disadvantage in the area of academic pursuits. We can change the narrative when we SEE them from a “funds of knowledge” lens.

#### *Breakout Session Options\**

#### **Reducing Implicit Bias in Gifted Education – April Wells, M.Ed.**

The weight of privilege and bias on the identity of diverse learners has far reaching consequences. Raising awareness of privilege affords educators opportunity to uncover hidden biases that lead to and beliefs that make up systematic practices and policies in education. In this session we discuss hidden bias and how to raise awareness and examine practices and policies with a new lens.

#### **Designing Systems for Access and Opportunity: Views from Three States - Moderator, Dr. Sarah DeLisle, Ed.D**

Join us for a conversation with district leaders from Tennessee, Colorado, and Texas as they discuss successes, barriers and practical strategies for identifying and serving gifted students from low-income households and other underrepresented groups in their respective districts. Learn how they implement systems that promote awareness, equitable access, and opportunities within the context of a larger system.

#### **Promoting Equitable Identification Systems: What Does the Research Say? – Tamra Stambaugh, Ph.D.**

How do we best identify students from low-income households? What models and strategies are most effective? Through a case study approach, we will discuss common methods for promoting equitable identification practices for students from underrepresented populations including universal screening, nonverbal and verbal assessments, talent spotting, bridging programs/frontloading, and local norms.

**Approaching Culturally and Linguistically Diverse Students and Students from Low-Income Households from a Strengths-Based Rather Than A Deficit Model of Education – April Wells, M.Ed.**

While we understand that underrepresentation is grossly pervasive we have to move to understand more about the causes of this disproportionality. Multicultural education is a support to increasing and retaining students of color. Supports and strategies will be discussed that allow students to effectively engage in gifted education programming.

**A Model for Curriculum Design and Differentiation for Students from Low Income Households - Tamra Stambaugh, Ph.D.**

What are common features of curriculum found successful in promoting academic gains with academically advanced students from low-income households? How can we apply those features to your own unit design and lesson plans? After a curriculum model and examples are shared, practice differentiating your own lessons or creating your own unit plan using the model as a guide.

**Frontloading as an Intervention in the Primary Years – April Wells, M.Ed.**

Talent spotting is an effective intervention aimed at recognizing the hidden talents in students from underserved populations. There are practical considerations for programming implementation as a way to deliver a high quality services for all learners. In this session we will discuss examples of talent spotting and how to best implement the methods of talent spotting in a district or school-based setting.

**Meeting the Affective Needs of Students from Low Income Households Through Curriculum Scaffolding – Eric Fecht, Ed.D. and Sarah DeLisle, Ed.D.**

Gifted students from low-income households have unique requirements and issues that need to be addressed. In this age of accountability, it is difficult for teachers to provide a separate social-emotional needs curriculum. This session highlights common social-emotional issues of gifted students from low-income households and provides strategies for incorporating these affective needs in K-12 curriculum and the Common Core standards by applying the new Affective Jacob's Ladder framework to a variety of print and graphic media. Be prepared to practice creating your own ladder by combining curriculum standards with the affective needs of your students.

## **Friday, December 7**

### *Keynote*

#### **Addressing Underrepresentation of Twice-Exceptional Students in Gifted Education** – Megan Foley Nicpon, Ph.D.

Increasing diversity among those identified for talent development and gifted education opportunities includes understanding how best to identify and work with twice-exceptional students. In this presentation, we will review what we know about twice-exceptional students' cognitive and affective characteristics to inform identification and programming. I will discuss strategies researchers and practitioners have found effective in meeting students' educational and social/emotional needs both in and out of the classroom.

### *Breakout Session Options\**

#### **Scaffolding Questions to Meet Students' Needs and Abilities Through Jacob's Ladder** - Eric Fecht, Ed.D.

Jacob's Ladder is a language arts curriculum supplement that was piloted and proven successful with low-income, high-ability students. In this session you will learn how to use the scaffolded questioning approach of Jacob's Ladder to create tasks and higher-order thinking questions that engage students in critical analysis of both literary and informational texts. This session provides you with the knowledge to design and effectively implement your own scaffolded questions and tasks using resources you already have in your classroom. This process can be utilized in all content areas and at all grade levels—all it takes is the "know how" to design your own ladders to bridge gaps and promote higher level thinking, moving students from skill based to more abstract and complex levels of thinking.

#### **Curriculum Resources in English Language Arts** – Sarah DeLisle, Ed.D.

Students from low-income households may not have the access necessary resources to move to the next level of developing expertise without support and exposure to higher level curriculum. Exposure to higher level curriculum can be a great equalizer. In this session we will examine a variety of curriculum resources in reading and language arts found effective in promoting achievement in gifted and potentially gifted students from low income schools.

#### **Let's Talk Specifics: High Ability Children with ASD, ADHD, Learning Disabilities, Depression, or Anxiety** Megan Foley Nicpon, Ph.D.

There exists diversity among those identified as twice-exceptional. In this break-out session, I will address characteristics associated with specific domains of twice-exceptionality that would impact a student's presentation and related intervention strategies. Within each domain, I will provide research-based recommendations for optimizing student success.

#### **Curriculum Resources in Science and Math** – Sarah DeLisle, Ed.D.

Students from low-income households may not have the access necessary resources to move to the next level of developing expertise without support and exposure to higher level curriculum. Exposure to higher level curriculum can be a great equalizer. In this session we will examine a variety of curriculum resources in science and math found effective in promoting achievement in gifted and potentially gifted students from low-income schools.

**Lessons Learned in Finding and Serving Gifted Students who are Second Language Learners: One School's Journey** – Tamra Stambaugh, Ph.D. and Eric Fecht, Ed.D.

The number of students who come from non-English speaking households is on the rise. This session will highlight lessons learned from one school's journey in identifying, serving, and developing programs for second language learners who are gifted based on a project that was implemented in the Middle East. While the context may be different, many of the strategies and systems can be applied to other settings. Examples of what worked and what did not will be discussed, including how known curriculum in the field of gifted was modified to meet students' needs, features of supplemental curriculum that was created to enhance learning and build upon language access, and how students were identified for services.

**Social and Emotional Development among Students in Gifted Education** – Megan Foley Nicpon, Ph.D.

Increased attention is being paid to psychosocial skill development among students in gifted education. How does this skill development vary depending on a student's multiple identities? In this breakout session, I will discuss how social and emotional development interacts with identity development among high ability students from diverse backgrounds. I will explore strategies that may prove effective to increase their psychosocial skills.

**How Does A Gifted Students' Perceptions of Boredom, Belonging and Friendship Relate to Feelings of Anxiety and Depression?** Tim Stambaugh, LPC, MHSP, Ph.D.

To what extent does gifted student's perceived level of challenge and belonging impact their feelings of anxiety and depression? In this session, learn about findings from a recent study focused on these issues and be prepared to discuss implications for services.

**Reflections on Talent Development: Lessons from High Achieving Young Scholars**

This panel features a diverse group of undergraduate students and Vanderbilt alumni from low-income backgrounds who have experienced success in college and beyond. Students on the panel will discuss personal experiences to highlight barriers and opportunities throughout their educational experiences. Students will specifically focus on the experiences and people who made a difference in their talent trajectories.

**Ask the Experts: Serving Gifted Students from Underrepresented Populations** – Megan Foley Nicpon, Ph.D. & Tamra Stambaugh, Ph.D.

In this informal session, Drs. Foley Nicpon and Stambaugh will provide a brief overview of their research not yet shared over the past two days related to acceleration, rural gifted learners, and after school programming effects for students from underrepresented populations. Then it is your turn to ask questions!

**Underachievement and the Gifted Child** – Tamra Stambaugh, Ph.D.

What does the research say about gifted students who underachieve? Are students from low-income households at a greater risk? Using Siegle's Achievement Orientation Model (2012) as a framework for discussion, we will examine factors that contribute to achievement and underachievement as well as strategies for supporting students who underachieve.

\*Schedule and speakers subject to change