

Hispanic Parents Making the Decision about Acceleration with a Young Child: To Enter School Early or Not To?

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Early life experiences can be considered critical, as well as determinant of later attitudes and achievements (Zill & West, 2001). For years, researchers have studied early entrance to school with a special focus on the development of the child's academic, social, and emotional abilities (Colangelo, Assouline, & Gross, 2004). Few studies have examined family dynamics, positions and experiences when a member of the family is entering school early (Sankar-DeLeeuw, 2006). For this reason, the primary purpose of this case study was to explore the parents' perspective in decision making about acceleration with their young son. The following pages will offer the reader a brief review of the literature and research on early entrance to school, significant findings of the case study, and recommendations for parents making decision about early entrance to school with their child.

EARLY ENTRANCE TO KINDERGARTEN AND FIRST GRADE

One way of meeting the needs of young children who are academically talented is early entrance to school, whether to kindergarten or first grade (Brody & Benbow, 1987; Colangelo et al., 2004; Gagne, 2007). There are a large number of studies focusing on evaluating outcomes of the students, whether academically, socially or emotionally (Camilli, Vargas, Ryan, & Barnett, 2010; Elder & Lubotsky, 2008; U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2013; Yoshikawa et al., 2013). The majority of the studies conducted on early entrance to kindergarten or first grade were designed to compare children who entered school early with children who did not.

Advantages of Early Entrance

For children who are academically talented, entering school early may provide the best match between the curriculum and the child's abilities (Colangelo et al., 2004). In fact, when the curriculum and the child's readiness are at the same level, the student is less likely to work quickly through tasks, get bored, and learn habits associated with laziness (i.e. "work is easy, I don't need to put much effort"; (Feldhusen & Kroll, 1991; Gagne, 2007; Gallagher, Harradine, & Coleman, 1997). In addition, the lack of challenge in the classroom has been associated with underachievement and dropping-out (Feldhusen & Kroll, 1991; Kanevsky & Keighley, 2003; Plucker & McIntire, 1996). Hence, early entrance to school might be a solution to avoid these unwanted outcomes. The research conducted on early entrance to kindergarten and first grade

show positive academic outcomes for these young students (Baxter, 2009; Camilli et al., 2010; Colangelo et al., 2004; Proctor, Black, & Feldhusen, 1986).

Furthermore, early entrance to school is the least disruptive option for children who are academically talented (Colangelo et al., 2004). In fact, by having the child in a challenging environment from the beginning, parents avoid making a decision about skipping grades later on, which can lead to gaps in the child's knowledge acquisition and skill development. Moreover, issues related to academic credit are not problematic since the accelerated students are going through the K-12 system like any other students only being few years younger (Elder & Lubotsky, 2008; NICHD Early Child Care Research Net, 2007; U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2013).

In addition, early entrance to school is considered the least dramatic separation from same-age peers within the different accelerative options (Colangelo et al., 2004). Since children are still young in kindergarten and grade 1, many have not had the time to form close friendships (Elder & Lubotsky, 2008; Sankar-DeLeeuw, 2006). This option provides them direct access to developmentally appropriate surroundings with their peers who will most likely be with them throughout much of their early and middle years of schoolings. Research on acceleration has shown that there are no negative effects on the social and emotional development of children who spend their school time with older peers (Baxter, 2009; Steenbergen-Hu & Moon, 2010). In fact, early entrance to school has also been associated with positive outcomes for the parents or caregiver. For example, a child's early entrance to school has positive financial benefits as it allows the parents to save the expense of a year of preschool (Baxter, 2009; Guenther, 1998).

Concerns about Early Entrance

Despite the advantages of early entrance to school, there are some aspects of concerns that need to be carefully considered. Entering the school system at a young age might put the child in a physically tiring environment (Elder & Lubotsky, 2008; Zill & West, 2001). In other words, younger children may become tired long before their older classmates, and might still need naps throughout the day (Colangelo et al., 2004).

Another concern would be the physical development. Children who enter school at an age younger than their classmates may show slower physical development even though the academic environment is appropriate

(Colangelo et al., 2004; Elder & Lubotsky, 2008; NICHD Early Child Care Research Net, 2007). In turn, this may put them at a disadvantage when working on activities that require psychomotor behavior (i.e. writing, cutting, or drawing).

In addition, the receiving teacher might be of concern. The child's adjustment and success in the classroom has been directly related to teachers' perspectives and beliefs (Burchinal et al., 2008; Pianta, Cox, Taylor, & Early, 1999). Hence, the child might have a negative experience, especially if it is his or her first year at school, when the beliefs of a classroom teacher oppose acceleration and early entrance to school (Siegle, Wilson, & Little, 2013).

Furthermore, since there are no records of the student's previous performance, schools need to rely on entrance exams to determine the child's readiness for kindergarten or grade 1 (Connell & Prinz, 2002; Turney & Kao, 2009). In fact, the majority of schools entrance exams assess the child's exposure to literacy, which is usually provided in pre-school or by the caregiver (Bart, Hajami, & Bar-Haim, 2007; Duncan et al., 2007; Graziano, Reavis, Keane, & Calkins, 2007; Snow, 2006). However, some children who are academically talented (i.e., they are capable of learning the content in a shorter period or more in depth and complexity) have not been exposed to literacy and do not get the chance to display their ability. Hence, the entrance exam might be their obstacle to entering school early and in turn their academic talent will need to be dealt using other forms of acceleration.

Early Entrance and Hispanic Families

Since entrance exams are the gatekeepers for entering school, children who have not been exposed to early education are the ones who suffer the consequences. Although Hispanics are the largest and fastest growing minority group in the United States (Gandara & Contreras, 2009), young Hispanic children face certain risk factors for being behind in school readiness at kindergarten entry (Ahmad & Hamm, 2013; Ansari & Winsler, 2012; Head Start Bureau, 2003; Sadowski, 2006). Around half of the Hispanic children have parents without a high school diploma, a third have parents with limited English proficiency, and around half have a single mother (Ennis, Rios-Vargas, & Albert, 2011). Such conditions contribute to Hispanic children entering kindergarten at a disadvantage and performing lower in certain areas of development.

Another obstacle for Hispanic families is the school personnel attitudes, knowledge and beliefs about minorities. Teachers perceive ethnic and racial differences in children's literacy skills (Ready & Wright, 2011). In fact, children from minorities suffer from their teacher's underestimation of their abilities. Furthermore, studies have shown that teachers tend to provide more positive feedback and less criticism on work authored by minorities than white students, even if the performance was poor (Harber et al., 2012; Harber, Stafford, & Kennedy, 2010). In addition, research has shown that teachers are rarely flexible in bringing the culture of their students in the classroom (Balagna, Young, & Smith, 2013). In other words, rules of the classroom are not related to the students'

culture routine, which affects minorities in their academic performance and social behaviors.

The purpose of this study was to examine the perspective and experience of Hispanic parents making a decision about acceleration. To accomplish this goal, qualitative single case study design was used. Case studies provide researchers with an understanding of complex social phenomena while preserving the holistic and meaningful characteristics of everyday events (Yin, 2014). In this study, the parents are the phenomenon under investigation, and the primary goal of the article is to focus on their experiences and decision making about accelerating their young son.

METHODOLOGY

Data Collection

Data collection was conducted using semi-structured interviews with each parent individually along with parental archival records. The data collected were useful in understanding the decision making process, the dynamics of the family, and experiences of each parent. The semi-structured interview included a total of 25 questions which served as the primary interview protocol (Appendix A). Throughout the interview discussions were extended and member checking was conducted to ensure that all data accurately represented the intent of the participants. Since Spanish was the family's first language, all interview questions were translated into their native language prior to the interview following a format that offered questions in English followed by a Spanish translation. Each interview was conducted with the presence of parents, the primary researcher of study, and the English to Spanish translator. Each parent was provided with a copy of the interview protocol during the questioning period and the interview session was audio-recorded so that the translator could transcribe the data from Spanish into English.

The credibility and accuracy of the interview data were further verified by well-organized and thorough archival records provided by the maternal parent. She showed the primary researcher and the translator specific documents throughout the interview process explaining her point and sharing the archival records contained in the folder throughout the entirety of the interview process. The records included the son's entrance exams to pre-school and kindergarten, the son's academic projects representing his years in school, and letters from the school personnel.

Data Analysis

The parents perspective on how decisions about acceleration were applied as a interpretive framework for analysis of the data. In analyzing the data, a categorical aggregation procedure was used which included coding of data, pattern matching, and theme/category development. This procedure, recommended by Stake (1995), requires the researcher to search for a collection of instances from the data looking issue-relevant meanings to emerge. Because this was a single case study design participant cross case analysis was not conducted. However, units of analysis from the interview data and archival data were cross referenced allowing for a triangulation of data to ensure

accuracy, credibility, and transferability of the categories/themes that emerged. The following offers the interpreted analysis of the data.

The Case

Emmanuel is a child with blond hair, brown eyes, and a warm smile. He is animated and vivacious. Emmanuel lives with his mother, Claudia, and his father, Roberto. Both parents are self-employed in their own multi-service company. Claudia has the opportunity to spend more time with her son than the father Roberto. Emmanuel engages in a variety of activities with his mother such as cooking, reading, building Legos, swimming and outdoor activities.

When Roberto has the opportunity to spend time with his son, they will frequently play video games together. Roberto said that Emmanuel rarely has friends or cousins over, hence he loves it when his father is free so he can compete against him in video games. In fact, Emmanuel loves playing video games and during his free time he will play on the Wii, then moves to video games on the computer, and will often watch You Tube videos on how to succeed and get better at video games. Emmanuel was described by the mother as a fast learner and is able to catch on to the video game quickly resulting in him becoming quite proficient and even difficult to compete against.

Emmanuel is not only a fast learner with video games but also in multiple domains of cognitive development. The mother described him as having a good auditory memory. For example, he was able to teach himself to play 'Old McDonald had a Farm' on the piano, after listening to his father play it a few times. Emmanuel was also quick at learning to ride the bicycle. Within 3 to 4 days he was able to ride the bicycle on his own. The mother also explained that Emmanuel learned to read letters, and then words at an earlier age than his cousins. 'Giraffe' was one of his first words to read. He caught on it because his mother would spend lots of time reading and playing words games with him.

Although both parents said that Emmanuel knows that he can do many things, he still gets frustrated and starts crying when he is faced with a challenge. The crying is most frequently seen during eating time. Last year the parents noticed that Emmanuel was having nutritional problems and was later diagnosed with Celiac Disease, a digestive disorder that results when foods with gluten are eaten. This restricts his diet and his enjoyment of eating some of his favorite snack foods such as cupcakes, pizza, and doughnuts. Since then, Emmanuel has had problems trying new things whether it was food or some other activity.

The parents and other members of the extended family became more sensitive and protective with Emmanuel. "Now there is something about him that is very cute and not only the family can identify it, but at school, like teachers, kids and parents, can identify it too" says his mother Claudia. He is a popular kid, however, his classmates behave as if he is still a baby. On different occasions, Claudia has noticed his classmates will try to carry him or talk to him with the 'baby-language' (i.e. how

mothers talk to their new born by extending the words). This behavior might be due to his cuteness, but Emmanuel also cries when he doesn't have what he wants. These circumstances concern Claudia and make her wonder if he is struggling both emotionally and socially.

Currently, Emmanuel is five years old and just finished a year in Kindergarten. According to the school, his academic performance in Kindergarten shows his readiness to start grade 1. However, the parents are worried about his social and emotional development and are considering to hold Emmanuel back. His parents know that Emmanuel will excel academically. Ever since he was a baby, the mother has read books and played educational games with Emmanuel. He was two years old when he was enrolled in pre-school and he was proficient in all the activities. When he turned four, the mother thought that he needed a more challenging environment. "He can do more than what he is currently doing" thought the mother. So she went to ask the school about enrolling Emmanuel in Kindergarten.

Emmanuel was born on the cutoff date for entering kindergarten. The school would only accept him if he showed readiness by taking the entrance exam, which he did and successfully completed. He started kindergarten when he was exactly four making him one of the youngest children among his five year old classmates. Emmanuel was academically successful with no apparent difficulties that would have led to the teacher contacting his mother and father in regards to his academic performance.

However, halfway through the year, Claudia was contacted by the teacher in regards to his maturity. The teacher informed Claudia that Emmanuel was exhibiting some behaviors that might be due to his young age. He would cry if he didn't get what he wanted, and other students didn't treat him as a classmate but rather like someone who is younger. His classmates were older, taller and could reach materials at the top shelf. Emmanuel would get frustrated and sometimes cry because he couldn't get everything by himself. The teacher told Claudia that she will keep an eye on him and see if he will progress.

Since that meeting, the mother started noticing some concerning behaviors exhibited by Emmanuel. He would come back from school tired and would request to take a nap. In addition, on several occasions, he would mention to other family members that he is young. Claudia recalls this one night when he asked her "Why am I little?" and on another occasion he wondered why she choose his birthday to be this late. According to Claudia, he started questioning his age compared to his classmates.

The mother decided to contact his teacher. She asked her the reason for not mentioning his age when he was first enrolled. Claudia inquired "Why didn't you tell me this during previous meetings?" The teacher thought that he would be fine in all areas since he was doing well academically. The school only evaluated his academic abilities, and accepted him accordingly. Claudia wished they mentioned that his maturity or emotions might play a role in his Kindergarten experience.

To further understand the situation, Claudia decided to ask other school personnel who knew Emmanuel. The

teachers kept saying he is doing well in class and enjoys the activities. It was only the librarian who mentioned his crying. She informed Claudia that Emmanuel loves books on dinosaurs, and that he would only want to read books about dinosaurs. He would cry if she presented him with books on other topics. The librarian was worried about this issue because he needs to read books at his level. Emmanuel, however, did not care about the reading level of the book, he just wanted books about dinosaurs.

Claudia started getting anxious and contacted kindergarten teachers from her home country. Previously, Claudia was a kindergarten teacher, and she was worried that she has pushed her son too far in achieving in academics. All three of her Columbian colleagues recommended to keep Emmanuel in Kindergarten so that he could be among classmates the same age. One of the teachers, who has a master's degree in early childhood education, said she had the same situation with her daughter and believed that holding her daughter back was a good decision that she doesn't regret. Claudia also asked a parent in Emmanuel's school about his opinion regarding retention of Emmanuel. According to the parent, his son was old enough to enter kindergarten, but he decided to hold him back. Currently he is on first grade and is excelling academically as well as socially.

At this point, Claudia was wondering if she should hold Emmanuel back. The decision process was hard. "Most people suggested that it was better to keep him back." This majority made her realized that "the most important piece of evidence for me was the opinions of people who chose to hold their kids back one level" said Claudia. In fact, parents of held back children were happy with their decision.

It was nearing the end of the school year, and Claudia was getting more and more anxious. She doesn't know the regulation and policies of her state in regards to acceleration and she hasn't been informed of the different types of acceleration. When she met again with Emmanuel's teacher, she was comforted by the idea that next year students within the same classroom will be working on different activities depending on their ability. The teacher told her they will be using ability grouping. In fact, the whole school moving towards meeting the needs of academically talented students, and will be receiving acceleration workshops.

With this great news and after talking with the first grade teacher, Claudia thought it might be hard for Emmanuel to keep up with the pace. She decided that it would be best to hold him back. Although the father was not involved in the whole inquiry processes, he agreed. He was worried about his son when he reaches middle school and all his classmates are teenagers and older than him.

When the mother decided to inform Emmanuel of the decision, she told him "Emmanuel, everyone is going to go to grade one, but I don't think you are going to make it". He replied "yes mom, I will make it... I will make it... I want to be with my friends". At that point, Claudia explained to her son that being with kids his own age is might better suit him. She also suggested he could be the leader of the class or teacher aid since he knows the content

of Kindergarten. Emmanuel is now comfortable with the idea of repeating Kindergarten. Both Claudia and Roberto strongly believe that academics is only a part of the whole picture in a child's education. A balanced child is one who has his physical, social, emotional and cognitive needs met. For that reason, they think it is best for children to be with same-age peers.

FINDINGS

As previously discussed, narrative data were coded and categorized for the purpose of identifying major themes. From this categorical aggregation process the following three themes emerged as the primary factors to consider in the decision making process of acceleration or retention of a child in school: 1. Characteristics of the child, parents' knowledge about acceleration; 2. Seeking advice; and, 3. School context. A description of each theme is presented and represents a credible and accurate representation of the parents perspective which includes a holistic and reflective insight regarding the decision-making process for Emmanuel's education. As parents, it was hard to pinpoint to one or two factors that were the reason for their final decision. Although there were multiple and diverse factors considered by Claudia and Roberto (i.e. the child, the school, and the home environment) the most consistent units of analysis emerging from the narrative and archival data were the three primary thematic factors offered below.

Characteristics of the Child

The characteristics of the child was a major factor in the decision making process. The parents wanted to make sure that the environment of the child met his physical, cognitive, socio-emotional needs. Although the parents knew that their son was academically capable to move to grade 1, they were worried that his social and emotional needs might not be met.

Seeking Advice

Another theme that emerge was the constant seeking of advice. The mother Claudia was actively engaged in obtaining both professional information and peer perspectives on Emmanuel's situation. Not only was advice taken from individuals who knew the child, but parents who have been in similar situation. In addition, the mother felt the need to contact teachers from her home country. Culture plays an important role in many major decisions, such as accelerating your child. Being able to discuss such situation with individuals familiar with your own culture might be a step of for guidance.

School Context

The school context was influential on every decision the family took:

- The policies regarding early entrance to kindergarten gave the family an opportunity to enroll their son at an early age.
- The absence of support and recommendation regarding the early entrance to kindergarten affected the son emotional and social needs.

- The absence of services to support the needs of struggling students in the classroom played a major in the son's experience.
- The school shift towards meeting the needs of academically talented students within their classroom gave the family an opportunity to hold back their son.

RECOMMENDATIONS ON MAKING THE DECISION

Early entrance to kindergarten or first grade would arguably have a number of advantages. Entering school early can be considered inexpensive, may be the least disruptive option in terms of friendship and curriculum, and is able to provide the child who is academically talented with an appropriate degree of challenge. However, this option requires decision making when the child is still young that has long-term effect and quite hard to reverse. It is important to recognize the complexity of the question and situation faced by parents. Nevertheless, it is crucial to keep in mind that willingness to accelerate will always be voluntary.

Get to know your child's strengths and weaknesses

Knowing your child is crucial. In fact, being able to pinpoint strengths and weaknesses of your child will be of great important in making a decision. School personnel may give recommendation relying on the child's academic performance; however, a child's needs include more than just cognitive abilities. For an individual to be satisfied, happy and find interest in activities, the person's cognitive, social, emotional and physical needs should be met.

Know your state and district laws

Parents need to be aware of the laws in their states regarding early entrance. In some states, such as Pennsylvania, individual districts set policies regarding early entrance to school. Exactly when children should enroll in kindergarten varies around the world (Meisels, 1992). Children enter school at age 7 in Sweden, at age 6 in Switzerland, Australia, and Germany, at age 5 in New Zealand and age 4 in England. School entry in the United States varies, with cutoff birth dates for enrollment typically set by the state. By knowing the state policies, parents can avoid facing discouragement from teachers or principals who have concerns about accelerative practices.

It is important to remember that having cut off age for entry to school is far easier for policymakers. However, research has shown that entry age has little to no effect on academic achievement and social and emotional functioning of the child when the environment is appropriate and meets the needs of all children in the class.

Get to know the school

Although the state and districts have laws, each school is its own small community and has its own atmosphere. Getting to know the school on paper or through a website is different than getting to know it in person. Parents of children entering new to school should pay the school several visits: check out the routines of the school and

prepare the child for such routines; meet the principle and understand his or her perspective and attitude towards acceleration; and meet the teachers in Kindergarten or grade 1 and get a feel on what are their expectations from students. As parents, getting to know the school will help in deciding whether the child is ready for such an environment. Parents know their children quiet well, and can make good judgment on their children's abilities.

Seek advice from different professionals

Early entrance to school is a controversial topic among educators and parents. Some professionals advocate it while others do not even though research has highlighted benefits of entering early to school. Due to opposing viewpoints, parents should try to seek advice from different professionals to understand the diverse perspectives, options, and recommendations. Having a range of input might help deciding on the best choice to meet the specific needs of the child.

Look for advocacy groups or professional networks and organizations

Certainly, most parents share a desire to provide the best for their children. Research shows that parents and caregivers who have resources and support are more likely to provide a good environment for their child. Advocacy is "the act of pleading or arguing in favor of something, such as a cause, policy or interest, or to have active support of an idea" (NAGC). Advocacy groups might be a source of valuable information about the school and district policy. Also, it is a network of individuals who have gone through the same experience either with their child or by advocating for other children.

Professional networks, organizations, or associations are an organization formed to unite and inform people who are working or are interested in the same field. Most organizations have a parents' group. Parents attending the annual meeting and join the association will have access to an enormous amount of resource information such as research done by experts, policies, books, journals, advocacy groups, and newsletters.

Ask about the different acceleration options the school can provide

According to the *Nation Deceived*, there are 16 acceleration options available other than early entrance to school (see *Nation Deceived: How Schools Hold Back America's Brightest Students Volume II* for a thorough description of the different acceleration options). Knowing the accelerative options provided by the school could help in taking the decision. It is important to keep in mind that acceleration is an intervention that should meet the needs of the student and give him or her appropriate environment to grow according to his or her potential.

In some cases, children have Asynchronous development in which the child is more advanced in one area compared to another. For example, a child might have math abilities more advanced for his or her age, and

be within the normative age for other academic areas and physical development. In such circumstances, early entrance might not be the most appropriate accelerative option. Subject-matter acceleration, exposure to advanced content in specific areas, might be a better choice in this situation.

In other situations, the school might already be providing individualized activities to meet the needs of every child within the classroom. In such a situation, keeping a child with his or her group age can be a good option. In other words, the student might be better off staying in the supportive atmosphere with same-age peers.

In addition, rather than considering this to be an all-or-nothing type of decision, the parents can inquire about a trial period. It might be beneficial to have the child enter school early and use the first six weeks as trial period. During this period, school personnel should observe the child's development in all areas (academic, emotional, physical, social, and behavioral). Parents can also ask to observe their child in the classroom. According to data collected throughout this trial decision can be made with evidence about the child's performance.

Check the receiving teacher

The receiving teacher plays a major role in the child's experience with early entrance. Gagne and Ganier (2004) found that teachers judged a significant minority of early entrants less than well adjusted. When the teacher is not knowledgeable with the cultural of the child, some behavior might be misjudged. In their study, they also found that boys were at greater risk than girls to be seen as less adjusted. Thus, the receiving teacher needs to be sympathetic to age of the child, and be knowledgeable about the characteristics of academically talented children from different cultures.

Make sure the assessment or entrance exam is adequate

The majority of schools use entrance exams to determine if the child is ready to start school. However, these assessments are not necessarily adequate. An appropriate assessment should be comprehensive, culturally sensitive, with a high ceiling, and individually administered (young children are not experienced with taking group tests). Parents can refer to the Iowa Acceleration Scale Manual (IAS Manual) for thorough discussion of recommended tests. According to the manual, when evaluating children for early entrance to kindergarten, it is required to give them an intelligence test, an aptitude test, and an achievement test in math and verbal areas. Recommended standardized assessments for intelligence include the Standard Binet and the Wechsler scales, and for achievement the Peabody Individual Achievement Test-Revised, the Woodcock-Johnson tests of achievement, the Wechsler Individual Achievement Test, and the Stanford Diagnostic Mathematics Test. In accordance to the IAS manual, It is reasonable to consider early entrance for a student with a score of one standard deviation above the mean on the intelligence measure, and above 50th percentile of students in the same grade level on achievement measures.

An alternative to entrance exams or standardized tests would be the parents' evaluation of their child. Research has shown that the anecdotal information provided by parents of four and five year old children is reliable and useful for identifying if the child can start school early (Colangelo et al., 2004; Louis & Lewis, 1992). Parents are good at judging the capabilities of their young children, especially when it comes to determining the child's early reading ability, mathematical ability, attention span, memory, and interest (Colangelo et al., 2004).

In addition to the intelligence, aptitude and achievement tests, the child should be evaluated in the areas of social and emotional development and motor skills. Licensed personnel evaluating the child could give parents recommendations. According to research, it is recommended that the child have already had experiences similar to classroom structure such as in summer camps, summer schools, or pre-school. Having the opportunity to learn to take turns, following routines, and work on activity for a certain period of time will help the child acclimate and be part of the new community.

Early entrance to school is a complex and worrying question that parents face. Although some advantages and disadvantages can be listed, it is crucial to remember the diversity of children and the diversity of acceleration option. Each child is unique in regards to their cognitive, social, physical and emotional development. However, the diversity also includes gender, personality, educational history, family dynamics, culture, family resources and many more. Willingness to accelerate will always be voluntary and should be done to meet the needs of the child.

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Excellence and Diversity in Gifted Education (EDGE)

Volume 2 Number 1

Spring 2016

Hosted at <http://cectag.org>