

Social Identities and Academic Talent Development: Implications for Gifted Education

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Three Views of Giftedness

Simonton (1998)

- Biological
 - Some are born gifted.
- Sociological
 - Others have giftedness thrust upon them.
- Psychological
 - Others achieve giftedness.

Areas of Giftedness

Federal Definition - Five or Six

1. Intellectual Ability
2. Academic Achievement
3. Creativity
4. Leadership
5. Visual and Performing Arts
6. (Psychomotor Ability)

Gardner's Eight Intelligences

| | |
|----------------------|------------------------------|
| Linguistic | Use of words |
| Logical-mathematical | Use of numbers |
| Spatial | Use of spatial relationships |
| Bodily-Kinesthetic | Use of body |
| Interpersonal | Use of knowledge of others |
| Intrapersonal | Use of knowledge of self |
| Musical | Use of pitch and rhythms |
| Naturalist | Use of patterns in nature |

Giftedness = Superior Performance Relative to Peers

QuickTime™ and a
TIFF (LZW) decompressor
are needed to see this picture.

Quantitative or Qualitative

- Are children who are identified as gifted and talented **qualitatively** or **quantitatively** different from their peers?
- My answer is quantitative.
 - Processing speed, acceleration, quality of products that they produce
- What predicts a student's success as an adult is not GATE identification; this is only a proxy for actual achievement. It's actual accomplishments.

Definitions that I Prefer

- Renzulli (1986)
 - Giftedness is the product of *the interaction* among (a) above-average, but not necessarily superior ability, (b) task **commitment**, and (c) creativity.
- Haensly, Reynolds, & Nash (1986)
 - Giftedness is the outcome of *an interaction* among (a) **abilities** that have successfully coalesced, (b) **a setting that allows for and encourages the expression of those abilities**, (c) **obstacles that hone or refine the expression of those abilities**, and (d) **commitment** that allows the expression to be fully developed.

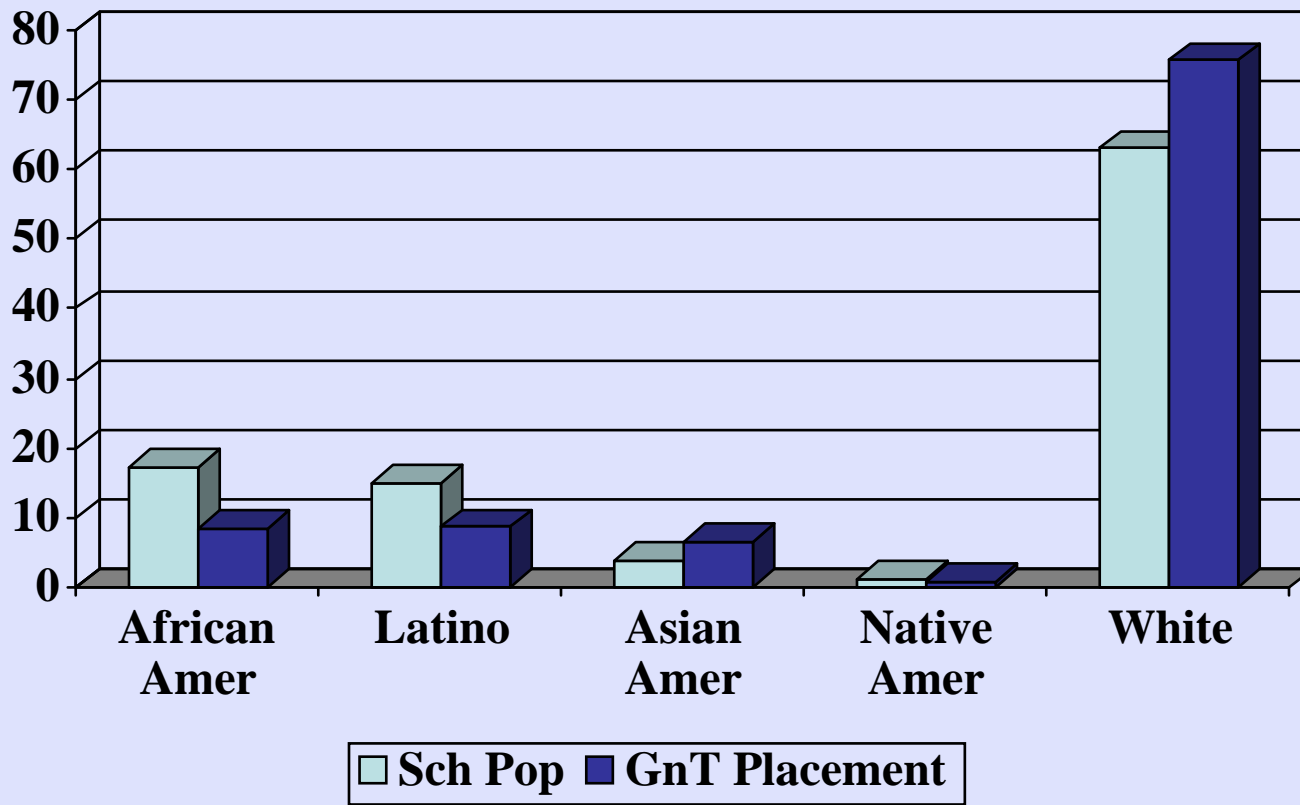
Important Points

1. Superior performance requires the biological potential/ability in the domain.
2. Superior performance requires task commitment and motivation--an investment of **effort** and **time**.
3. Superior performance requires effective instruction from skilled teachers.
4. Superior performance requires *supportive environments*.

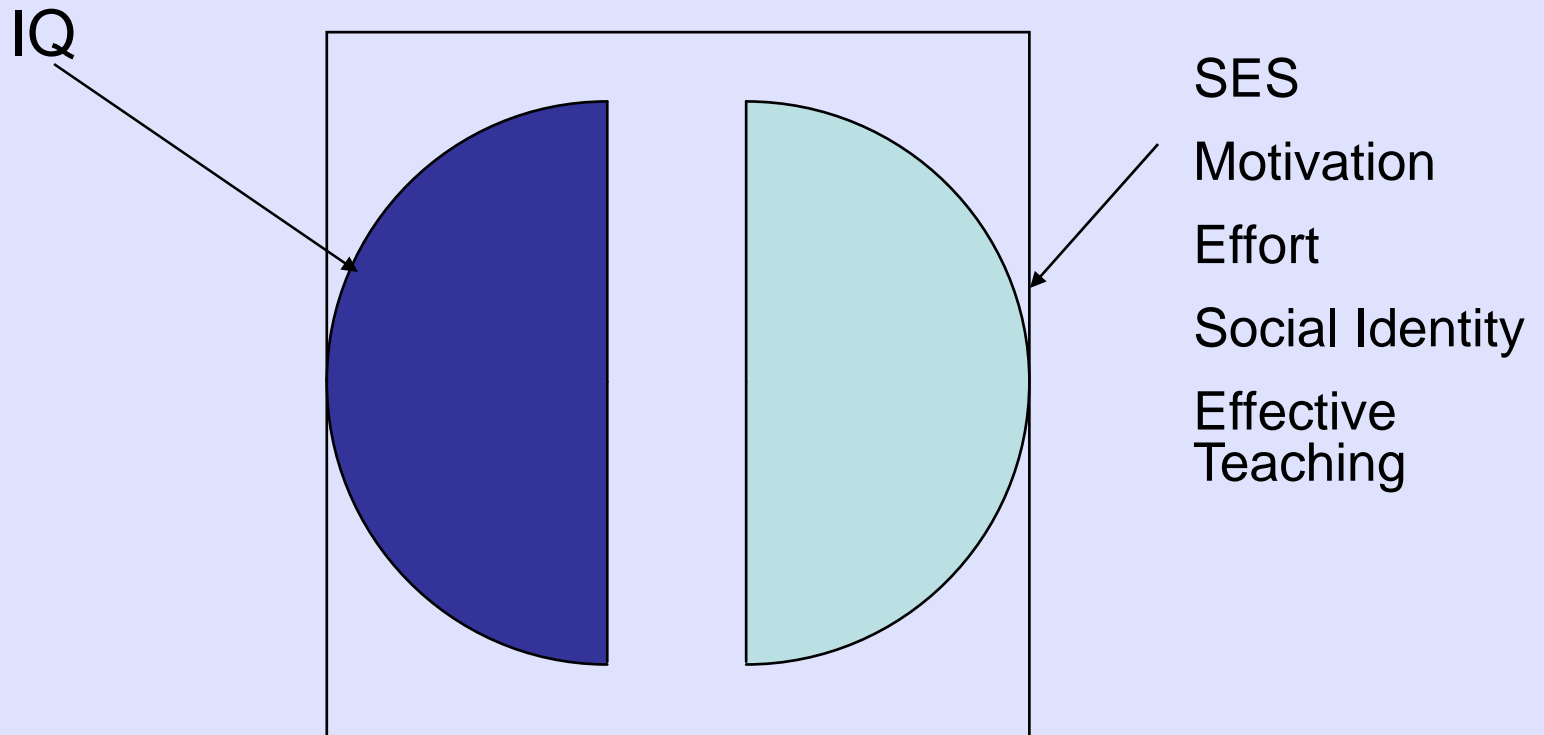
Correlates of Achievement

- IQ/School Ability
- Socioeconomic Status
- Race/Ethnicity
- Effective Teaching
- Psychosocial factors
 - Motivation, volition, conceptions of ability, self-efficacy

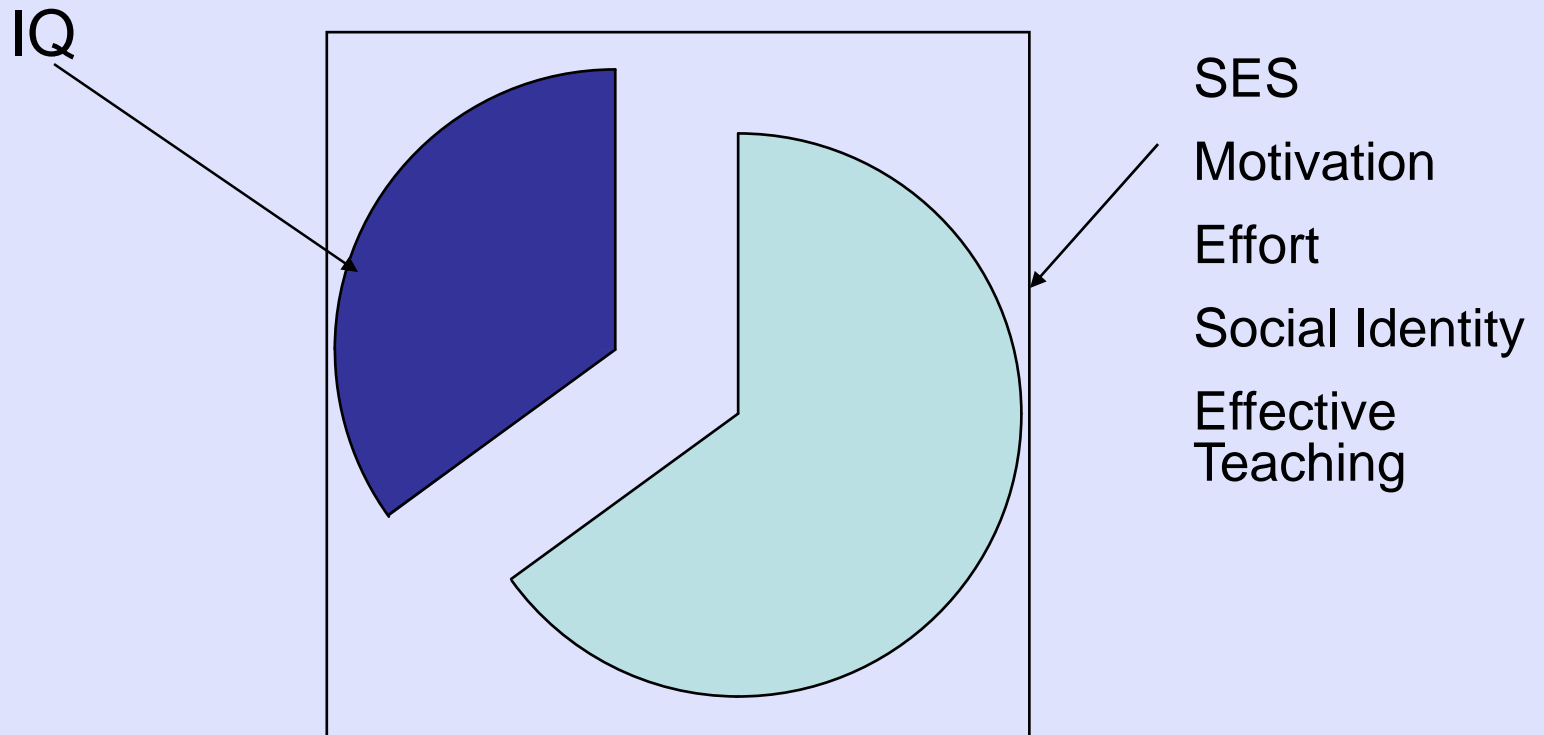
School % versus % Placed in G & T Programs



Sources of Variance in Academic Achievement



Variance Distribution in Low SES Environments



Types of Identity

- **Personal Identity** (individuality, personality)
 - Who am I?
 - Extraverted, intelligent, motivated, etc.
- **Social Identity** (Reference Group Orientation or Identification)
 - To what group or groups do I belong?
 - Does the group acknowledge my membership?
 - Does group membership affect how society classifies and values me?

Personal Identities

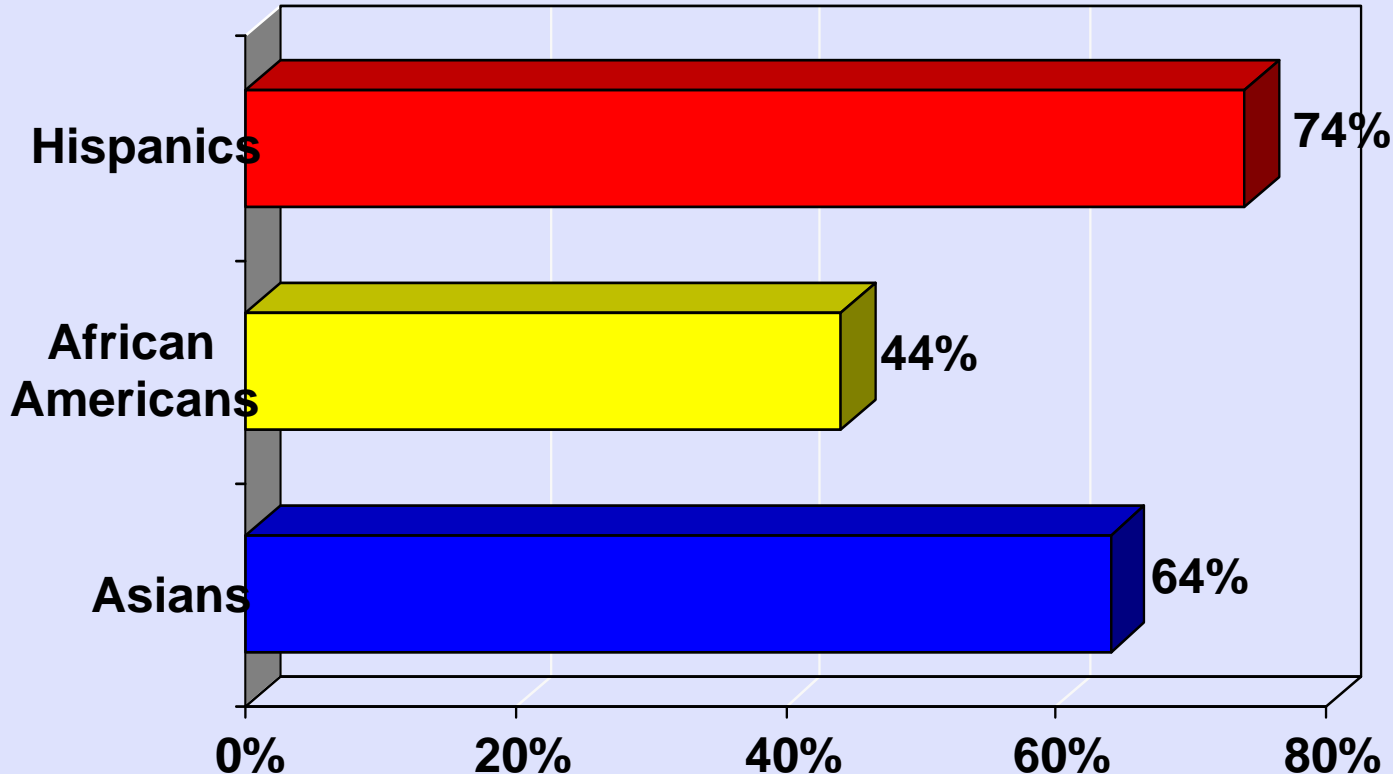
- Self-concept/Self-esteem
- Intelligence
- Personality
- Motivation
- Volition/Self-Regulation
- Self-efficacy

Social Identities

- Ethnic and/or Racial Group
- First Language
- Gender
- Nationality/Country of Origin
- Sexual Orientation
- Socioeconomic Status

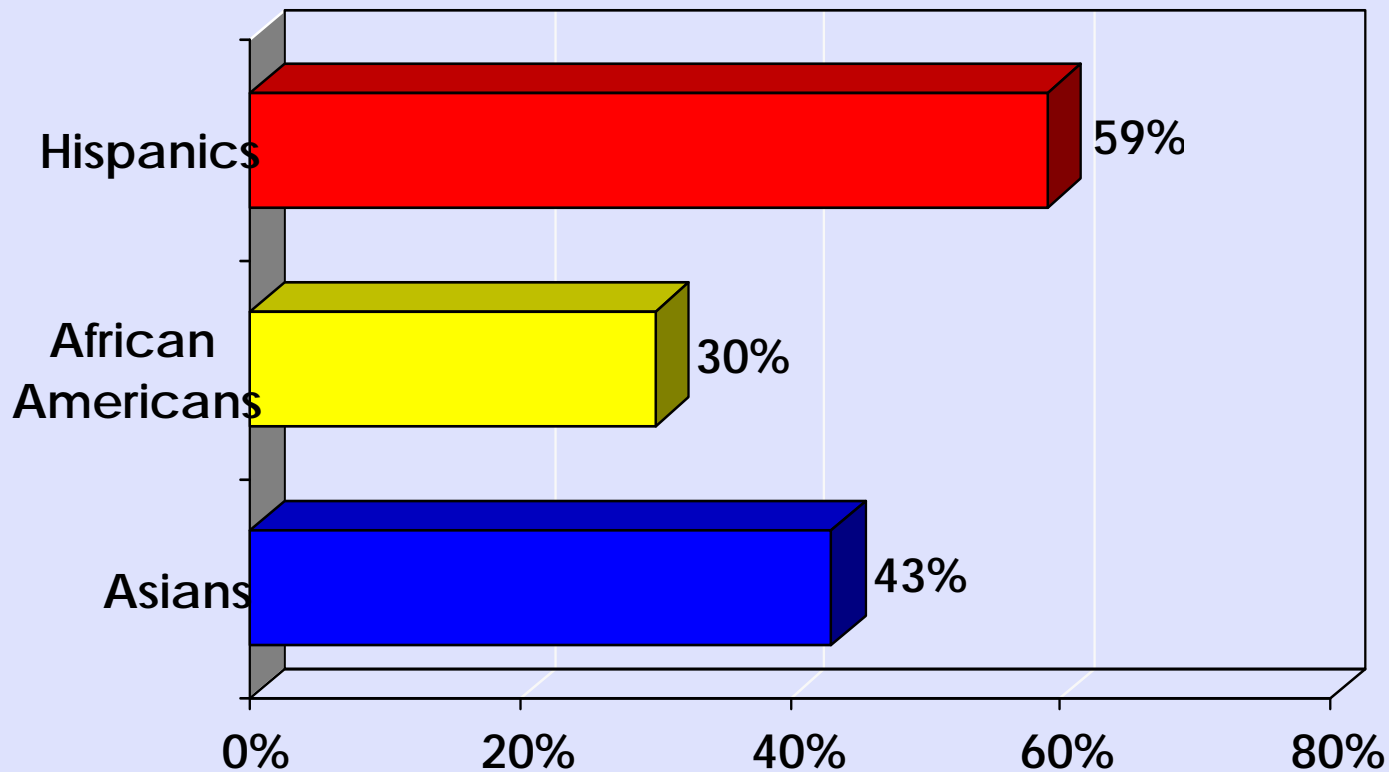
Belief in the “American Dream”: If you work hard... you will succeed in the United States.

“Strongly agree” answers only



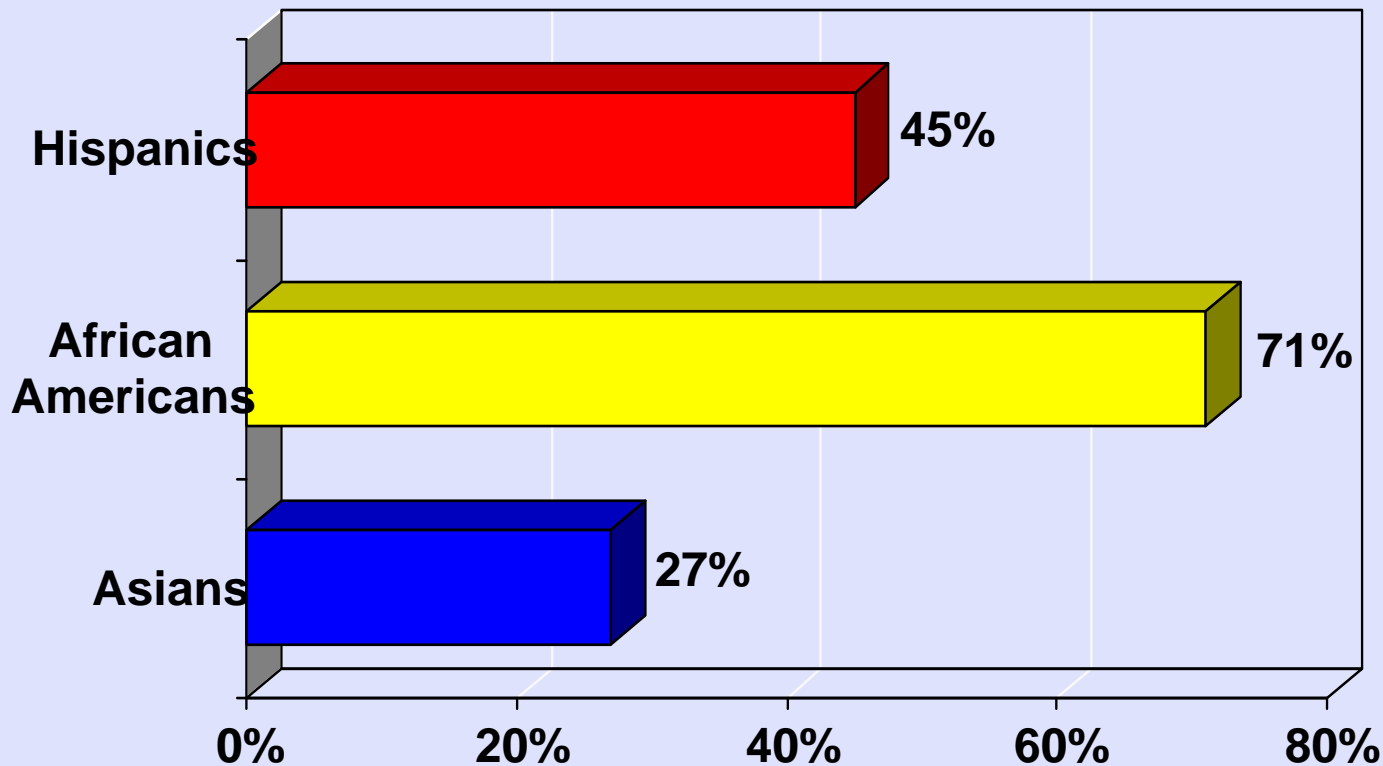
Every American – Black, Hispanic, Asian or White – has an equal opportunity to succeed.

“Strongly agree” answers only



The criminal justice system in the United States favors the rich and powerful.

“Strongly agree” answers only



Social Identity Theories

- Theories Targeting Education
 - Cultural ecological theory (Fordham & Ogbu, 1986; Ogbu, 1978, 1989, 1992, 2003; Ogbu & Simons, 1998)
 - Stereotype threat phenomenon (Steele, 1997, 2003; Steele & Aronson, 1995, 1998)
- Theories Not Specific to Education
 - Nigrescence theory (Cross & Vandiver, 2001; Vandiver & Worrell, 2001)
 - Ethnic identity model (Phinney, 1992)

Cultural Ecological Theory

- How was group incorporated into U.S. society?
- How does mainstream society treat group members?
- What are the sociocultural adaptations on part of group?
 - In other words, how does group respond to mainstream society?

Oppositional Identity

- Oppositional identity results in actions incompatible with educational success (e.g., low effort, poor attendance) on the part of *many* though not all marginalized group members.
 - Lack of trust in schools and education.
 - Parents giving mixed messages about education.
 - Belief that doing well in school is *acting White*.
 - Can result in less engagement and effort.
- Not all students choose oppositional stances.

Ford (2005)

- 928 African American students in Grades 4 to 12 (43% in GATE programs).
- 40% had been teased for doing well in school.
- 65% knew someone who had been teased for doing well in school.
- 86% had heard of “acting White” and 81% had heard of “acting Black.”

Descriptors of “acting White” and “acting Black”

- **Acting White**

- Intelligent
- Achievement-oriented
- Speaking standard English
- Having White friends
- Being uppity, stuck-up

- **Acting Black**

- Acting ghetto
- Being dumb, stupid
- Speaking non-standard English
- Dressing urban (e.g., sagging)

Steele's Stereotype Threat

- We develop stereotypes of individuals and groups - routine human behavior.
- Societal stereotypes of groups **can** have a direct impact on performance, especially in situations where the stereotype is salient.
- What are some group stereotypes that are pervasive in American society?

Stereotype Threat Effect - Race

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are needed to see this picture.

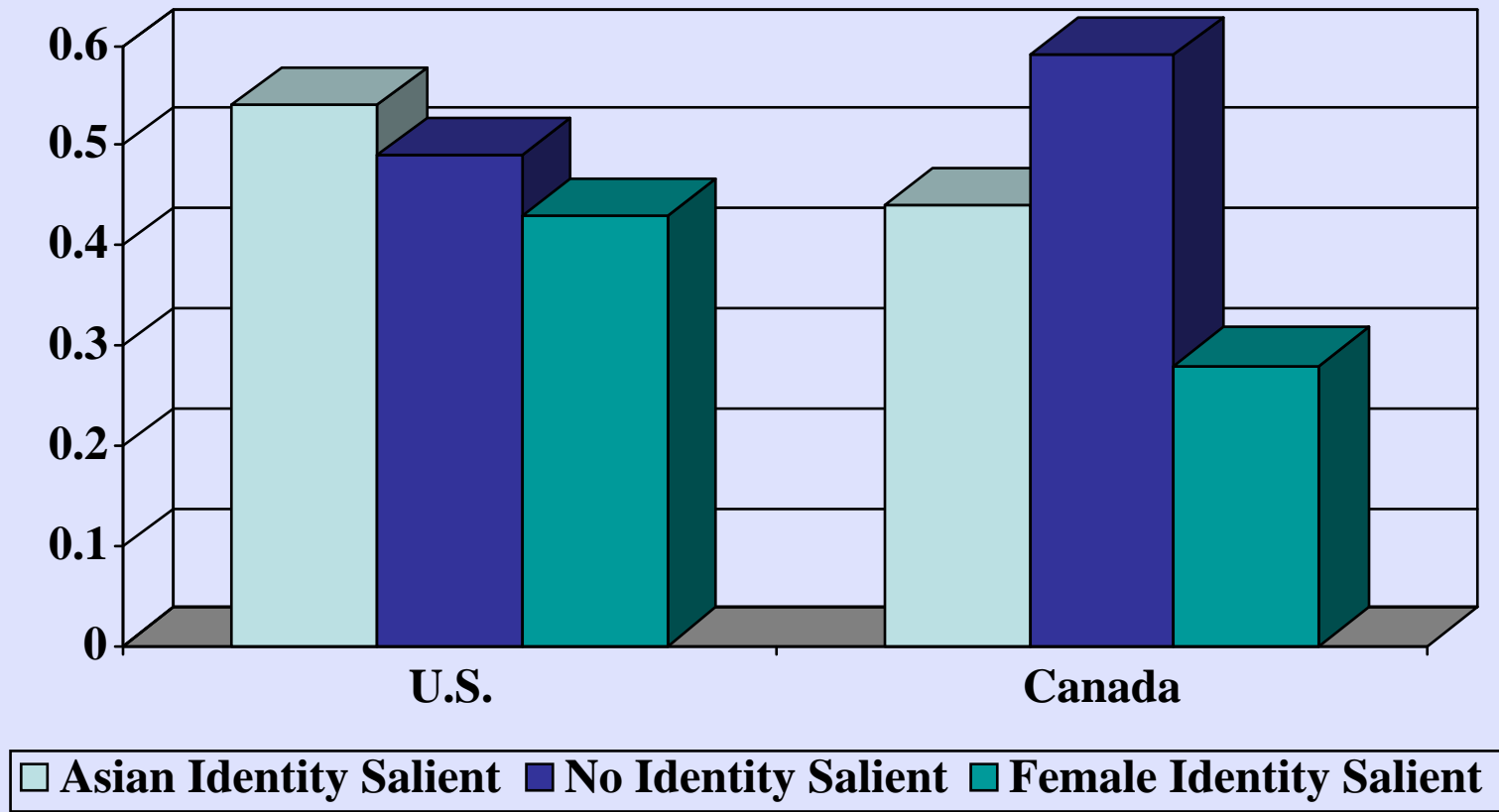
Osyerman et al. (2003)


- Using both Ogbu's and Steele's frameworks, they grouped 94 African American, Latino, & American Indian students on the basis of racial-ethnic self-schemas:
 - In-group only - focused on own ethnic group with no acknowledgement of larger society.
 - Aschematic - focused on self as individual and not as a member of a social group.
 - **Dual identity** - recognition of and pride in cultural group membership, but also aware of connections to the larger society.

Osyerman et al. II

- Found differences in academic engagement and achievement, favoring the dual-schema group.
 - Dual group had higher GPAs than aschematic ($d = -.66$) and in-group only ($d = -.76$) students.
- Replicated findings with experimental manipulation invoking stereotype in American Indian sample ($N = 65$).
 - Dual group persisted longer than other two groups on mathematics task: $d = -1.21$; $-.80$.
 - Also significant interaction with effects more pronounced in the high salient conditions.
 - In other words, youth with dual schemas were less vulnerable to stereotype threat.

Stereotype Threat - Gender (Shih et al., 1999)

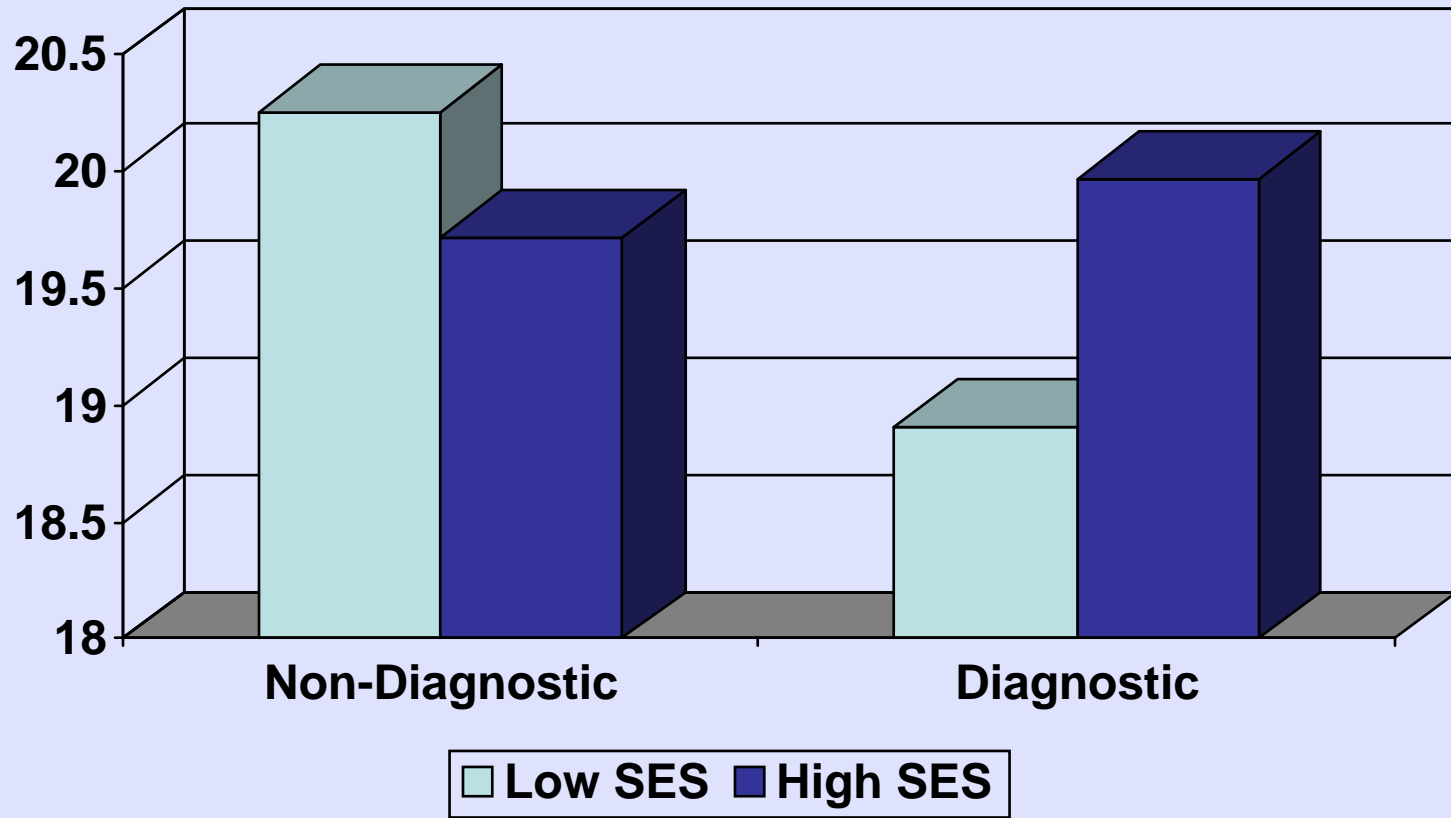




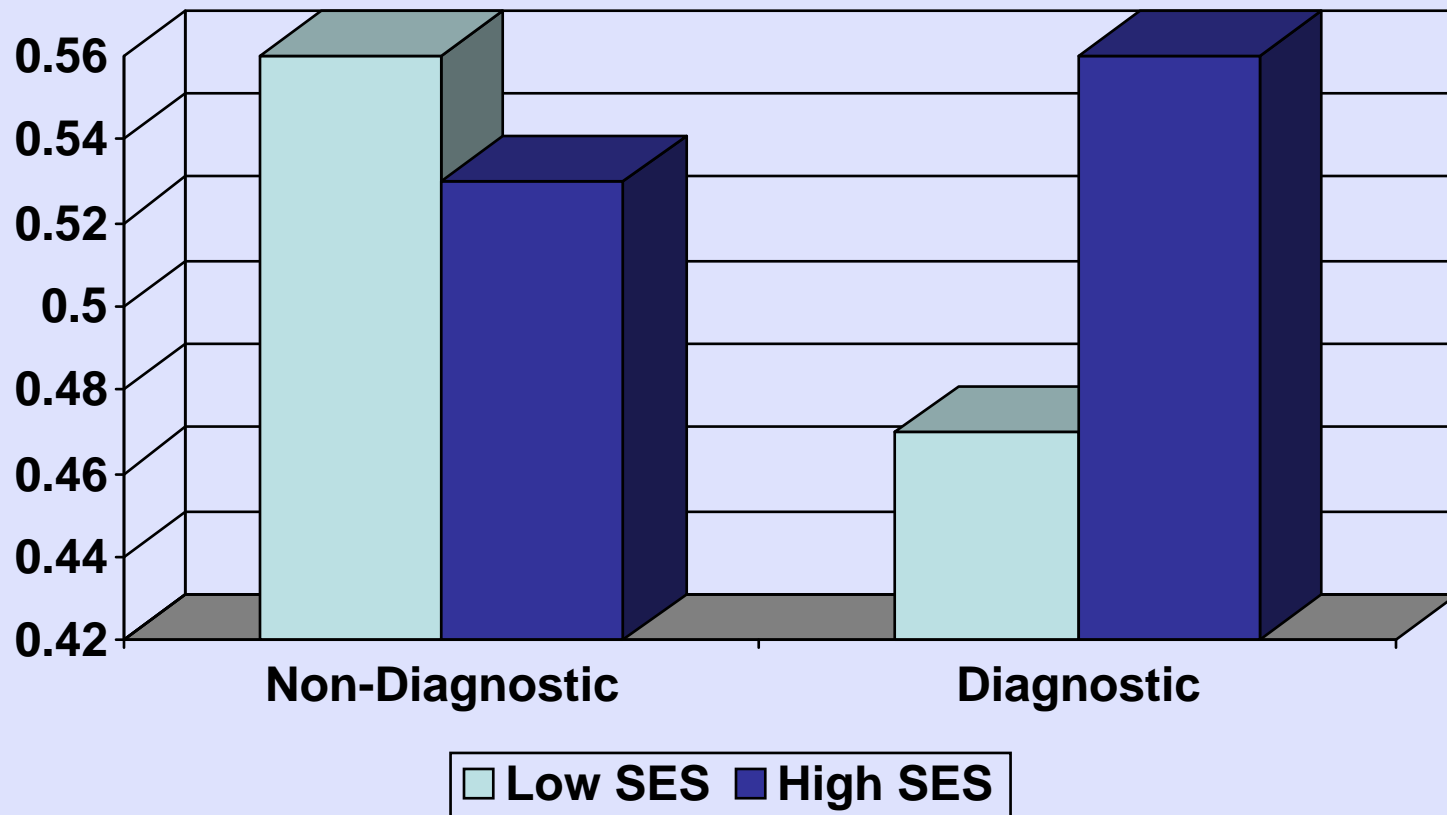
Stereotype Threat - SES

- Croizet and Claire (1998) examined stereotype threat in 128 French undergrads from low- and high-SES backgrounds.
- Manipulated Ability Diagnosticity
 - Experimental Group: “assess your intellectual ability for verbal problems”
 - Control Group: “test the role attention plays in lexical memory”
- Manipulated the Salience of SES
 - Experimental: Indicate parent’s education and occupation level
 - Control: Information of size of town where they lived

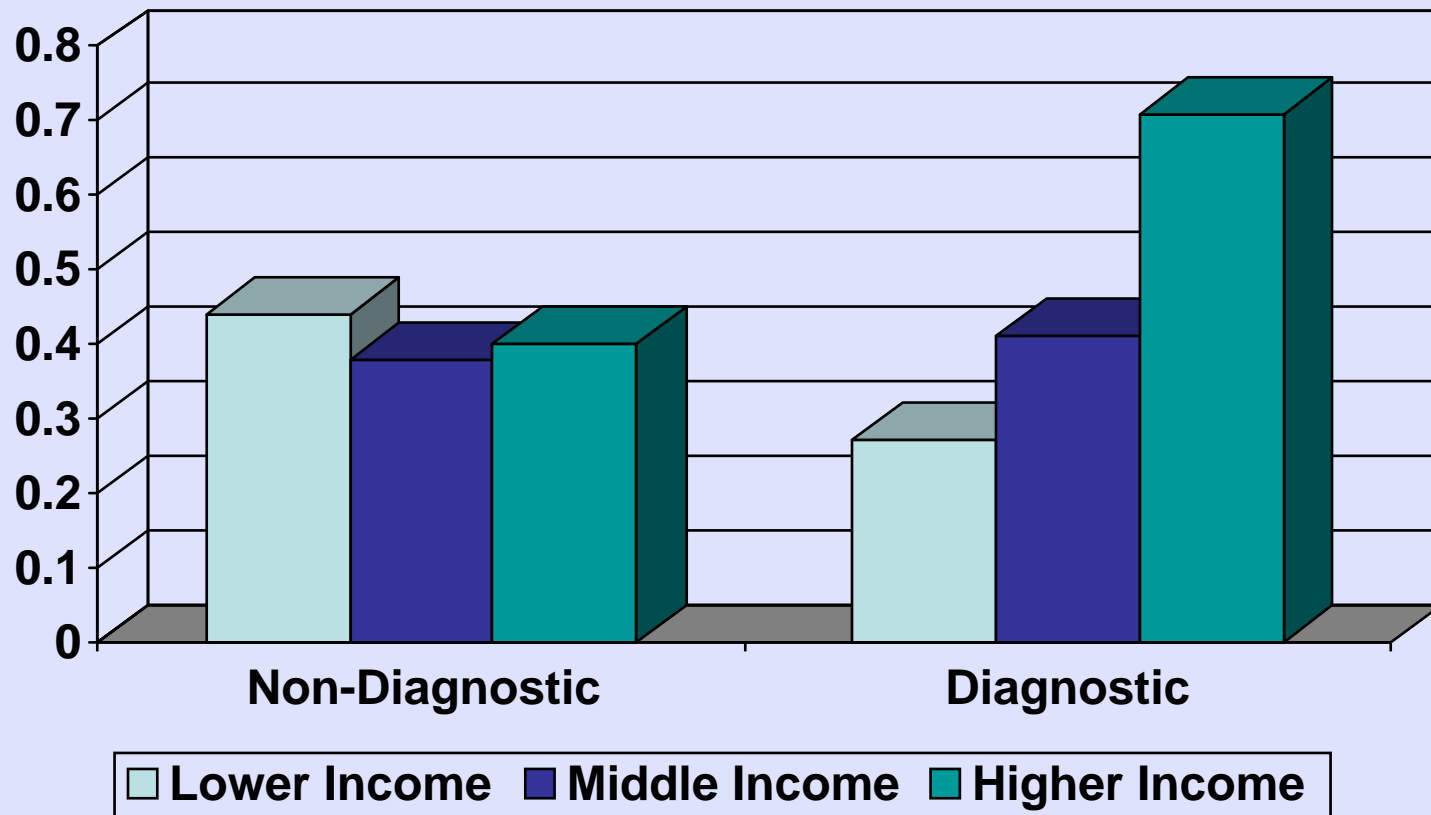
of Items Attempted (Croizet & Claire, 1998)



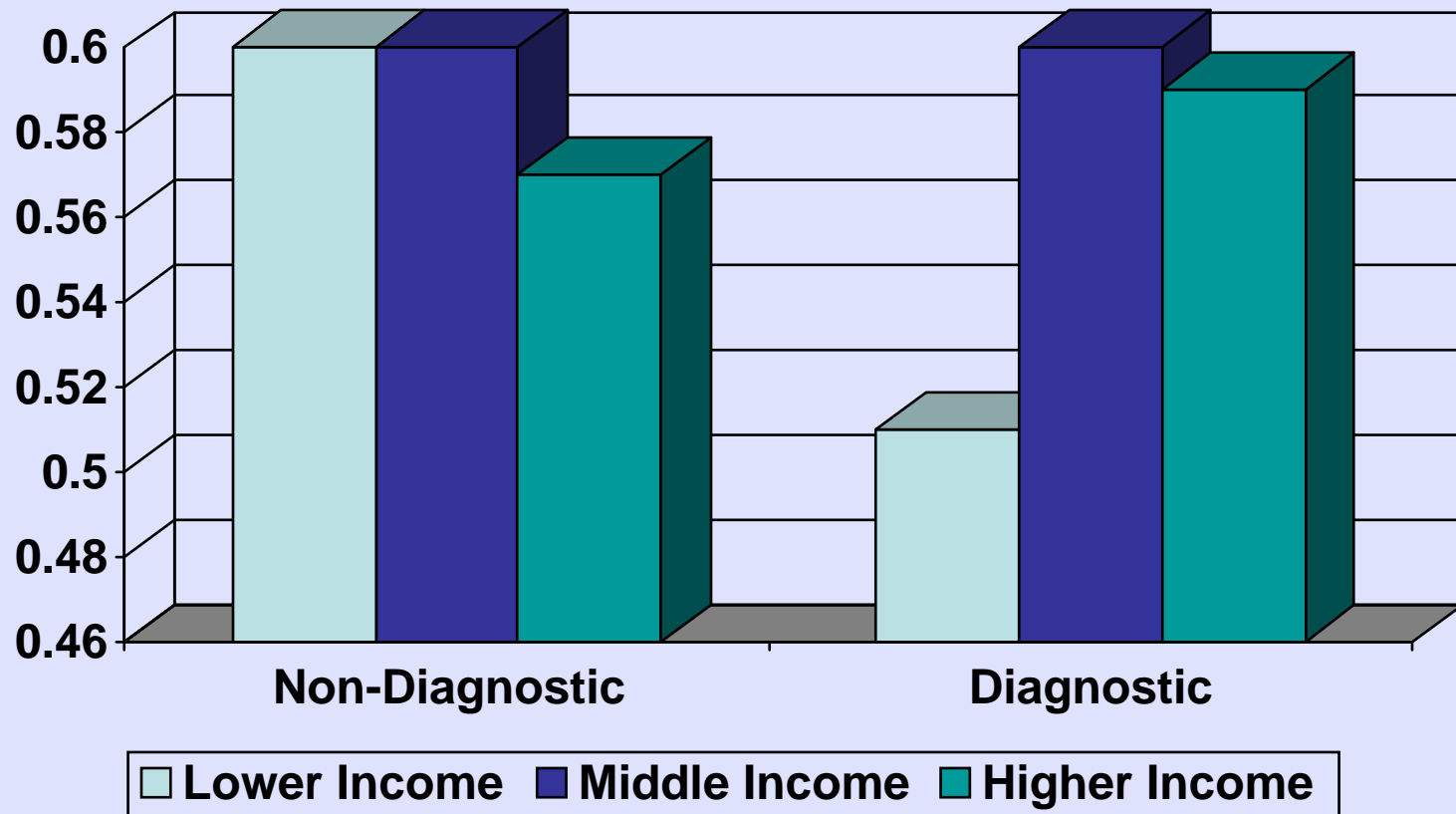
Proportional Accuracy (# correct/# attempted) (Croizet & Claire, 1998)



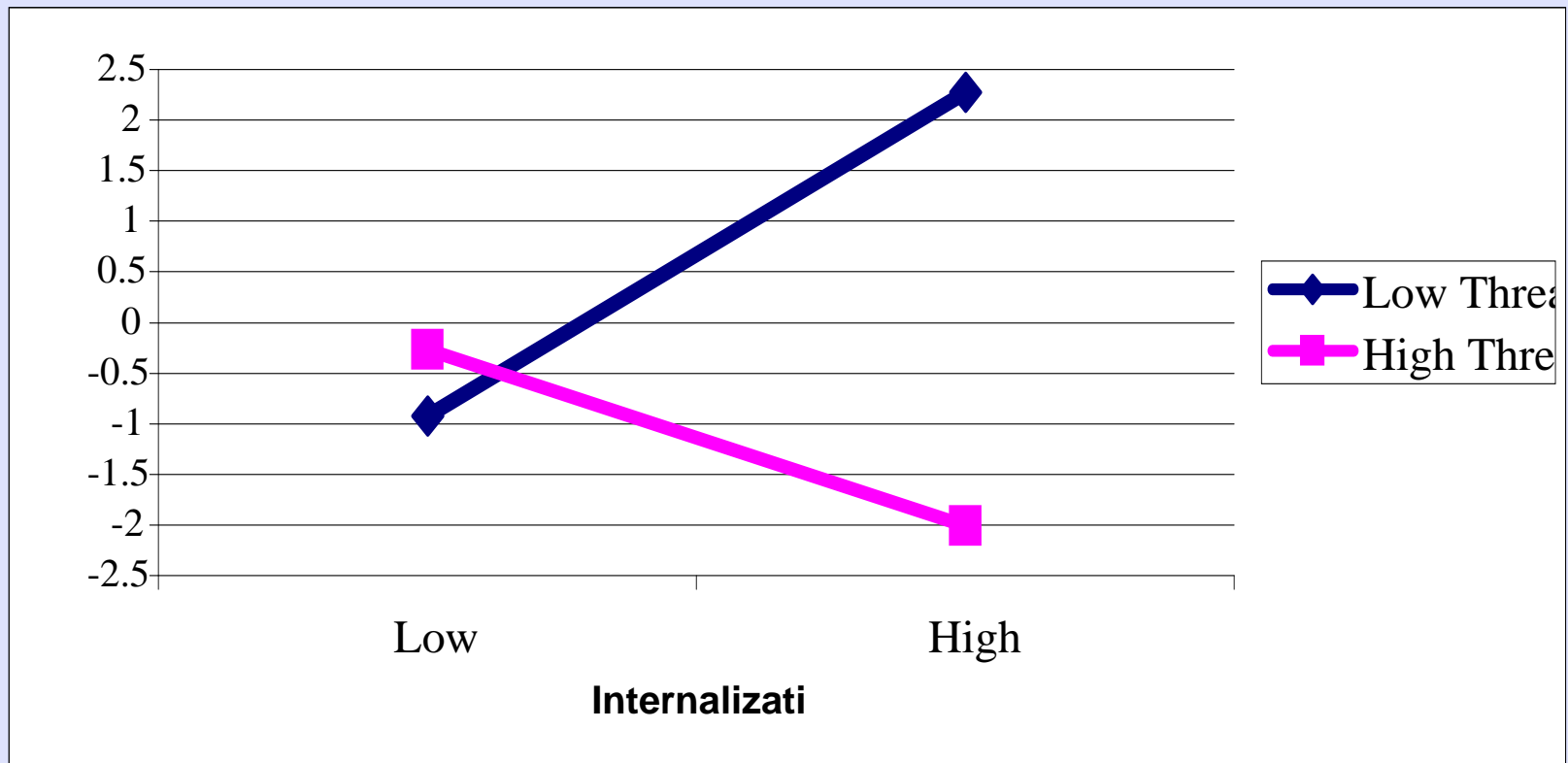
Math Test Accuracy Scores (Harrison et al., 2006)



English Test Accuracy Scores (Harrison et al., 2006)



Internalization & Stereotype Threat (Davis et al., 2005)



Social Identities in K-12

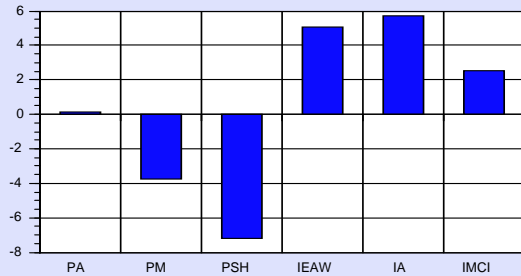
McKown & Weinstein (2003)

- Students in Grades 1 to 6 can differentiate between teachers' behaviors with high-achieving versus low-achieving students.
- 64% of 8-year olds, 83% of 9-year olds, and 93% of 10-year olds “were able to infer an individual's [group] stereotype” from vignettes.
- McKown and Weinstein (2003) also found that African American & Latinos children performed significantly worse under diagnostic testing conditions.

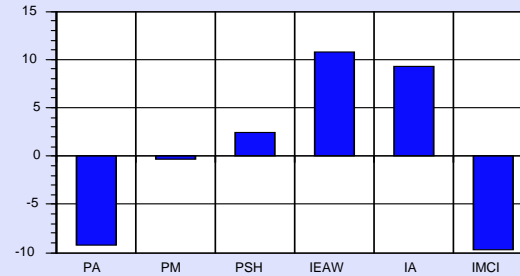
Broad-Based Identity Theories

- Members of social groups have attitudes about their own group and related groups.
- These attitudes are developed through socialization experiences in the home and from experiences and messages from institutions and society.
- Most well-known of these is Cross' nigrescence theory, a theory of racial identity in African Americans.

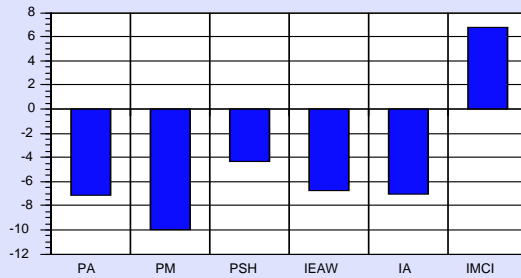
Worrell et al. (2006)



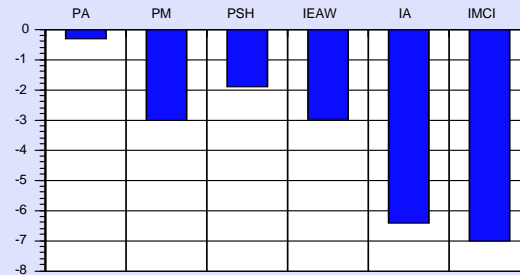
A.A froc entric Profile (1)



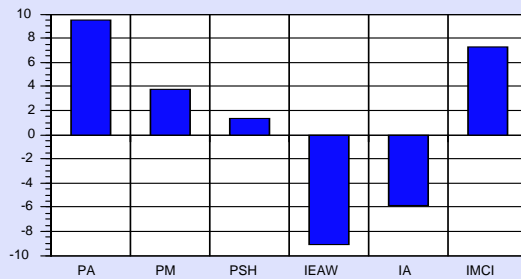
D. Immersion Profile (3)



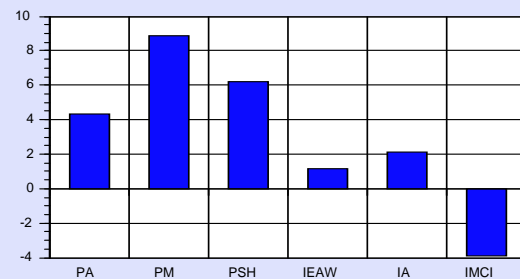
B.M Multiculturalist Profile (2)



E. Low Race Salience Profile (3)



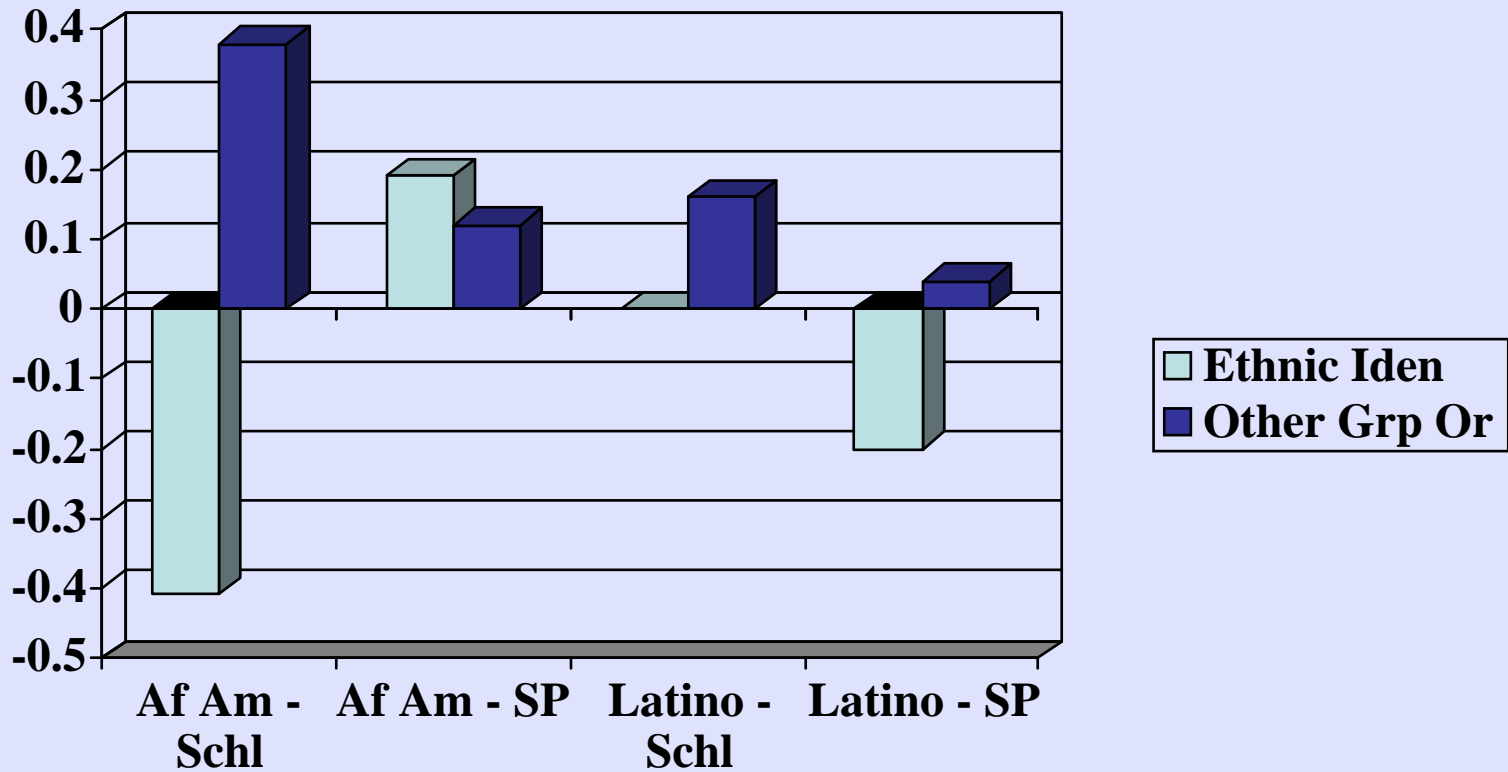
C.A Assimilation Profile (3)



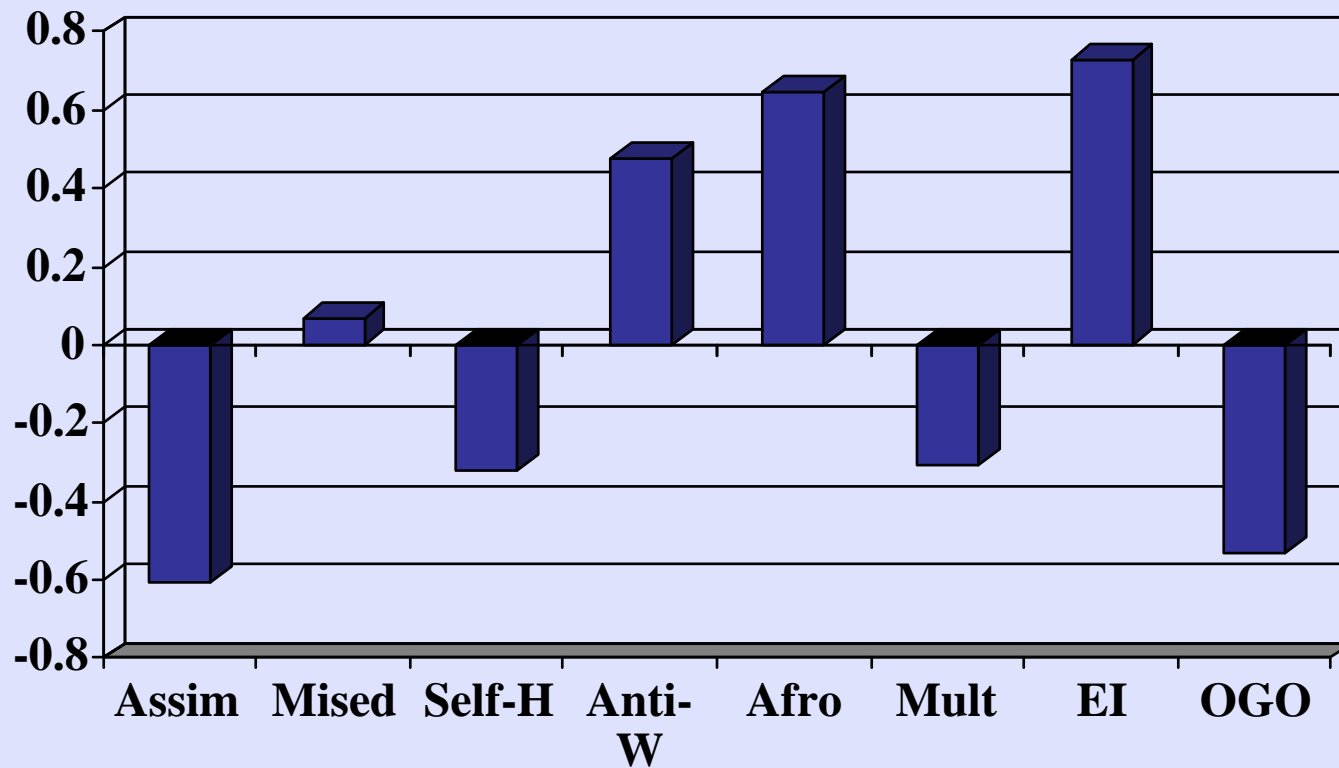
F.M Educated Variant Profile (3)

Predicting GPA in School & Summer

Worrell (2007)



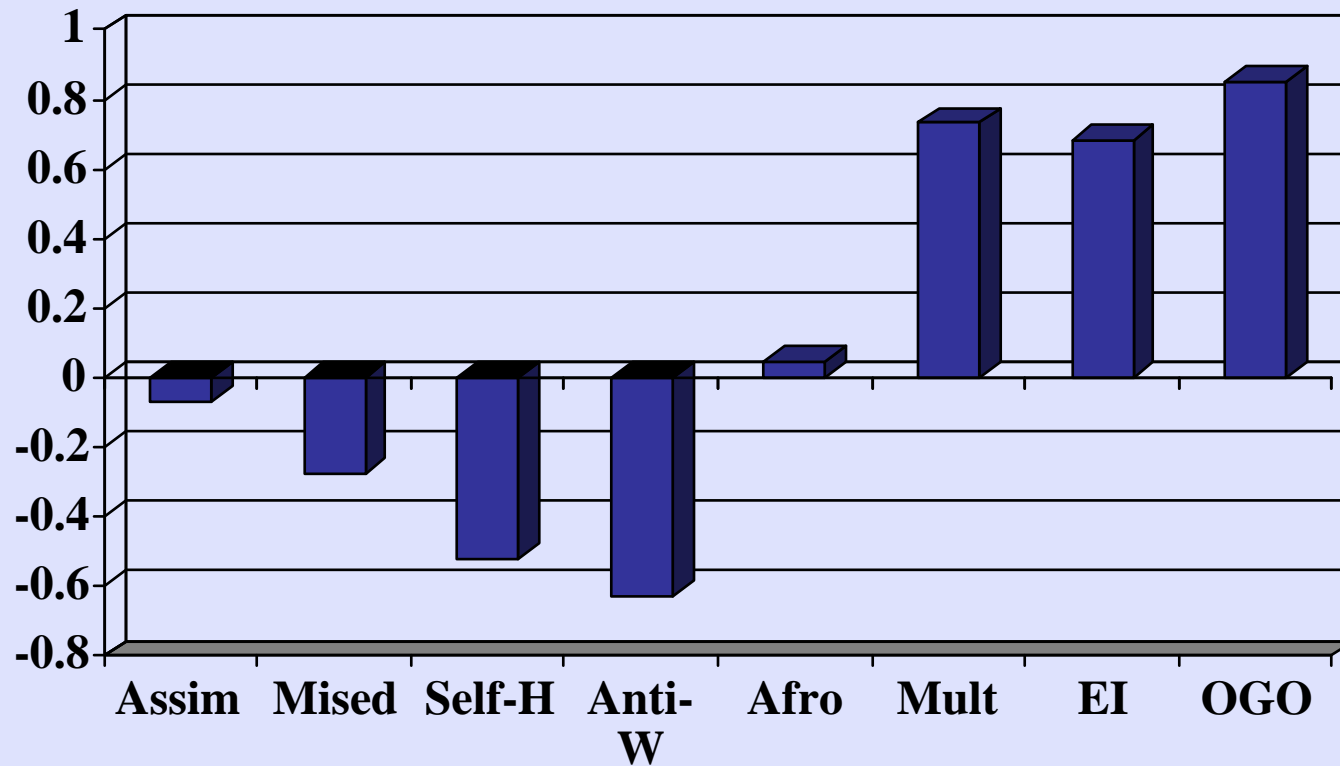
In-Group Only Racial-Ethnic Identification



Worrell & Gardner-Kitt (2006)

Dual Identity

Grounded Multiculturalism



Worrell & Gardner-Kitt (2006)

Related Evidence I

Racial Sensitivity

- Mendoza-Denton et al. (2002) have found that some minorities are higher in racial sensitivity--that is, they have higher expectations of being rejected on the basis of their group membership.
- Moreover, racial sensitivity affects sense of acceptance, social relationships, and academic achievement.

Related Evidence II

Implicit and Explicit Prejudice

- John Dovidio's work on racism and prejudice
- Attitudes help us organize/interpret environment.
- Attitudes can be influential, even if we are not aware of them.
- Explicit racist attitudes predict deliberate behaviors.
- Implicit attitudes predict nonverbal behaviors.
- Minorities are particularly sensitive to non-verbal behaviors of majority group members.

“I can but do I want to?”

Graham (in press)

- These negative stereotypes, when internalized, can translate into what Graham calls, “I can, but do I want to.”
- Will my actions/behaviors/assignments/work result in similar outcomes (outcome expectancy) as my White counterparts?
- African Americans, Latinos, and Asian Americans students believe that their race will impede their success, compared to White students with large effect sizes (greater than .80 for all groups), even in GT students.

What Can We Do?

Cohen et al. (1999)

- Conducted an experimental study examining Black and White undergraduates' response to criticism:
 - Condition 1: critical feedback of performance with no other comment.
 - Condition 2: same critical feedback with general praise of student's performance.
 - Condition 3: same critical feedback with explicit invocation of high standards and assurance of student's ability to meet standards.

Cohen et al. (1999) II

- Dependent variables included the following:
 - Students' perceptions of bias towards them.
 - Participants' belief in their ability to improve their work and interest in doing revision.
 - Feelings of identification with writing skills.

Ratings of Bias



Figure 1 Ratings of bias as a function of race and feedback condition in Study 1.

Motivation and Academic Identification

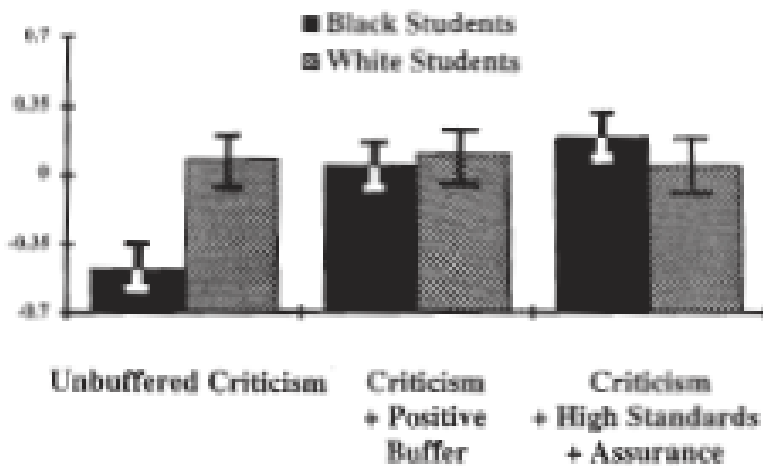


Figure 2 Task motivation as a function of race and feedback condition in Study 1.

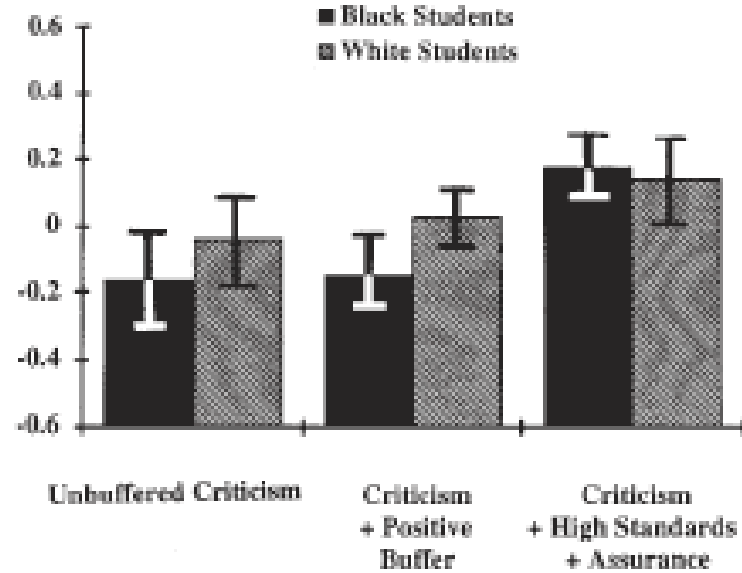


Figure 3 Identification with writing skills as a function of race and feedback condition in Study 1.

accompanied by the invocation of high standards and

Bias and Motivation Ratings

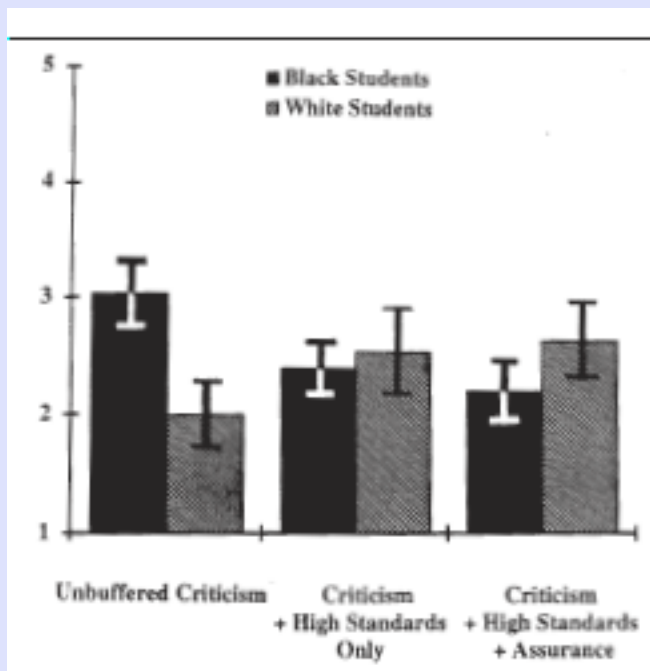


Figure 4 Ratings of bias as a function of race and feedback condition in Study 2.

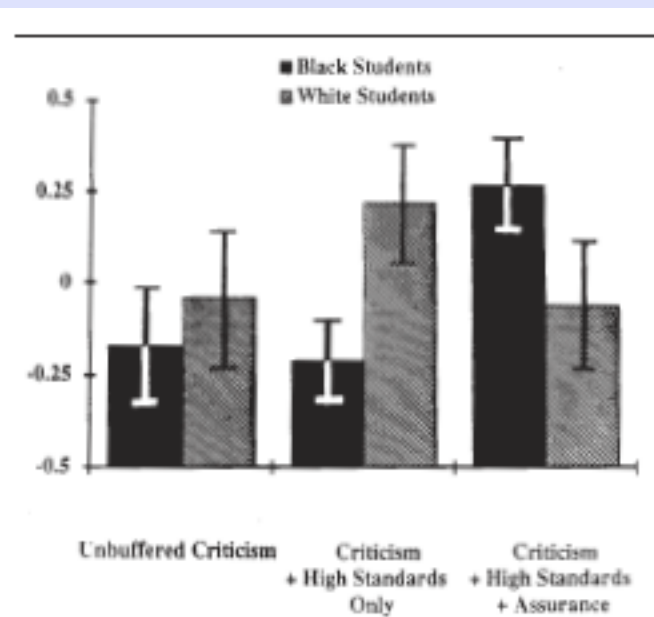


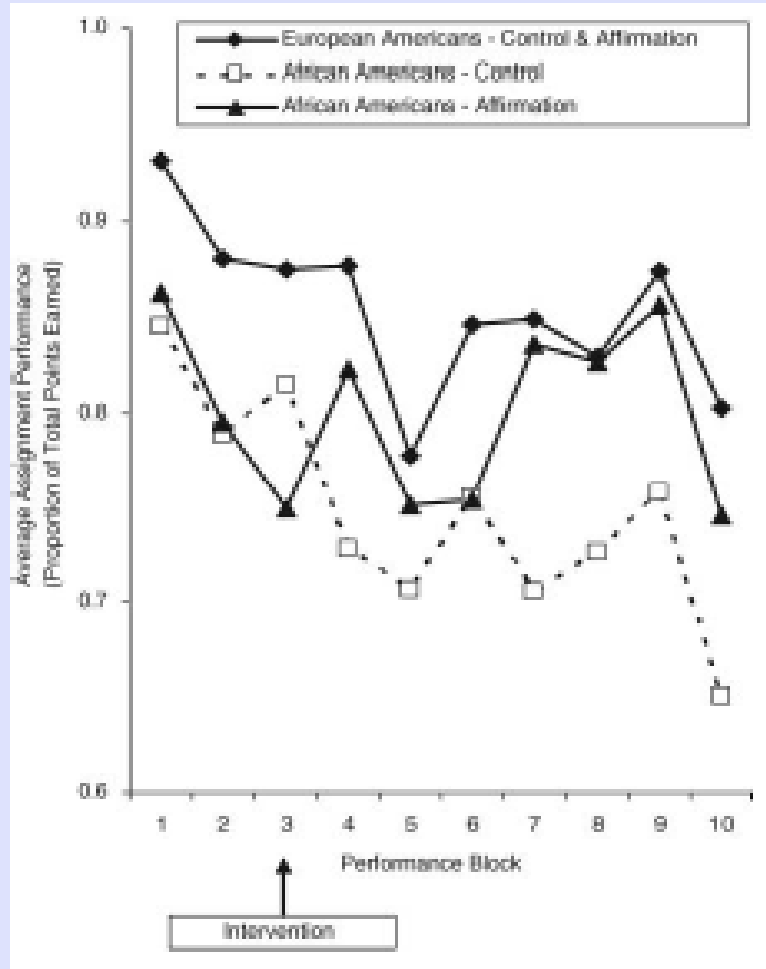
Figure 5 Task motivation as a function of race and feedback condition in Study 2.

White students showed no significant differences across

Cohen et al. (2006)

- In this study, Cohen and colleagues studied 7th graders.
- Using two randomized double-blind experiments, they examined the impact of written affirmations on stereotype threat and the achievement gap.

Performance Over Time



Conclusion

- Social identities matter.
- They have implications for the...
 - achievement of students from minority groups,
 - recruitment and retention of minority students in gifted and talented programs,
 - behaviors of adults in educational settings.
- We need be sensitive to the messages that we send as educators .
- Schools need to be sensitive to the messages that they as a community send.
- “I will” and “I will not” can affect one’s IQ.