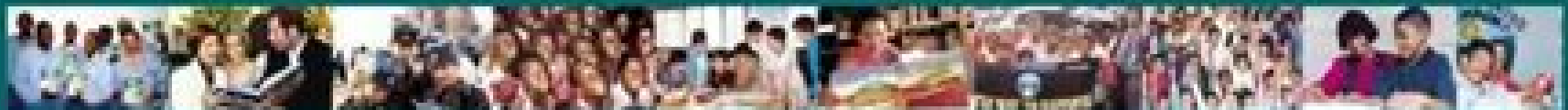


Minority Children in Special and Gifted Education

Issues in Identification and Referral
Impressions and Recommendations



Minority Students In Special And Gifted Education

**Mary M. Frasier,Jaime H. Garcia,A.
Harry Passow**



Minority Students In Special And Gifted Education:

Minority Students in Special and Gifted Education National Research Council, Division of Behavioral and Social Sciences and Education, Board on Behavioral, Cognitive, and Sensory Sciences, Committee on Minority Representation in Special Education, 2002-08-30 Special education and gifted and talented programs were designed for children whose educational needs are not well met in regular classrooms From their inception these programs have had disproportionate representation of racial and ethnic minority students What causes this disproportion Is it a problem Minority Students in Special and Gifted Education considers possible contributors to that disparity including early biological and environmental influences and inequities in opportunities for preschool and K 12 education as well as the possibilities of bias in the referral and assessment system that leads to placement in special programs It examines the data on early childhood experience on differences in educational opportunity and on referral and placement The book also considers whether disproportionate representation should be considered a problem Do special education programs provide valuable educational services or do they set students off on a path of lower educational expectations Would students not now placed in gifted and talented programs benefit from raised expectations more rigorous classes and the gifted label or would they suffer failure in classes for which they are unprepared By examining this important problem in U S education and making recommendations for early intervention and general education as well as for changes in referral and assessment processes *Minority Students in Special and Gifted Education*, 2001 *Disproportionate Representation of Minority Students in Special and Gifted Education and the Relationship Between Social Dominance Orientation and Teacher Referrals* Bret Kaida Schmidt, 2010 **Special**

Populations in Gifted Education Jaime A. Castellano, 2003 This unique book acknowledges and illuminates the reality that gifted students are from all backgrounds and that their talents transcend cultural ethnic and linguistic ties handicapping condition sexual orientation poverty and geography *Special Populations in Gifted Education Working with Diverse Gifted Learners* reflects today's student demographics and serves as a valuable resource tool to teachers and administrators who choose to promote access equity and excellence to the special students they serve This book is further intended to provide a desperately needed update reflecting the modern view of who the special populations are in gifted education Today's gifted students include a complex cross section of students Topics include any combination of the following areas of interest characteristics curriculum instruction assessment and evaluation nurturing and meeting their social emotional academic and cognitive needs School administrators teachers special education providers *A Review of Assessment Issues in Gifted Education and Their Implications for Identifying Gifted Minority Students* Mary M. Frasier, Jaime H. Garcia, A. Harry Passow, 1998-04 Examines research and literature that deal with assessment with the focus on issues related to the

identification of potentially gifted students from racial and ethnic minority groups economically disadvantaged students and those with limited English proficiency The major reasons for under representation are discussed and proposals are made for designing strategies to reduce or eliminate test bias improve the referral process strategies and stress cultural strengths rather than deficits Reducing the Disproportionate Representation of Minority Students in Special Education Jane Burnette,1998 Handbook of Latinos and Education Juan Sánchez Muñoz,Enrique G. Murillo Jr.,Margarita Machado-Casas,2009-12-16 Providing a comprehensive review of rigorous innovative and critical scholarship relevant to educational issues which impact Latinos this Handbook captures the field at this point in time Its unique purpose and function is to profile the scope and terrain of academic inquiry on Latinos and education Presenting the most significant and potentially influential work in the field in terms of its contributions to research to professional practice and to the emergence of related interdisciplinary studies and theory the volume is organized around five themes history theory and methodology policies and politics language and culture teaching and learning resources and information The Handbook of Latinos and Education is a must have resource for educational researchers graduate students teacher educators and the broad spectrum of individuals groups agencies organizations and institutions sharing a common interest in and commitment to the educational issues that impact Latinos **African American Children in Early Childhood Education** Iheoma U. Iruka,Stephanie M. Curenton,Tonia R. Durden,2017-05-31 This book presents both the challenges and opportunities that exist for addressing the critical needs of black children who have been historically underserved in the U S education system *Solving Disproportionality and Achieving Equity* Edward Fergus,2016-10-28 When the numbers don t lie this is your guide to doing what s right According to federal data African American students are more than three times as likely as their white peers to be suspended or expelled As a school leader what do you do when your heart is in the right place but your data show otherwise In *Solving Disproportionality and Achieving Equity* Edward Fergus takes us on a journey into disproportionality by engaging our hearts and minds on the presence of biases that create barriers to the success of students of color If your school is faced with a disproportionate rate of suspensions gifted program enrollment or special education referrals for students of color this book shows how you can uncover the root causes and rally your staff to face the challenge head on You will Understand through compelling vignettes and case studies how bias affects policies and practices even in good schools Know what questions to ask and what data to analyze to get to the root cause Create your own road map for becoming an equity driven school with staff activities data collection forms checklists and progress monitoring tools If you are interested in developing a deep understanding of the policy practice and beliefs necessary for schools to address disproportionality and achieve equity this book delivers all that and more Through careful analysis of data obtained from real cases Edward Fergus shows how disproportionality is manifest and how it can be thoughtfully addressed For educators and policy makers seeking solutions to these complex issues this book will be an invaluable resource Pedro Noguera

Distinguished Professor of Education UCLA Graduate Schools of Education and Information Studies Handbook of Mental Health in African American Youth Alfiere M. Breland-Noble, Cheryl S. Al-Mateen, Nirbhay N. Singh, 2016-01-22 This handbook fills major gaps in the child and adolescent mental health literature by focusing on the unique challenges and resiliencies of African American youth It combines a cultural perspective on the needs of the population with best practice approaches to interventions Chapters provide expert insights into sociocultural factors that influence mental health the prevalence of particular disorders among African American adolescents ethnically salient assessment and diagnostic methods and the evidence base for specific models The information presented in this handbook helps bring the field closer to critical goals increasing access to treatment preventing misdiagnosis and over hospitalization and reducing and ending disparities in research and care Topics featured in this book include The epidemiology of mental disorders in African American youth Culturally relevant diagnosis and assessment of mental illness Uses of dialectical behavioral therapy and interpersonal therapy Community approaches to promoting positive mental health and psychosocial well being Culturally relevant psychopharmacology Future directions for the field The Handbook of Mental Health in African American Youth is a must have resource for researchers professors and graduate students as well as clinicians and related professionals in child and school psychology public health family studies child and adolescent psychiatry family medicine and social work **The SAGE Handbook of African American Education** Linda C. Tillman, 2008-07-17 This Handbook received an honorable mention at the 2009 PROSE Awards The PROSE Awards annually recognize the very best in professional and scholarly publishing by bringing attention to distinguished books journals and electronic content in over 40 categories This volume fills the tremendous void that currently exists in providing a much needed lens for cultural leadership and proficiency The approach provides a wide divergence of perspectives on African American forms of leadership in a variety of diverse leadership settings Len Foster Washington State University The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning PK 12 school leadership higher education current issues and education policy The purpose of the Handbook is to articulate perspectives on issues affecting the participation and leadership of African Americans in PK 12 and postsecondary education This volume also addresses historical and current issues affecting the education of African Americans and discusses current and future school reform efforts that directly affect this group Key Features Promotes inquiry and development of questions ideas and dialogue about critical practice theory and research on African Americans in the United States educational system Makes significant contributions to the scholarship on African Americans in the broad context of U S education and society Addresses the central question in what ways do African Americans in corporate private and public positions influence and shape educational policy that affects African Americans The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical

perspectives teaching and learning Pre K 12 school leadership higher education current issues and education policy

TEACHERS OF COLOR A wise scientist once argued that to doubt everything or to believe everything often results in the same solution set both eliminate the need for reflection This handbook provides an intellectual space for those interested in true reflection on the human ecology of the African American experience in schools communities and society The Handbook of African American Education is a repository of information developed to advance the human service professional William F Tate IV Washington University in St Louis This handbook represents the most comprehensive collection of research on African Americans in education to date Its breadth spans the historical the political institutional and community forces that have shaped educational opportunities and attainment among African Americans The review of extant research on a range of topics from the role of culture and identity in learning teacher preparation educational leadership to higher education and educational policy is far reaching and cutting edge This volume has historic significance and will become a classic collection on African American education for scholars and practitioners alike Carol D Lee Professor Northwestern University Vice President Division G American Educational Research Association This handbook is needed as a basic reference for professors and graduate students conducting research on the education of Blacks in America Frank Brown University of North Carolina at Chapel Hill

Reducing Disproportionate Representation of Culturally Diverse Students in Special and Gifted Education Alfredo J. Artiles, Grace Zamora-Durán, 1997 This book discusses the disproportionate representation of students from minority backgrounds in special education and gifted classes and presents strategies that practitioners can use to better address the educational needs of all students Chapter 1 Disproportionate Representation A Contentious and Unresolved Predicament Alfredo J Artiles and Grace Zamora Duran provides an outline of the problem of student placement disproportionate representation and misclassification Chapter 2 Changing the Context of Assessment The Move to Portfolios and Authentic Assessment Robert Rueda criticizes traditional standardized assessment approaches that disregard students prior knowledge and cultural differences and proposes the use of performance assessment approaches In chapter 3 When Behavior Differences Are Not Disorders Sharon R Ishii Jordan the cultural influences on student behavior are discussed as well as the need for educators to be aware of the role of cultural meaning underlying human behavior Chapter 4 From Tests To Talking in the Classroom Assessing Communicative Competence Grace Zamora Duran and Elba I Reyes presents guidelines for educators to use to assess students language proficiency in order to decide whether a more comprehensive assessment or a prereferral intervention is needed 5 Disproportionate Representation in Gifted Programs Best Practices for Meeting This Challenge James M Patton discusses the under representation of children from minority backgrounds in gifted education and presents alternative assessment procedures The final chapter Disproportionate Representation Current Issues and Future Directions Grace Zamora Duran and Alfredo J Artiles provides a summary of recommended practices to address the problem of disproportionate representation Each chapter includes references CR

Intelligence Testing and

Minority Students Richard R. Valencia, Lisa A. Suzuki, 2000-09-19 At last a book that is comprehensive balanced and sensitive in its approach to the intellectual assessment of minority children This book will quickly become a standard text in courses on assessment and diversity Jonathan Sandoval University of California Davis Congratulations to Richard Valencia and Lisa Suzuki for producing a long overdue comprehensive and balanced treatment of cognitive assessment for minority children This volume should prove to be a great value for practitioners and researchers alike Terry Gutkin University of Nebraska Lincoln I believe that Intelligence Testing and Minority Students is absolutely outstanding Valencia and Suzuki demonstrate unusually rich research based theoretical practical and clinical foundations for treating the important and thorough set of topics covered by the book Their underlying compassion is also evident throughout the book I recommend this book to everyone in the field of assessment it is must reading for anyone who tests minority students Alan S Kaufman Yale University School of Medicine This book should be required reading for those who work in this field either in a research or clinical capacity but is especially important for those who have reservations about the use of standardized tests for intellectual assessment It is a highly valuable reference Robert Rueda University of Southern California This is a very rich resource on the history of intelligence testing and its application to diverse ethnic groups Theoretical and applied topics are well integrated in the discussions Most important is the inclusion of the record of white supremacy ideology the issues of cultural salience in measurement and the issues of usage I know of no other reference on this topic that is as comprehensive as is this one Asa G Hilliard III Georgia State University What roles do socioeconomic status home intellectual environment test bias and heredity play in explaining measured intellectual performance between and within racial ethnic groups Intelligence Testing and Minority Students provides a fresh opportunity to reexamine the construct of intelligence as well as its strengths and weaknesses Viewed as a psychometric tour de force this work provides a concrete argument for prioritizing the nation's testing needs as well as the multicultural perspectives of intelligence Psychometricians and practitioners alike will find this book to be a useful reference in understanding assessment tests and their relationship with minority students With the rising necessity for better and more comprehensive testing it has become of the utmost of importance to respond fairly and validly to the diversity of this nation's citizens The authors have acknowledged this need by including a thorough discussion of cognitive testing issues as well as an exploration of future movements From the historical views of testing to the future direction of nondiscriminatory assessment no professional should be without this must have reference About the Authors Richard R Valencia Ph D is Professor in the Department of Educational Psychology College of Education at The University of Texas at Austin Dr Valencia's research and scholarly interests include the intellectual and academic development of racial ethnic minority students historical social and psychological status Lisa A Suzuki Ph D is Assistant Professor in the Department of Applied Psychology School of Education at New York University Dr Suzuki previously worked as a school counselor and psychological examiner for the Department of Education in the state of Hawaii Over the years she

has administered over 300 intelligence tests to diverse populations Her observations sparked an interest in pursuing a greater understanding of the cognitive abilities and intelligence of diverse racial ethnic populations **Black Males in Secondary and Postsecondary Education** Erik M. Hines,Edward C. Fletcher Jr,2023-12-13 Black Males in Secondary and Postsecondary Education contributes to the existing literature on this population with a focus on teaching mentoring advising and counseling Black boys and men from preschool to graduate professional school and beyond into their careers *Gifted Education* Anthony F. Rotatori,Jeffrey P. Bakken,Festus E. Obiakor,2014-06-25 This volume addresses the most current perspectives and issues related to giftedness and is written by leaders in the field An excellent resource for special educators administrators mental health clinicians school counselors and psychologists this volume addresses the different educational issues that impact this population **Multicultural Gifted Education** Donna Y. Ford,2021-09-03 Each year the United States witnesses significant changes in the demographics of its citizens Accordingly schools and the students we teach are also changing With such changes come the need responsibility and obligation for educators to provide students with an education that is both rigorous and culturally responsive This book bridges the gap that exists between educating advanced learners and educating culturally different learners Multicultural Gifted Education 2nd ed addresses various topics including racially and culturally diverse students and families historical and legal perspectives on educating gifted and minority students culturally responsive curriculum and assessment and counseling students from a multicultural perspective

Creating Successful Learning Environments for African American Learners With Exceptionalities Festus E. Obiakor,Bridgie Alexis Ford,2002-06-18 In this groundbreaking book more than 25 leading scholars and practitioners provide concrete solutions for maximizing African American students achievement **Advancing Black Male Student Success From Preschool Through Ph.D.** J. Luke Wood,Shaun R. Harper,2023-07-03 Advancing Black Male Student Success presents a comprehensive portrait of Black male students at every stage in the U S education system preschool and kindergarten elementary middle and high schools community colleges and four year postsecondary institutions and master s and doctoral programs Each chapter is a synthesis of existing research on experience educational outcomes and persistent inequities at each pipeline point Throughout the book data are included to provide statistical portraits of the status of Black boys and men Authors include in each chapter forward thinking recommendations for education policy research and practice Each chapter is a synthesis of existing research on experience educational outcomes and persistent inequities at each pipeline point Throughout the book data are included to provide statistical portraits of the status of Black boys and men Authors include in each chapter forward thinking recommendations for education policy research and practice Most published scholarship on Black male students blames them and their families for their failures in school This literature is replete with hopeless pathological portrayals of this population Through this deficit thinking and resultant practices Black boys and men have continually experienced disparate outcomes This book departs from prior scholarship in that the editors

and authors argue that much is done to Black male students which explains their troubled status in U S education In addition to the editors expertise on the topic the authorship cast includes several scholars who are among the most respected thought leaders on Black male students in education International Encyclopedia of Education ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files Handbook of Giftedness in Children Steven I. Pfeiffer,2008-02-20 Mention special needs children and most people think of students struggling to overcome learning and physical disabilities as well as problem behaviors that interfere with achieving full academic potential But there is a hidden population of special needs children the gifted and talented and their teachers parents and other professionals are often not well equipped to respond to their unique academic and developmental needs In one comprehensive resource the Handbook of Giftedness in Children brings together leading experts from the fields of psychology and education combining theory and applied empirical research on such crucial topics as conceptualization types of intelligence developmental considerations and ethical and legal concerns Particular attention is given to social and family contexts and evidence based strategies and interventions offer solid guidelines on assessment curriculum design and encouraging and nurturing talent from preschool through adolescence Sample topics include Approaches to screening and assessment including IQ and other tests The gifted child s social world from peer relationships to gender issues Special issues of gifted but disadvantaged students Problems and interventions specific to families with a gifted child Career counseling planning and mentorship This volume is an essential resource for anyone working with gifted

and talented children including clinical child and school psychologists educators and other allied professionals as well as child psychiatrists family therapists social workers and pediatricians and other healthcare professionals It also serves as an invaluable guide for graduate students in these and related fields

Decoding **Minority Students In Special And Gifted Education**: Revealing the Captivating Potential of Verbal Expression

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