

Breaking Barriers:

Self-Advocacy Essentials for Underserved Gifted Learners

Deb Douglas, MS www.gtcarpediem.com



The process of recognizing and meeting the needs specific to your own learning ability without compromising the dignity of yourself or others.

Loring Brinckerhoff, 1994



The Marland Report to Congress in 1972

... individuals who by virtue of outstanding abilities

- are <u>capable</u> of high performance
- demonstrate achievement and/or <u>potential</u> in any of these areas:
 - Intellectual
 - Creative
 - Artistic
 - Leadership capacity
 - Specific academic fields
 - Psychomotor
- require differentiated educational programs and/or services beyond those normally provided by the regular school program.

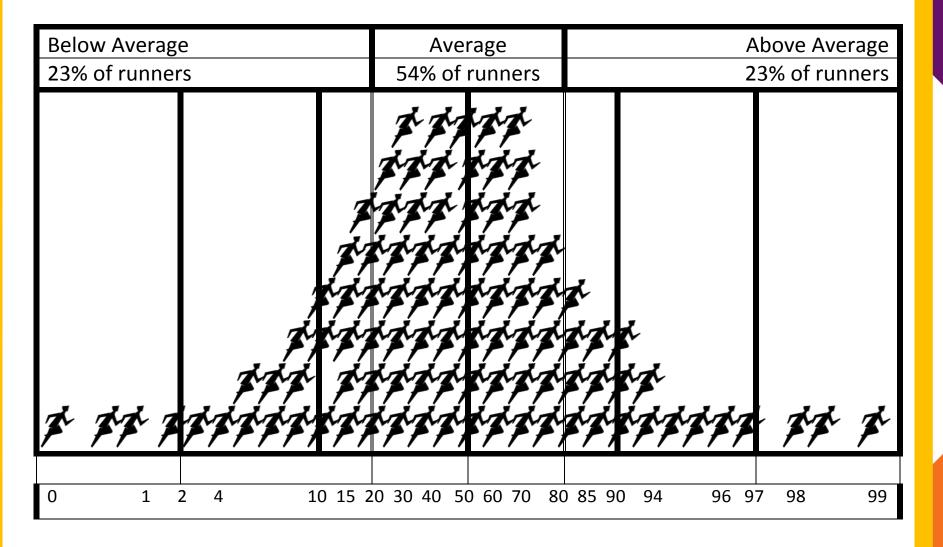


Individual State Statutes, Rules, Regulations

ex: Wisconsin Standard (t)

Each school board shall provide access to an appropriate program for pupils identified as gifted and talented (K-12.)

Normal Distribution

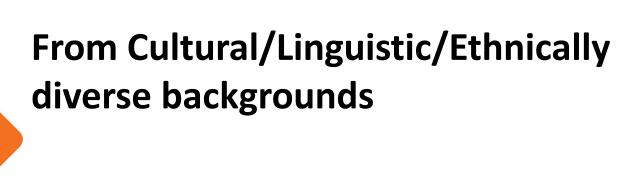




Outliers



gifted children who have additional circumstances or characteristics that can interfere with academic achievement, social/emotional growth, and optimal development of their potential.



- Black
- Latinx
- Native American
- SE Asian
- ELL

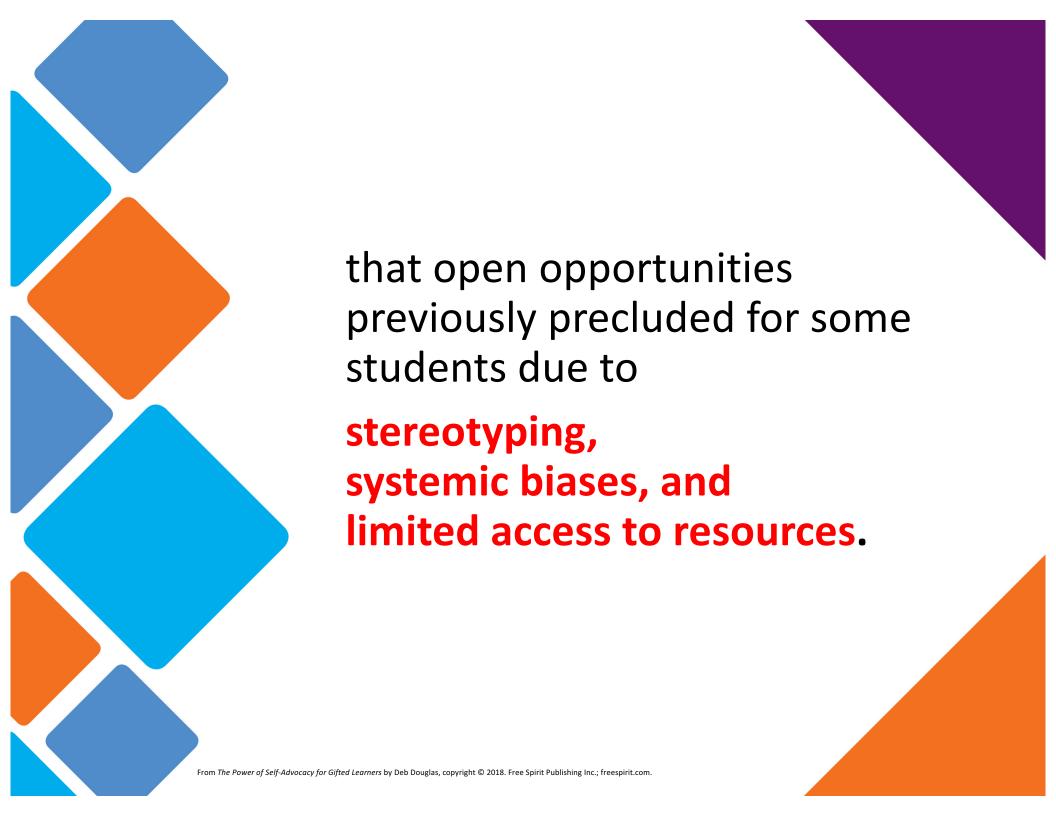




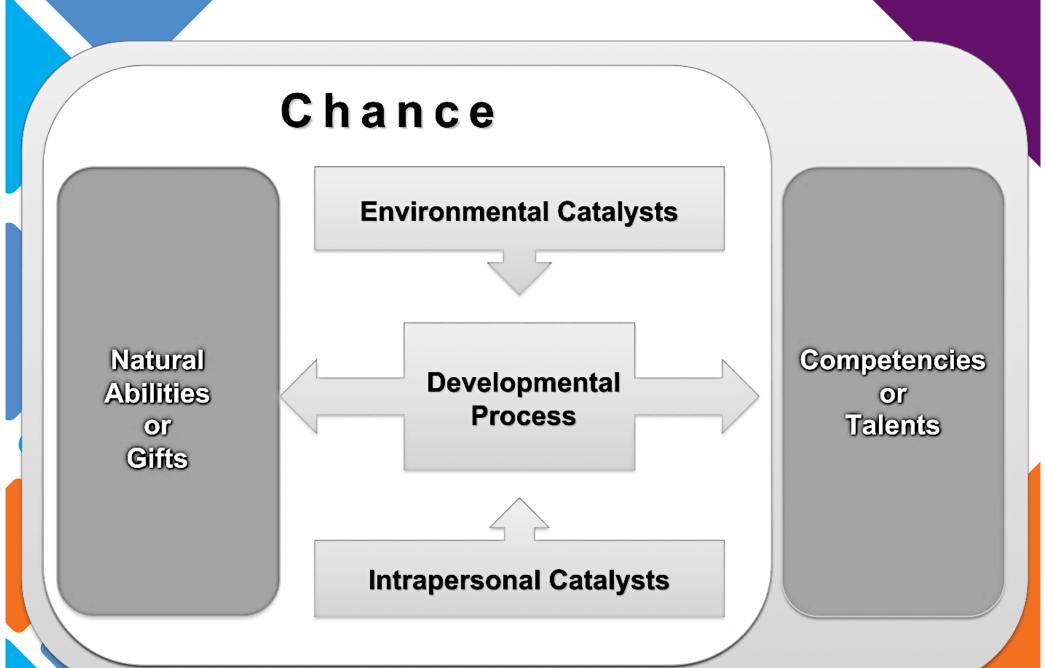
Kou's Story







Françoys Gagne's DMGT





Barriers

- Faulty identification processes
- Insufficient educator training in culturally responsive practices
- Inequitable instructional and support services for diverse gifted learners
- Lack of opportunities, especially in rural and urban schools
- Limited familiarity with navigating the system
- Deficit-based rather than strengthbased approaches



- System-knowledge
- Self-knowledge
- Program-knowledge
- People-knowledge



Pre- and Post-Workshop Surveys



44%: "No one has told me about programming in my school that could better address my needs."

58%: "No one has encouraged me to self-advocate."



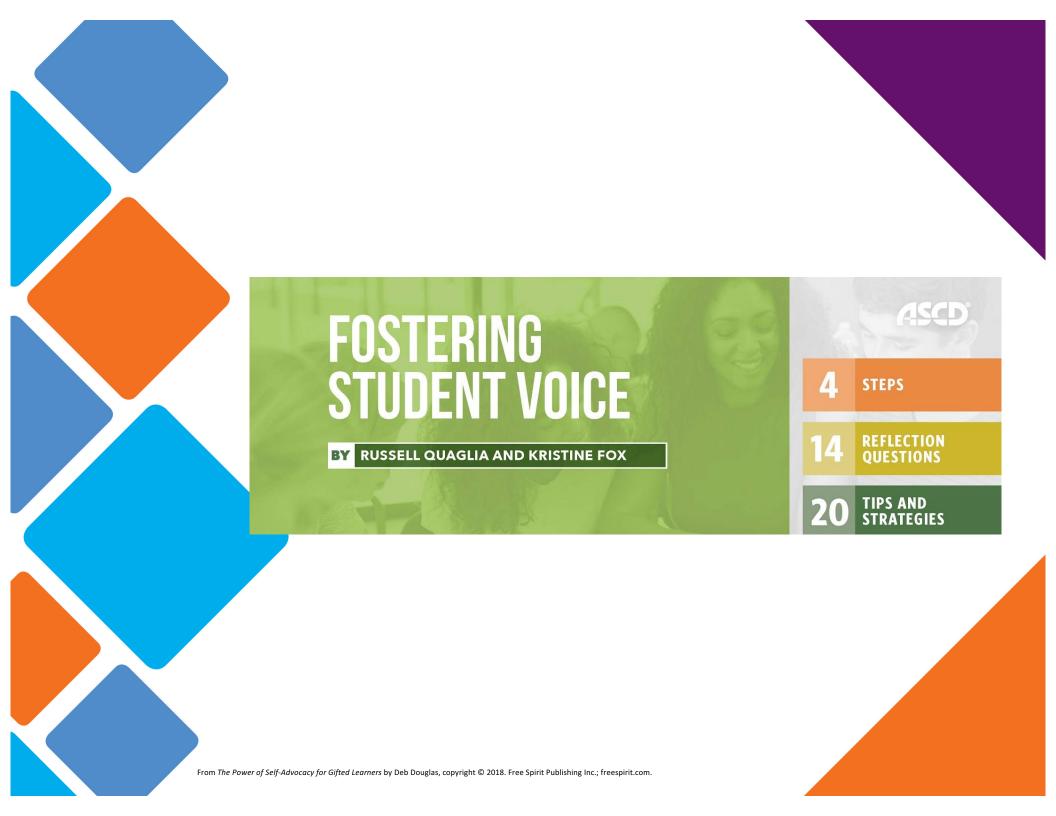
1. Understand their rights and responsibilities

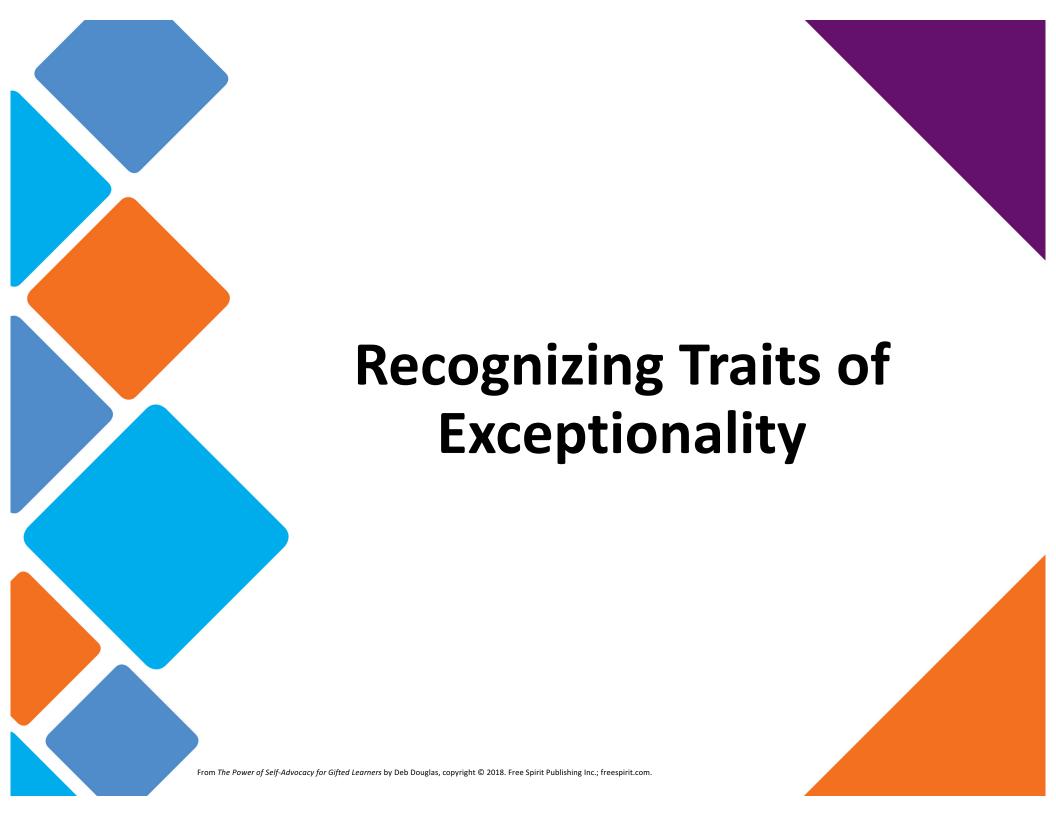
2. Reflect on their learner profile

3. Match their profile to options and opportunities

4. Connect with advocates who can support their plans



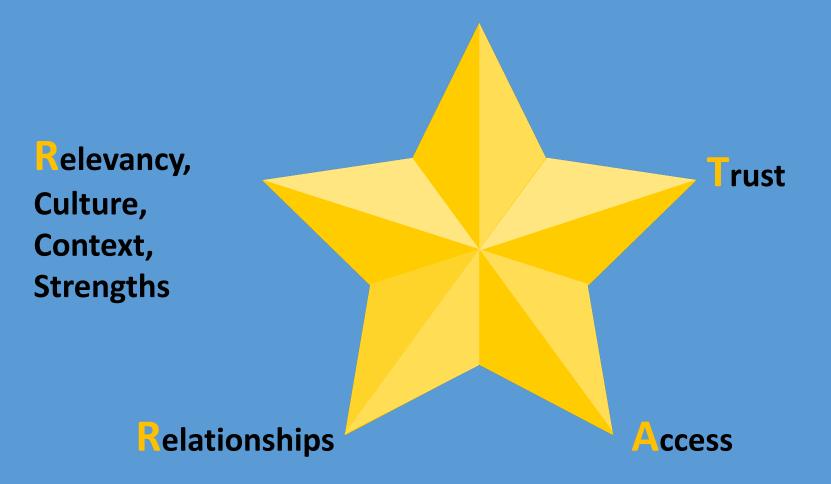






Supporting a STARR

Self Determination(Psychosocial Skills – Motivation, Resiliency, Perseverance)





- Self-determination
- Trust
- Access
- Relationships
- Relevancy, Culture, Context, Strengths



Breaking the Barriers to Self-Advocacy for Underserved Gifted Learners

Edited by Joy Davis and Deb Douglas

[in press] Free Spirit Publishing Minneapolis, MN

Harlem

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

Maybe it just sags like a heavy load.

Or does it explode?

Langston Hughes



It is about empowering them to believe in their own abilities, discover their own aspirations, and follow the dream that is right for them.

