

SECOND EDITION

REVERSING UNDERACHIEVEMENT AMONG GIFTED BLACK STUDENTS



DONNA Y. FORD, PH.D.

Reversing Underachievement Among Gifted Black Students Promising Practices And Programs

Jamel K. Donnor, Adrienne Dixon



Reversing Underachievement Among Gifted Black Students Promising Practices And Programs:

Reversing Underachievement Among Gifted Black Students Donna Y. Ford, 1996 This text offers a discussion of the effort to end underachievement among gifted Black students and to increase the multicultural and multiracial representation of youth in gifted education

Reversing Underachievement Among Gifted Black Students Donna Y. Ford, 2011 Explores the importance of identifying these students and the necessity of nurturing these unique young individuals Presents the challenges facing gifted African American students in schools and examines alternate ways of addressing these issues Focuses on the social cultural familial school and psychological factors that work to undermine gifted black students achievements but if explored could benefit them Provides educators with promising approaches to aid in the prevention of underachievement and under motivation

Rethinking Gifted Education James H. Borland, 2003-01-01 Gifted education is in a period of transition unlike any it has experienced in this generation Thinkers within the field and without are questioning the practice of gifted education the theoretical foundations on which this practice rests and even the value and legitimacy of the concept of giftedness This fresh and provocative volume contains essays by leading thinkers on gifted education and by writers outside the field who have examined it critically Each author examines reconsiders and challenges the assumptions and beliefs underlying the theory and practice of gifted education providing a roadmap to guide both current considerations of and future planning for gifted education programs

Alternative Assessments With Gifted and Talented Students Joyce VanTassel-Baska, 2021-09-03 *Alternative Assessments With Gifted and Talented Students* provides a concise and thorough introduction to methods for identifying gifted students in the school setting Including overviews of assessment tools and alternative methods of assessment as well as pertinent discussions concerning the need to identify gifted and talented students this book combines research and experience from top scholars in the field of gifted education in a convenient guide for teachers administrators and gifted education program directors Topics covered include the need for nonverbal testing with traditionally unidentified students the identification of students from minority populations the value of using traditional assessments with students the role of creativity tools as a measure of giftedness and the use of portfolios products and performance based assessment to document learning among others This handy guide to assessing and identifying gifted students is a necessity for anyone serving and working with this population A service publication of the National Association for Gifted Children Washington DC This designation indicates that this book has been jointly developed with NAGC and that this book passes the highest standards of scholarship research and practice

Multicultural Gifted Education Donna Y. Ford, 2021-09-03 Each year the United States witnesses significant changes in the demographics of its citizens Accordingly schools and the students we teach are also changing With such changes come the need responsibility and obligation for educators to provide students with an education that is both rigorous and culturally responsive This book bridges the gap that exists between educating advanced learners and educating culturally different learners *Multicultural Gifted Education*

2nd ed addresses various topics including racially and culturally diverse students and families historical and legal perspectives on educating gifted and minority students culturally responsive curriculum and assessment and counseling students from a multicultural perspective Using the National Gifted Education Standards for Teacher Preparation National Assoc For Gifted Children,NAGC,Joyce VanTassel-Baska,Ann Robinson,2021-09-23 Standards have benefits particular to the field of gifted education In order to ensure equity and systematic talent search and programming it is essential that current and future teachers are educated in the relevant theory research pedagogy and management techniques important for developing and sustaining classroom based opportunities specifically designed for gifted learners By incorporating the 2013 NAGC CEC Teacher Preparation Standards in Gifted and Talented Education this guidebook helps university faculty at the undergraduate and graduate levels design or revise gifted education programs and partner with other educators in developing gifted education teachers **Nurturing Talent in High School** Laurence J. Coleman,2005 This is a fascinating chronicle of the lives of academically talented and gifted adolescents living in a special residential public high school The author who lived as a resident in the school s dormitory provides rare insights on how environment and potential talent interact inside a school to impact identity talent and advanced development By exploring the special context of the school this volume shows how the combination of rigorous academics and living with other talented children can create a high energy environment that accelerates the pace of development although many students may be unprepared to keep pace they do examines in depth issues of equity and excellence status and identity depicts a high school where equity and excellence co exist and offers an explanation for this unusual phenomenon in American high schools offers valuable information that can be applied to a variety of gifted and talented programs and other specialized learning environments and exemplifies a distinctive dedication to qualitative research methods setting a new standard for conducting such research

Differentiation for Gifted and Talented Students Carol Ann Tomlinson,Sally M. Reis, Series Editor,2004-03-06 The expert guide to the differentiation of curriculum and instruction for the gifted and talented Drawing many comparisons and contrasts between gifted and general education best practices the articles in this volume highlight the many benefits of flexible instruction and curriculum discuss impediments to the successful adoption of differentiation in classrooms and school districts and show how educators can overcome these obstacles collaboratively Key features include Overview and thought provoking commentary by Carol Ann Tomlinson a national leader in differentiation strategies A view of differentiation through multiple lenses and the actual and potential benefits gifted and general education derive from its implementation Eleven influential articles from leading researchers and educators in the field of differentiation Within this valuable reference guide readers will also find specific models general curriculum guidelines specific instructional strategies and other tools and methods that will help them monitor learner needs and adapt curriculum accordingly The ERGE Series The National Association for Gifted Children series Essential Readings in Gifted Education is a 12 volume collection of seminal articles

from Gifted Child Quarterly Put the knowledge and power of more than 25 years of research on giftedness and talent into your hands with the leading theories studies and findings the experts in the field have to offer **African American Psychology** Faye Z. Belgrave, Kevin Wendell Allison, Camilla W. Nonterah, 2025-08-18 *Expanding Definitions of Giftedness* Guadalupe Valdes, 2014-04-04 This book is about bilingual young people who have been selected by their families to carry out the hard work of interpreting and translating to mediate communication between themselves and the outside world between minority and majority communities It examines the experiences of these young interpreters and the skills they develop in order to fulfill this role The authors purpose in this volume is to contribute to extending current definitions of gifted and talented by proposing and offering evidence that the young people who are selected to serve as family interpreters perform at remarkably high levels of accomplishment when compared with others of their age experience and environment and should thus clearly be included in the 1993 U S federal definition of giftedness They maintain that not only are these capabilities currently overlooked by existing assessment procedures but also that there is little understanding of the ways in which the unique talents of young interpreters might be nurtured and developed in academic settings A strong case is made that in order for such students to be identified as gifted on the basis of their bilingual abilities the field of gifted and talented education must embrace the concept that bilingualism is a strength The field must also make developing bilingualism a focus of programs designed to meet the needs of the increasingly multilingual student population in the United States The research this book reports part of a larger five year study of giftedness through linguistic and cultural lenses funded by OERI through the National Research Center on the Gifted and Talented was conducted by researchers whose background is very much outside the field of gifted education Rather their focus is on language working within the traditions of qualitative sociolinguistics Thus this book offers a unique approach to the exploration of giftedness It asks researchers and practitioners ordinarily accustomed to working with quantitative data to examine and make sense of detailed and rich analyses of students linguistic performance and argues that it is only by understanding the challenges of such bilingual interactions that the field of gifted and talented education can expand and reframe its vision of giftedness *Retaining African Americans in Higher Education* Lee Jones, 2023-07-21 Retention of African Americans on campus is a burning issue for the black community and a moral and financial one for predominantly white institutions of higher education This book offers fresh insights and new strategies developed by fifteen scholars concerned by the new climate in which affirmative action is being challenged and eliminated This is the first book devoted specifically to retention of African Americans in higher education and is unique in addressing the distinct but inter related concerns of all three affected constituencies students faculty and administrators Each is considered in a separate section The student section shifts attention from to paraphrase McNairy fixing the student to focussing on higher education s need to examine and where appropriate revise policies curriculum support services and campus climate Responding to the new agenda shaped by the opponents of affirmative action but rejecting the defensive x

percent solutions espoused by its proponents this book puts forward new solutions that will provoke debate Section II begins with a survey of the literature on African American administrators and presents a Delphi study of twelve administrators to provide an understanding of pathways and barriers to success The contributors then consider the importance of developing community support and creating alliances the role of mentoring and the setting of clear expectations between the individual and the institution Starting with the recognition that African Americans represent less than five percent of full time faculty the chapters in the final section examine the effects of the dismantling of affirmative action the consequences of faculty salaries trailing more lucrative non academic employment the declining enrollment of students of color the politics of promotion and tenure and issues of identity and culture The book concludes by stressing the roles that parents faculty and administrators must play to empower African American students to take responsibility for their own academic performance This is a compelling controversial and constructive contribution to an issue of national importance **Diversity in Gifted Education**

Gillian Eriksson, Belle Wallace, 2006-10-05 This timely book brings together experts from around the world to share expertise and best practice to form an eclectic collection of the best approaches for teaching gifted and talented children from different cultures Each chapter presents an overview of international perspectives on the issues of multi cultural and gifted education examines the critical issues related to cultural definitions of giftedness in programming for diverse gifted students presents regional case studies in order to inform practitioners best practice examines issues of access for gifted students in relation to culture poverty race and gender In addition details of websites and associations which offer support and advice are also provided making this book an invaluable resource for academics researchers teachers and parents of gifted and talented children Surmounting All Odds - Vol. 2 Carol Camp Yeakey, Ronald D.

Henderson, 2000-09-01 Volume 2 in the two volume set about overcoming the odds in African American Education *Gifted and Talented Females Speak Out on Parental Influences and Achievement!* Mary E. Henderson, 2006 Gifted and Talented Females Speak Out on Parental Influences and Achievement examines how to promote female achievement Using face to face interviews with eight women and scholarly research the book explores topics such as the role of parents teens and the growing brain t **The Resegregation of Schools** Jamel K. Donnor, Adrienne Dixon, 2013-06-07 Access to a quality

education remains the primary mechanism for improving one's life chances in the United States and for children of color a good education is particularly linked to their individual and collective well being Despite the popular perception that America is in a post racial epoch opportunities to access quality learning environments and human development resources remain determined according to race class gender and ability Taking a more nuanced approach to race and the resegregation of the American school system this volume examines how and why the education quality for the majority of students of color in America remains fundamentally unequal *Teaching Gifted Learners in STEM Subjects* Keith S. Taber, Manabu

Sumida, Lynne McClure, 2017-07-31 This book offers an overview of programmes designed to support the learning of gifted

and talented students in STEM subjects both to allow them to meet their potential and to encourage them to proceed towards careers in STEM areas. The chapters from a range of national contexts report on perspectives, approaches and projects in gifted education in STEM subjects. These contributions provide a picture of the state of research and practice in this area both to inform further research and development and to support classroom teachers in their day to day work. Chapters have been written with practitioners in mind but include relevant scholarly citations to the literature. The book includes some contributions illustrating research and practice in specific STEM areas and others which bridge across different STEM subjects. The volume also includes an introductory theoretical chapter exploring the implications for gifted learners of how STEM is understood and organized within the school curriculums.

Identifying Gifted Students Susan K. Johnsen, 2004

Identifying Gifted Students: A Practical Guide is designed for practicing professionals such as teachers, counselors, psychologists and administrators who must make decisions daily about identifying and serving gifted and talented students. This book offers up to date information for building an effective, defensible identification process.

Rational Emotive Behavioral Approaches to Childhood Disorders Albert Ellis, Michael E. Bernard, 2006-05-11

Since the groundbreaking first edition of *Rational Emotive Approaches to the Problems of Childhood* by Albert Ellis and Michael Bernard two decades ago, our understanding of the nature and treatment of children's problems has grown considerably. Now in a completely new volume, Albert Ellis and children's REBT specialist Professor Michael Bernard have revised and updated this pioneering volume to reflect both the latest in clinical practice and research. Fourteen expert contributors, including many from the original share with the editors a deep commitment to integrating REBT with other cognitive behavioral methods and to providing young people with developmentally appropriate care. Together they give readers a practical framework for conducting assessment, treatment and prevention with individuals, clients and groups as well as in family and school settings. Key features of this new edition include: Developmental considerations in using REBT with children and adolescents; Specific chapters devoted to major disorders: aggression, phobias, anxiety, depression, academic underachievement and ADHD; Latest strategies for challenging and changing the irrational beliefs of young people; Techniques for building key REBT skills: emotional resilience and frustration tolerance; Extensive research findings on the efficacy of REBT with young people; Brand new material on special issues involving parents, conducting group sessions and working with exceptional children; An overview of Rational Emotive Education and You Can Do It Education; school based applications of REBT. With coverage this thorough, Ellis, Bernard and collaborators have created a resource of immediate value to child and adolescent mental health practitioners including school psychologists, school counselors, school social workers, behavior therapists and family therapists and educators involved in helping young people overcome behavioral disorders.

The Psychology of Black Boys and Adolescents Kirkland C. Vaughans, Warren Spielberg, 2014-06-30

Drawing on personal insights and research based knowledge, this important work facilitates understanding of the psychological struggles of young African American males and

offers ameliorative strategies Despite examples set by successful black men in all walks of life the truth remains that a disproportionate number of black boys and young men underperform at school suffer from PTSD and too often find themselves on a pathway to jail The two volume The Psychology of Black Boys and Adolescents marks the first attempt to catalog the many psychological influences that can stack the deck against black male children and to suggest interventions Bringing together an expansive collection of new and classic research from a wide variety of disciplines this set sheds light on the complex circumstances faced by young black men in the United States Contributions by authors Kirkland Vaughans and Warren Spielberg contain insights from the groundbreaking Brotherman study conducted over a ten year period to report on the lives and psychological challenges of over a hundred African American boys and their families Among the myriad issues studied in this set are the often negative expectations of society the influence of gangs and the impact of racism and poverty Of equal importance the work explores culturally specific ways to engage families youths communities and policymakers in the development of healthy safe educated boys who will become whole and successful adults

Start Where You Are, But Don't Stay There, Second Edition H. Richard Milner, 2021-11-18 2021 PROSE Award Finalist Education Practice and Theory Category In the thoroughly revised second edition of Start Where You Are But Don't Stay There H Richard Milner IV addresses the knowledge and insights required on the part of teachers and school leaders to serve students of color Milner focuses on a crucial issue in teacher training and professional education the need to prepare teachers for the racially diverse student populations in their classrooms The book anchored in real world experiences centers on case studies that exemplify the challenges pitfalls and opportunities facing teachers in diverse classrooms The case studies of teachers in urban and suburban settings are presented amid current discussions about race and teaching In addition the second edition includes a new chapter dedicated to opportunity gaps in education and an expanded discussion of how Opportunity Centered Teaching can address these gaps Start Where You Are But Don't Stay There strives to help educators in the fight for social justice equity inclusion and transformation for all students It is a book urgently needed in today's increasingly diverse classrooms

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