

GIFTED AND GROWING UP IN A LOW INCOME FAMILY: MINDSETS, RESILIENCE, AND INTERVENTIONS

NADINE BALLAM

THE UNIVERSITY OF WAIKATO AT TAURANGA

ABSTRACT

Exploring the lived experiences of young people who are gifted and who come from financially challenging backgrounds may provide insights that lead to effective interventions which enable the potential of this group of individuals to be fully realised.

This paper describes the author's personal experience as a child identified as gifted at school and growing up in a low-income family.

It illustrates the impact of a specific and damaging mindset on achievement, attitudes, and actions. Aspects of risk and resilience are explored briefly.

Finally, three significant implications for educators and other professionals are identified.

INTRODUCTION

It has long been recognised that students from low socioeconomic backgrounds are amongst one of the groups that are under-represented in gifted and talented programmes in New Zealand schools (Ministry of Education, 2000). Despite acknowledgement of this problem, the identification of students who are gifted and living in financially strained circumstances has proved difficult, and under-representation persists. This may be due to a number of reasons. It can be usefully conceptualised that this group of students has fewer assets, or advantages, in their ecologies than others (Masten, 2002; St John & Wynd, 2008; Thrupp, 2008). The effects of poverty on wellbeing, ability, and achievement have been noted increasingly. An array of factors associated with poverty is inclined to exacerbate these effects (Fletcher & Dwyer, 2008). However, what is lacking in the New Zealand literature is an examination of the actual lived experiences of this group of gifted individuals and the internal emotional or psychological pressures that they may face. The effects of personal views that may be specific to this group can be unobservable and immeasurable, yet the persistence of such inner turmoil can have an adverse effect on achievement. Investigating some of the personal challenges faced by young people who have been identified already as gifted and who live in low socioeconomic circumstances may enhance the ability of educators to recognise giftedness more readily in other individuals from similar backgrounds.

In 2007, 22 percent of all New Zealand children were considered to be living in poverty (Fletcher & Dwyer, 2008). Low income has been shown to impact adversely on ability and achievement. In addition, conditions associated with poverty can also have a significant impact on the realisation of potential. Some individuals are born into poverty while others find themselves in financially challenging circumstances through events such as divorce, death, or unemployment, which alter their economic and social position (Duncan, Yeung, Brooks-Gunn, & Smith, 1998). Regardless of which situation applies, the combination of aspects such as timing, persistence, depth, and duration of poverty contribute to educational outcomes (Burney & Beilke, 2008; Duncan & Brooks-Gunn, 2000; Fletcher & Dwyer, 2008; McLoyd, 1998). Lower income families experience a greater degree of stress, both externally and psychologically (Friedman, 1994). For example, these families may have a lack of financial and other resources, may live in inadequate housing and challenging neighbourhoods, and may have a perceived lack of control over their circumstances. High stress levels related to financial pressures can affect the quality of interaction between parents and their children, despite the good intentions of parents. This, in turn, may lead to behavioural issues and low self-esteem in the child (McLoyd, 1998).

PERSONAL EXPERIENCE

In my own experience, the death of a parent was the catalyst for both emotional upheaval and financial challenges in my family. This premature loss reduced the family to three, with my mother and her two very young children battling to adjust to significant changes. My sister and I experienced recurring nightmares that caused ongoing distress for the whole family. Although we were unable to fully comprehend the turn of events, my sister and I sensed that life was now 'different'. As well as dealing with her own grief, mum was required to focus her attention on helping us to cope. The loss of our family's major source of income generated a series of stressors that impacted negatively on each of us. My mother suddenly became burdened with the necessity to provide for her two young children. My sister and I sensed her constant struggle to achieve a balance between her roles as a mother and sole wage earner. In short, the nature and quality of our relationships and interactions was altered. The change in circumstances set our family on a different course in the quest for financial and socioemotional survival.

From my first day at school, however, I displayed academic promise, excelled in my schoolwork, and was placed in the top streams for most subjects. I was a classic perfectionist, and I was hard on myself when I did not perform to my own satisfaction. I also had an innate sense of what I could and could not accomplish,

and I stubbornly refused to attempt things that I was convinced I would not do well in. Perhaps ambitiously, I viewed myself as 'one step ahead' of many of my peers, and could often foresee the consequences and outcomes of situations before they occurred. On reflection, growing up in my particular home situation had both positive and negative effects on what and how I achieved. I was lucky enough to have a parent who, despite her own set of challenges, endeavoured to support and provide for me as best she could. I was also able, on the one hand, to develop tenacity and determination as a result of some of the challenges I faced that were related to my family circumstances. On the other hand, some of the added emotional and psychological pressures that came with our reduced socioeconomic status acted as significant obstacles to the development of my talents.

"DON'T GET INVOLVED IN THAT...IT'S TOO EXPENSIVE AND MUM'S UNDER ENOUGH FINANCIAL PRESSURE AS IT..."

Probably the largest barrier throughout childhood and adolescence was a strong mindset that reflected the concern of not exacerbating the family's financial pressures. Although this was never communicated explicitly within the family, the intuitive awareness of a finely balanced budget that was based primarily around necessity contributed to an enduring way of thinking that impacted on everything I did. As a young child in primary school, when preparations were being made for my first class camp I plucked up the courage to inform my teacher respectfully that I would be unable to attend. Much to my embarrassment and dismay this sparked discussion with my mother, the very person I was trying to look after. Arrangements were made then for my attendance at the camp. Intermediate school presented the marvel of weekly electives, an array of activity choices designed to extend students and expose them to what might possibly become long-term pursuits. My excitement elevated as I pondered my first choices on the list, ranging from rock climbing, abseiling, and archery, to ten pin bowling, kayaking, and other outdoor pursuits. My excitement waned as I read the requirements for each – a weekly outlay in the form of travel expenses and admission fees, or costs associated with equipment that each student must have. Consequently I opted for ping pong, which would be played in the school recreation room, and chess, both of which would cost mum nothing. My emotions were fragile as I battled with the choices I had made, while enviously watching my friends disappearing to activities I considered far more exciting.

Fees, uniforms, and other expenses mounted as my sister and I moved into college. By this time I had established myself as a representative hockey player, displayed above average academic ability, and showed creative promise in a selection of school and outside bands. There were several opportunities available to extend my abilities, with enticing options such as photography classes, saxophone lessons, and skiing field trips high on my 'wish list' of interests. However, mindful of the costs involved, I ensured that my interest in these endeavours remained concealed. My final years of secondary school were spent struggling with a growing resentment and, after having shown much promise, I left school with no real qualifications. Despite my ability to cope with the academic demands of tertiary study, the worry of meeting associated costs outweighed my desire to journey down this particular path.

MINDSETS

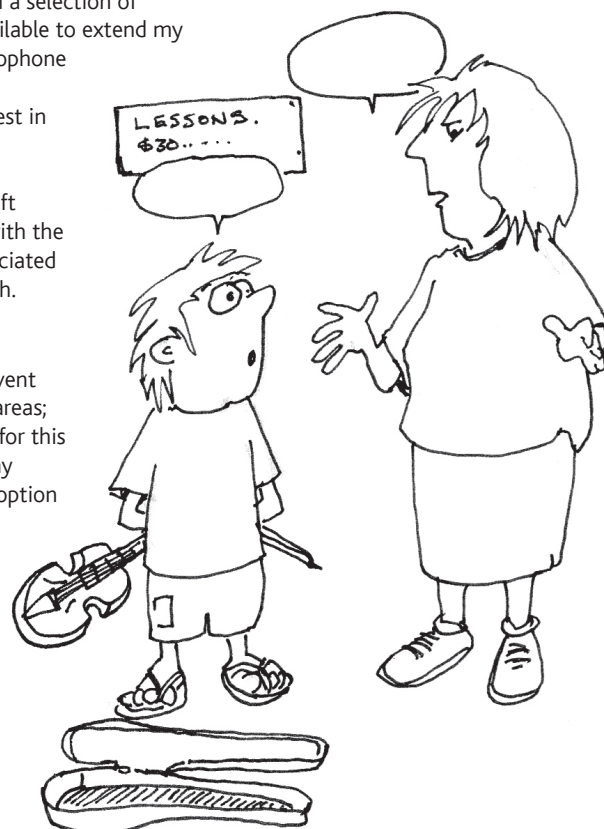
'Lost' opportunities such as those described above may not prevent students from low socioeconomic situations excelling in other areas; however, awareness of mindsets that might limit opportunities for this group of students is essential. The power of the psyche can deny gifted students, who have developed entrenched mindsets, the option of reaching their potential due to circumstances that are essentially beyond their control. Also financial expectations placed on parents have increased because schools today offer a much broader range of opportunities for their students. Some team or individual excursions have extended to global destinations. Students who have considerable potential or talent but who experience constant internal burdens related to the family's financial circumstances may develop attitudes of envy or disdain as a result of their frustration. If left for long enough, these attitudes and

frustrations may well manifest themselves as behavioural disorders and underachievement in the school context (Friedman, 1994).

Many parents of students from low socioeconomic backgrounds may have good intentions in terms of supporting their gifted child to flourish, but stressors associated with financial pressures can easily become the focus of attention and impact on family interactions. Nevertheless, irrespective of financial circumstances, families play an important role in the realisation of promise and potential. Aside from providing money, parents can offer their time and promote values conducive to talent development such as the importance of developing abilities and aspiring to achieve (Olszewski-Kubilius, 2008). They can also model a love of learning and skills such as risk taking, problem solving, and coping with setbacks, which can be essential to talent development (Subotnik, Olszewski-Kubilius, & Arnold, 2003).

RISK FACTORS, PROTECTIVE FACTORS, AND RESILIENCE

The risk and resilience framework has become prominent in contemporary human development theorising (e.g., Luthar, 2006), and this framework adds to our understanding of resilience. Resilience is conceptualised as the ability to adapt in the face of adversity or significant challenges to achieve adaptive



outcomes (Masten & Coatsworth, 1998). Although the risk and resilience framework is extensive in its entirety, in general terms resilience is developed as a result of the complex interactions of risk and protective factors and processes. In short, risk factors encompass the elements that drive an individual towards a less productive outcome, while protective factors move the individual toward adaptive outcomes (Masten, 2002). Each factor on its own can affect an individual, but it is a combination of both internal and external factors and processes that interact to build resilience. Conditions associated with poverty are considered the most significant risk factor (Gallagher, 2008; Pianta & Walsh, 1998; Pungello, Kupersmidt, Burchinal, & Patterson, 1996); however, the resources that come with giftedness have been identified as a major protective factor (Bland & Sowa, 1994; Masten & Coatsworth, 1998). When personal or environmental features pose a risk to positive outcomes for the individual, gifts and talents can serve as protective factors that build resilience and counteract the likelihood of maladaptive outcomes (Seeley, 2003).

Masten and Coatsworth (1998) have suggested that two of the most important protective factors are good intellectual capacity and a caring adult—for example, a parent or other mentor. In my own experience, both of these factors were present. They served to counteract elements in my personal life and environments that put me at risk of a maladaptive outcome. The involvement of parents and family interactions can act as a form of (positive) social capital that reduces the impact of economic disadvantage on educational outcomes (Duncan & Brooks-Gunn, 2000). A lack of financial and other resources can be offset by parents stressing the value of education and using what they can to support the development of their children. In the absence of a supportive parent, teachers and other significant adults can provide a buffer in the form of an encouraging mentor or role model (Werner & Smith, 1982). When combined with good intellectual capacity, a recognised gift, or a developing talent, parental support or the presence of another caring adult is likely to set the child on a course with positive outcomes.

IMPLICATIONS FOR EDUCATORS AND OTHER PROFESSIONALS

The persistence of under-representation amongst students who are gifted and who come from low socioeconomic backgrounds is not likely to decrease unless intentional interventions are made. Many school teachers have made more effort to identify and cater for gifted students, and this is

to be commended. Regardless of initiatives by the school as a whole, however, educators and other professionals who interact with children on a daily basis can be effective individually in their efforts to identify and nurture gifted students who face challenges associated with low socioeconomic circumstances. In this context three suggestions for practice are outlined below:

1. *Be aware of mindsets that gifted or potentially gifted students from financially challenging backgrounds might have that may restrict them from displaying or developing their talents.*

Aside from the mindset outlined in the earlier part of this paper, there are many others that may plague the student who is gifted and experiencing financial challenges. Mindsets associated with relationships with peers, the expectations of others, and self identity, amongst others, can affect whether an individual chooses to display his or her talents. This, in turn, affects the extent to which an individual's talents are recognised in the school context. Taking the time to consider what some of these damaging mindsets may include could explain the attitudes and actions of some children and, better still, lead to identifying hidden talents. Gifted children sometimes experience heightened sensitivities (Dabrowski, 1972; Piechowski, 1991), and these might well become more intense when they are also having to cope with emotional and psychological challenges related to their challenging socioeconomic circumstances.

2. *Consider the risk and protective factors operating in the lives of gifted students from low socioeconomic backgrounds, and assist the student where possible towards adaptive outcomes.*

Risk factors can be clearly evident in the lives of students who come from low socioeconomic backgrounds. The challenge for educators and other professionals is to seek to introduce protective factors that may counteract the negative effects of these risks. A further challenge is for educators to understand that what *they* may consider to be a risk factor may actually be working as a protective factor for the child. For example, a peer group that is considered to be undesirable may actually be a support for the student when family relationships have deteriorated due to adverse circumstances. Despite the complex nature of risk and protective factors, interventions can be made, particularly in the form of a caring adult, role model, or mentor who takes a genuine interest in the student.

3. *Look beyond one's own interests and experiences and build a relationship with the gifted student to determine the values, expectations, and knowledge that characterise their backgrounds.*

Gonzalez & Moll (2002) have pointed out that learning is a social process that is influenced by larger ideological frameworks that impact upon students' lives. They suggested that what we see or notice is coloured by our own interests and experiences, which have shaped our knowledge system. One major issue associated with identifying and working with gifted students from low socioeconomic backgrounds is deficit or stereotypic thinking, which diminishes the willingness and ability of educators to recognise the strengths and promise of this group of students (Ford & Whiting, 2008). Thrupp (2008) maintains that educators are largely drawn from the middle class population and that, consequently, schools recognise and value middle-class values and behaviour. Educators and other professionals who can look beyond their own beliefs, ideals, and values, in an attempt to identify with students from other backgrounds, are more likely to develop an understanding of relevant behaviours and attitudes.

CONCLUSION

A widening socioeconomic gap (Ministry of Social Development, 2008; St John & Wynd, 2008), intensified by the unstable global economic climate of late, will force more New Zealanders into increasingly financially strained situations. Inevitably, educators and other professionals will have greater exposure to children who are facing the specific challenges that come with financial hardship. Amongst these children will be those who are already gifted and those who are yet to have their potential realised. Gonzalez & Moll (2002) have suggested that educators need to gain an empirical understanding of the lived experiences of their students. This includes gaining awareness of both tangible and external barriers, as well as the less observable internal or psychological pressures that are experienced by students

from low socioeconomic backgrounds. Rather than allowing these young people to develop poverty mindsets that can undermine their concepts of ability and beliefs in themselves, interventions that foster self-esteem and self efficacy should be sought. These interventions may be the catalysts for breaking down damaging mindsets, building resilience, and seeing latent potential fulfilled.

Nadine Ballam is a Tutor in Education at The University of Waikato Tauranga Campus, Private Bag 12027, Tauranga, New Zealand. E-mail: nballam@waikato.ac.nz

REFERENCES

- Bland, L.C., & Sowa, C.J. (1994). An overview of resilience in gifted children. *Roeper Review*, 17(2), 77-80.
- Burney, V.H., & Beilke, J.R. (2008). The constraints of poverty on high achievement. *Journal for the Education of the Gifted*, 31(3), 295-321.
- Dabrowski, K. (1972). *Psychoneurosis is not an illness*. London: Gryf Publications.
- Duncan, G.J., & Brooks-Gunn, J. (2000). Family poverty, welfare reform, and child development. *Child Development*, 71(1), 188-196.
- Duncan, G.J., Yeung, W.J., Brooks-Gunn, J., & Smith, J.R. (1998). How much does child poverty affect the life chances of children? *American Social Review*, 63(3), 406-423.
- Fletcher, M., & Dwyer, M. (2008). *A fair go for all children: Actions to address child poverty in New Zealand*. Wellington: Children's Commissioner.
- Ford, D.Y., & Whiting, G.W. (2008). Recruiting and retaining underrepresented gifted students. In S.I. Pfeiffer (Ed.), *Handbook of giftedness in children: Psycho-educational theory, research, and best practices* (pp.293-308). New York: Springer Science & Business Media.
- Friedman, R.C. (1994). Upstream helping for low-income families of gifted students: Challenges and opportunities. *Journal of Educational and Psychological Consultation*, 5(4), 321-338.
- Gallagher, J.J. (2008). Psychology, psychologists, and gifted students. In S.I. Pfeiffer (Ed.), *Handbook of giftedness in children: Psycho-educational theory, research, and best practices* (pp.1-11). New York: Springer Science & Business Media.
- Gonzales, N., & Moll, L.C. (2002). Cruzando El Puente: Building bridges to funds of knowledge. *Educational Policy*, 16, 623-641.
- Luthar, S. S. (2006). Resilience in development: A synthesis of research across five decades. In D. Cicchetti & D. J. Cohen (Eds.), *Developmental psychopathology, Volume three: Risk, disorder, and adaptation* (2nd ed., pp. 739-795). New York: Wiley.
- Masten, A. (2002, October 25). *Ordinary magic: A resilience framework for policy, practice, and prevention*. Paper presented at the Conference on Risk and Resilience: Protective Mechanisms and School-Based Prevention Programmes, Cambridge, Massachusetts.
- Masten, A.S., & Coatsworth, J.D. (1998). The development of competence in favourable and unfavourable environments: Lessons from research on successful children. *American Psychologist*, 53(2), 205-220.
- McLoyd, V.C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53(2), 185-204.
- Ministry of Education. (2000). *Gifted and talented students: Meeting their needs in New Zealand schools*. Wellington: Learning Media.
- Ministry of Social Development. (2008). *The Social Report: Indicators of social wellbeing in New Zealand*. Wellington: Author.
- Olszewski-Kubilius, P. (2008). The role of the family in talent development. In S.I. Pfeiffer (Ed.), *Handbook of giftedness in children: Psycho-educational theory, research, and best practices* (pp.53-70). New York: Springer Science & Business Media.
- Pianta, R. C., & Walsh, D. J. (1998). Applying the construct of resilience in schools: Cautions from a developmental systems perspective. *School Psychology Review*, 27, 407-417.
- Piechowski, M.M. (1991). Emotional development and emotional giftedness. In N. Colangelo & G. Davis (Eds.), *Handbook of gifted education* (pp.285-306). Boston, MA: Allyn & Bacon.
- Pungello, E.P., Kupersmidt, J.B., Burchinal, M.R., & Patterson, C.J. (1996). Environmental risk factors and children's achievement from middle childhood to early adolescence. *Developmental Psychology*, 32(4), 775-767.
- Seeley, K. (2003). High risk gifted learners. In N. Colangelo & G.A. Davis (Eds.), *Handbook of gifted education* (3rd ed., pp. 444-451). Boston, MA: Allyn & Bacon.
- St John, S., & Wynd, D. (2008). Growing inequality and child poverty. In S. St John & D. Wynd (Eds.), *Left behind: How social and income inequalities damage New Zealand children* (pp.12-26). Auckland: Child Poverty Action Group.
- Subotnik, R.F., Olszewski-Kubilius, P., & Arnold, K.D. (2003). Beyond Bloom: Revisiting environmental factors that enhance or impede talent development. In J.H. Borland (Ed.), *Rethinking gifted education* (pp.227-238). New York: Teachers College Press.
- Thrupp, M. (2008). Some inconvenient truths about education in Aotearoa-New Zealand. In S. St John & D. Wynd (Eds.), *Left behind: How social and income inequalities damage New Zealand children* (pp.109-119). Auckland: Child Poverty Action Group.
- Werner, E. E., & Smith, R. S. (1982). *Vulnerable but invincible: A study of resilient children*. New York: McGraw-Hill.