Giftedness in Hispanic English Language Learners: Early Stages of Identification

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Introduction

- No Child Left Behind Standards
  - Requires teacher quality
  - Monitors academic progress of all students
  - Promotes a more inclusive, proactive, and just educational system
- Texas Education Agency (TEA) monitoring
  - Evaluation of district's GT programs
    - Acceptable, Recognized, and Exemplary
  - Demonstration of district effort to identify students of diverse populations

Introduction

- Demographic changes in the US
  - Hispanics accounted for 40% of the population growth between 1990 and 2000
  - 28 million US residents, age 5 and older, spoke Spanish at home (US Census, 2002)
- Number of identified Hispanic GT students stagnated or decreased (Brown, 1997)

Statement of the Problem

- Vague definition of giftedness

- Testing instruments ineffective (Galbraith and Delisle, 1996)

- Underrepresentation of ELLs in GT programs (Lara-Alecio, Irby, & Walker, 1997)

Significance of the Study

- Reduce the underrepresentation of Hispanic GT ELLs

- Address the ambiguity of assessing for GT

- Improve the identification process of Hispanic GT ELLs at the kindergarten level

Definitions

- Language proficiency (Canales, 1994)
- English Language Learners (ELLs)
  - Limited English Proficient (LEP) (TEC 89.1225)
- Bilingual Education
  - TBE
  - ESL
- Gifted and Talented (TEC 29.121)
- Hispanic Gifted and Talented (Lara-Alecio & Irby, 2000)

Instrumentation

- The Hispanic Bilingual Gifted Screening Instrument (HBGSI) (Irby & Lara-Alecio, 1996)

    - Resulted from two comprehensive studies and extensive review of literature

    - Grade levels: Kindergarten – 4th grade

    - Purpose: Determine if further testing for GT service is needed

Instrumentation

- HBGSI
  - 78-item checklist designed to be completed by a student's classroom teacher
  - Each item is rated on a five-point Likert scale, with
    5 = "always exhibits behavior/characteristic"
    4 = "often exhibits behavior/characteristic"
    3 = "sometimes exhibits behavior/characteristic"
    2 = "seldom exhibits behavior/characteristic"
    1 = "never exhibits behavior/characteristic".

Instrumentation

- HBGSI's 11 Clusters

1. Social and Academic Language:

expressive, elaborate, and fluent verbal behaviors

2. Cultural Sensitivity:

pride in their language/culture and value oral/written tradition

3. Familial:

"Caretaker" personality

4. Motivation for Learning:

exhibit a desire for learning, are persistent, and good school attendance

5. Collaboration:

ability to lead and work in groups, has a keen sense of justice

6. Imagery:

exhibit language rich imagery; imaginative in storytelling

Instrumentation

- HBGSI's 11 Clusters

  7. Achievement:

  Ability to generalize learning, use store knowledge to solve problems

  8. Support:

  explored by rating the students' language development and assessment

  9. Creative Performance:

  Have attributes that deal with creative productivity in the arts

  10.Problem-solving:

  Global learners, complete tasks in a patient, non-hurried manner; better on spatial fluency tasks

  11.Locus of Control:

  Keen sense of observation of expectations from society and desire to meet those expectations.

Instrumentation

- Naglieri Nonverbal Ability Test (NNAT)
  - Ages: 5 – 17 years old
  - Previous studies on identifying minority GT
- Woodcock Language Proficiency Battery-Revised (WLPB-R)
  - Ages: 2 yrs - adult
  - Measures in oral language and reading skills in both English and Spanish
  - 3 subtests: Picture Vocabulary, Listening Comprehension, and Verbal Analogy

Research Questions

- Concurrent validity of the HBGSI using the NNAT and WLPB-R at kindergarten level

- Correlation between language proficiency in English and Spanish as determined by the six subtests of the WLPB-R and nonverbal intelligence measured by the NNAT

Methodology

- Setting and Participants
  - District A
    - Metropolitan area of Houston, Texas
    - Over 45% of student population were ELLs
    - Three-fourths of student population were low SES
    - Recognized District by TEA for past 7 years
  - Sample
    - 778 Kindergarten Hispanic ELLs
    - Native Spanish speakers

Results and Discussion

HBGSI Clusters	Points
C1: Social & Academic Language	20
C2: Cultural Sensitivity	15
C3: Familial	35
C4: Motivation for Learning	20
C5: Collaboration	70
C6: Imagery	15
C7: Achievement	75
C8: Support	25
C9: Creative Performance	25
C10: Problem Solving	50
C11: Locus of Control	40
Total score	385

$n=778$	M	SD
HBGSI		
C1: Social & Academic Language	13.18	4.84
C2: Cultural Sensitivity	10.45	4.01
C3: Familial	26.67	6.92
C4: Motivation for Learning	15.35	4.34
C5: Collaboration	44.94	12.79
C6: Imagery	8.50	3.95
C7: Achievement	46.97	16.13
C8: Support	16.98	4.37
C9: Creative Performance	13.30	5.44
C10: Problem Solving	30.51	9.85
C11: Locus of Control	27.99	7.49
Total score	254.70	69.77
NNAT Index	96.97	19.21

Results and Discussion

- Question 1: Concurrent Validity of HBGSI

  - There are statistically significant correlations between all 11 clusters and the total score of the HBGSI and the NNAT of $p < .01$.

  - There was a statistically significant correlation between the English and Spanish WLPB-R subtests and clusters four, six, seven, eight, ten, eleven, and the total score of $p < .01$.

Results and Discussion

n=778	
HBGSI Clusters	NNAT
C1: Social & Academic Language	.206**
C2: Cultural Sensitivity	.138**
C3: Familial	.226**
C4: Motivation for Learning	.289**
C5: Collaboration	.235**
C6: Imagery	.216**
C7: Achievement	.267**
C8: Support	.189**
C9: Creative Performance	.137**
C10: Problem Solving	.226**
C11: Locus of Control	.296**
HBGSI Total Score	.273**
**p < 0.01 level, two-tailed.	

Results and Discussion

n=778	Eng Pic.Voc	Eng ListComp	Eng VerAna	Sp PicVoc	Sp ListComp	Sp VerAna
C1: Social & Academic Language	-.088*	-.059	.034	.450**	.404**	.347**
C2: Cultural Sensitivity	.081*	.058	.081*	.146**	.176**	.212**
C3: Familial	.226**	.213**	.167**	.062	.088*	.203**
C4: Motivation for Learning	.171**	.208**	.197**	.148**	.197**	.269**
C5: Collaboration	.224**	.244**	.209**	.072*	.150**	.213**
C6: Imagery	.132**	.132**	.206**	.235**	.248**	.256**
C7: Achievement	.222**	.224**	.211**	.154**	.194**	.251**
C8: Support	.097**	.094**	.106**	.143**	.146**	.190**
C9: Creative Performance	.050	.047	.045	.157**	.178**	.181**
C10: Problem Solving	.193**	.181**	.182**	.120**	.139**	.223**
C11: Locus of Control	.225**	.218**	.231**	.153**	.192**	.258**
HBGSI Total Score	.193**	.202**	.195**	.168**	.209**	.272**

*$p < 0.05$, two-tailed.
** $p < 0.01$, two-tailed.

Results and Discussion

□ Question 2: Correlation Coefficients

■ There was a statistically significant correlation between the NNAT and the WLPB-R subtests at $p< .01$, except for the Spanish Picture Vocabulary subtest which was statistically significantly correlated at $p< .05$.

Results and Discussion

n=778	NNAT	
	Pearson r	r^2
WLPB-R: English Subtests Picture Vocabulary	.212**	.045
Listening Comprehension	.276**	.076
Verbal Analogy	.238**	.057
WLPB-R: Spanish Subtests Picture Vocabulary	.070*	.005
Listening Comprehension	.110**	.012
Verbal Analogy	.153**	.023

*$p < 0.05$, two-tailed.
**$p < 0.01$, two-tailed.

Implications for Practice

- Recommendations for school districts
  - HBGSI as a GT screening instrument for kindergarten Hispanic ELLs
  - Combination of nonverbal intelligence and language proficiency assessments with the HBGSI
  - Proactive teacher training on Hispanic GT characteristics