







degrees in Education or Counseling. A more diverse group of respondents may yield different results.

## 9. Conclusions

The majority of students admitted into a gifted and talented program are initially identified and referred by a classroom teacher. Based on this limited study it would seem that while we believe that teachers know giftedness when they see it, there is evidence to support the need for additional training for educators and even a call for examination of the indicators and characteristics of the gifted within ethnicities. Judging from the responses of the different ethnic groupings, there seem to be some unique qualities that those within that culture view as indicators of giftedness that have not previously been recognized. The expression of these unique characteristics calls for reexamination of the identification process for those that are operating from a cultural minority. Recommendations for new indicators for the gifted and talented programs and training for those responsible for identification of the gifted are in order. Further investigation of these findings and the identification of traits and indicators for giftedness is needed. Additionally, teachers must be trained to see beyond their own limited cultural experience and recognize even that behavior that seems to be most challenging may be a valued and gifted behavior in the student's community.

## 10. References

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