

**Figure 4.6:**  
**Statements We Never Thought  
We'd Hear and  
Hope to Never Hear Again**

*by Benny Hickerson and Bertie Kingore*

These statements reveal the biases and deficit thinking frameworks of some educators across the U.S. Such attitudes and expectations can shape educational practices that limit rather than nurture students. The sad fact is that we did not make up any of these. As Benny adds, "I wish they were a joke!"

"I don't care if his IQ is 167, he doesn't deserve to be in the GT program. He doesn't do the work in his regular class."

"We should do more for the regular students. There are more of them you know."

"These poverty kids need us to do more for them. Other schools have the gifted kids."

"I'd like to have those GT kids for awhile, I'd show them they're not as smart as they think they are."

"He's too wild, just like his brother. He can't be gifted until he learns to sit down and listen quietly."

"A gifted kid would never be bored."

"Kindergartners are just too young to identify as gifted. It's more important for them to be like everyone else right now. We should wait until they are much older, as in fourth grade or so."

"Students must speak standard English before you can identify *real* gifted potential."

"His dad is an accountant so he had more opportunities. He is not *really* gifted; his parents just work with him and that's not fair to the other kids."

"All students are gifted."

"We don't have any gifted kids in this school."

"These kids might have been gifted in elementary school, but they're not gifted now."

"If she's gifted she can come back from her gifted class and do the worksheets that she missed. It won't take her any time to do them because she already knows how to do them all anyway."

"It's not fair to do anything special for gifted students who do not really need our help."

"I don't want my kid to be too gifted. I want him to be just like me."

**A Reflective Moment:**

- What examples have you seen or heard?
- What might the statements you hear imply about equitable practices, attitudes, and educator bias or sensitivity to students from underrepresented populations as well as general populations?
- In what ways might those statements advance or impede potential services for highly-capable but educationally vulnerable students of all ages and backgrounds?